

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

DEPARTMENT OF HISTORY

(For the candidates admitted from the academic year 2024-2027)



BA HISTORY SYLLABUS

2024-2027

B.A. HISTORY
OBEELEMENTS

Programme Educational Objectives (PEO):

PEO1:	To provide quality education to enhance the knowledge of students
PEO2:	To impart the students an extensive knowledge of history and related subjects.
PEO3:	To prepare the students for writing competitive examination.
PEO4:	To equip the students to undertake different professions like Teachers, Advocate, Archaeologist and Journalists etc.
PEO5:	To motivate the students to obtain political knowledge.

Programme Outcomes

The B.A. History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

PO No.	Characteristic Attributes	Programme Outcomes <i>On completion of the B.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
PO2	Communication Skills	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
PO3	Critical Thinking, Analytical Reasoning and Problem Solving	Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	Information/digital literacy and Research-related skills	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes <i>The students on completion of B.A. History programme will be able to:</i>
PSO – 1 Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
PSO – 2 Communication, Entrepreneurial and Employable Skills	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO – 3 Critical Thinking, Analytical Reasoning and Problem Solving	Approach various issues with a critical and analytical mind for viable solutions.
PSO – 4 Contribution to Higher Learning	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
PSO – 5 Contribution to Society	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

CURRICULUM STRUCTURE – UG (ARTS)
(For I Year 2024 Batch onwards)

Part	Category of Courses	No. of Courses	Hrs	Total Credits
Part I	Language Courses (Tamil/Hindi/French/Arabic/ Sanskrit)	4	24	12
Part II	English Language Courses	4	24	12
Part III	Core Courses (CC)	14	75	61
	Minor Course (AC)	4	16	14
	Discipline Specific Courses (DSC)	3	13	10
	Project	1	3	3
Part IV	Skill Enhancement Courses (SEC)	4	8	8
	Ability Enhancement Courses (AEC)	3	6	6
	Multi Disciplinary Courses (NME)	2	4	4
	Environmental Studies	1	2	2
	Value Education	1	2	2
	Soft Skill Development	1	2	2
	Summer Internship/Industrial Activity	0	0	2
Part V	Gender Studies	1	1	1
	Extension Activity (NCC/NSS/Sports/Any Other Activities)	0	0	1
Total		43	180	140

EXTRA CREDIT SCHEME STRUCTURE – 2024 - 2027

Courses	Credits	Semester	Marks
Extra Credit Courses I (Professional English) ECPEA – ECC I – PROFESSIONAL ENGLISH FOR ARTS AND SOCIAL SCIENCES (Tamil, English, History, Economics, Mathematics, CS, IT, BCA) ECPEB – ECC I – PROFESSIONAL ENGLISH FOR COMMERCE AND MANAGEMENT (Commerce & BBA) ECPEC – ECC I – PROFESSIONAL ENGLISH FOR LIFE SCIENCES (Zoology, Botany, Biochemistry & Marine) ECPED – ECC I – PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES (Physics, Chemistry & Geology)	2	I	100
Extra Credit Courses II (Skill Course I – Add on)	2	II	100
Extra Credit Courses III (Skill Course II- Add on)	2	III	100
Extra Credit Courses IV (Skill Course III- Add on) – Tourist Guide and Travel Management	2	IV	100
Value added course I (Multidisciplinary) – Museology and Epigraphy	2	V	100
Value added Course II (Same disciplinary) – Heritage Management	2	VI	100
Total	12		

B.A History Programme

SCHEME OF EXAMINATIONS– 2024 – 2027 BATCH

SEMESTER I							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXIT
I	Language Course I	LC I – Pothu Tamil I	6	3	3	25	75
II	English Course I	ELC I – General English I	6	3	3	25	75
III	Core Course I	CC I – History of India from Pre-History To 1206 CE.	5	4	3	25	75
	Core Course II	CC II - History of Tamilnadu up to 1336 CE.	5	4	3	25	75
	Minor Course I	MC I – Modern Governments-I	4	3	3	25	75
IV	Skill Enhancement Course – Foundation Course	SEC - I – Introduction to History	2	2	3	25	75
	VE	Value Education	2	2	3	25	75
	Extra Credit I	Extra Credit Course I – Professional English		2	-	-	100
No. of Courses – 7+1			30	21+2			

SEMESTER II							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part I	Language Course II	LC II - Pothu Tamil II	6	3	3	25	75
Part II	English Course II	ELC II - General English II	6	3	3	25	75
Part III	Core Course III	CC III – History of India from 1206 CE – 1707 CE.	5	4	3	25	75
	Core Course IV	CC IV- History of Tamilnadu from 1336 CE – 1801 CE.	5	4	3	25	75
	Minor Course II	MC II – Modern Governments-II	4	4	3	25	75
Part IV	Skill Enhancement Course SEC II	SEC- II Introduction to Museology.	2	2	3	25	75
	EVS	Environmental Studies	2	2	3	25	75
	Extra Credit II	Extra Credit Course II – (Skill Course I – Add on)		2	-	-	100
No. of Courses – 7+1			30	22+2			

SEMESTER III							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
I	Language Course III	LC III - Pothu Tamil III	6	3	3	25	75
II	English Course III	ELC III - General English III	6	3	3	25	75
III	Core Course V	CC V – History of India from 1707 CE to 1857 CE.	5	4	3	25	75
	Core Course VI	CCVI - History of Tamil Nadu 1801 CE -2000 CE.	5	4	3	25	75
	Minor Course III	MC III – Public Administration	4	4	3	25	75
IV	Multi-Disciplinary Course I	NME I - Introduction to Tourism	2	2	3	25	75
	Skill Enhancement Course SEC III	SEC III- Monuments in India	2	2	3	25	75
	Extra Credit III	Extra Credit Course III – (Skill Course II – Add on)		2	-	-	100
No. of Courses – 7+1			30	22+2			

SEMESTER IV							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
I	Language Course IV	LC IV - Pothu Tamil IV	6	3	3	25	75
II	English Course IV	ELC IV - General English IV	6	3	3	25	75
III	Core Course VII	CC VII - History of India from 1857 CE to 1947 CE	5	4	3	25	75
	Core Course VIII	CC VII - History of Europe from 1453 CE to -1945 CE	5	4	3	25	75
	Minor Course IV	MC IV – Panchayat Raj	4	3	3	25	75
IV	Multi-Disciplinary Course II	NME II - Introduction to Indian Constitution	2	2	3	25	75
	AEC-I	Basics of Tourism	2	2	3	25	75
	Extra Credit IV	Extra Credit Course III – (Skill Course III – Add on)		2	-	-	100
No. of Courses – 7+1			30	21+2			

SEMESTER V							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
I	Core Course IX	CC IX - Contemporary India from 1947 CE to 2000 CE	6	5	3	25	75
II	Core Course X	CC X - History of Science and Technology	6	5	3	25	75
III	Core Course XI	CC XI - History of USA from 1776 CE to 1945 CE	6	5	3	25	75
	Core Course XII	CC XII - Archaeology	5	4	3	25	75
	Discipline Specific Elective I	DSE I - Human Rights	3	3	3	25	75
IV	Ability Enhancement Course II	AEC II - Tour and Travel Management	2	2	3	25	75
	Summer Internship/ Industrial Training	Internship		2			
	Soft Skill Development - SSD	Soft Skill Development - SSD	2	2	3	25	75
	Extra Credit V	Value Added Course I (Multi-disciplinary)		2	-	-	100
No. of Courses – 7+1			30	28+2			

SEMESTER VI							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
III	Core Course XIII	CC XIII - International Relations	6	5	3	25	75
	Core Course XIV	CC XIV - Women through the ages in India	6	5	3	25	75
	CC XV - Project	CC XV - Project	3	3	-	-	-
	Discipline Specific Elective -II	DSE II - Journalism	5	3	3	25	75
	Discipline Specific Elective-III	DSE III – Indian Constitution	5	4	3	25	75
IV	Skill Enhancement Course IV	SEC IV - Archives Keeping	2	2	3	25	75
	Ability Enhancement Course - III	AEC III - Tourism and Hotel Management	2	2	3	25	75
V	GS	Gender Studies	1	1	3	25	75
	Extension Activities	NCC/NSS/Sports/Any Other Activities		1			
	Extra Credit IV	Value Added Course II (Same Disciplinary)		2	-	-	100
No. of Courses - 8			30	26+2			

Grand Total – Credit – 140 & Extra Credit – 12

Semester-I/ Core Course-I	CC I – History of India from Pre-History To 1206 C.E.	Course Code:
Hours :5	Credits: 4	Exam Hours: 3
Internal Marks - 25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To discuss the characteristics of pre and proto historic cultures in India • To trace the emergence of Centralized State under the Mauryas and Ashoka's Dhamma. • To expose the achievements of the Guptas and their contribution to literature, art and architecture • To inculcate the contribution of Harshavardhana to administration and religion. • To analyse Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor. 		
UNIT I	Pre-History to Vedic Period: Geographical Features – Sources of Indian History – Pre and Proto History - Harappan Civilization - Megalithic Culture– Early Vedic Age – Later Vedic Age.	15 Hrs
UNIT II	Religion and Political Conditions of North India: Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	15 Hrs
UNIT III	Post Mauryan Empire: Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta I – Samudragupta I - Chandragupta Vikramaditya–Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas	15 Hrs
UNIT IV	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties –Nalanada, Vikramasila and Valabhi Universities–Deccan Kingdoms - Chalukyas – Rashtrakutas - Art and Architecture - Cultural contributions.	15 Hrs
UNIT V	Rajputs – Paramaras – Palas – Senas - Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain	15 Hrs

Map Question is Compulsory

1. Important sites of Indus Valley Civilization: Harappa, Mohenjodaro, Lothal, Kalibangan, Rupar, Ahmadabad and Alamqurpur.
2. Important sites of Asokan Inscriptions.
3. Kanishka’s Empire and important cities: Purushapura, Kashgar, Yarkand, Khotan, Indraprastha and Multan.
4. Gupta’s Empire and important places: Ujjaini, Sanchi, Prayag, Bodhgaya, Mathura, Pataliputra, Vaiishali and Kanauj.
5. Harsha’s Empire and important places: Kanauj, Prayag, Pataliputra, Allahabad, Nalandha, Ajantha, Ellora, Thanesvar and Ujjaini.

LEARNING RESOURCES

Recommended Books

Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002

Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

References

A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004

B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005

K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,

L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017

RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016

R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

Web Resources

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

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1:	Outline the Characteristic features of pre and proto historic cultures in India
CO 2:	Examine Ashoka's policy of Dhamma.
CO 3:	Justify Gupta Age as a classical age
CO 4:	Assimilate the nature of Post-Gupta polity and Harshavardhana
CO 5:	Narrate the Arab invasion of India.

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	M	S	S	M	S	S	S	S	S	M
CO2	S	S	M	M	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S	S
CO4	M	S	S	M	S	M	S	S	S	S	S	S	S
CO5	S	S	S	M	S	S	M	S	S	S	M	S	M

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-I / Core Course-II	CC II - History of Tamilnadu upto 1336 CE	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:	<ul style="list-style-type: none"> □ To discuss political, social and economic conditions of Ancient Tamil Nadu □ To trace the origin of Pallavas and their contribution to Art and Architecture □ To analyse the administrative system under Cholas. □ To reveal the contributions of Pandyas to society and economy. □ To discuss the invasion of Malik Kafur and its impact in Tamil Nadu. 	
UNIT I	SANGAM AGE: The Geographical Features of Tamil Nadu-Sources –Archaeological Epigraphical – Numismatic – Literary - Sangam Age: Sangam Polity – Society and Economy - Chieftains of Sangam Age – Topographical Divisions – Post Sangam: Kalabras.	15 Hrs
UNIT II	AGEOFFPALAVAS: Origin of Pallavas; Rock-cutcave Temples, Structural Temples, Monolithic Temple - Mahendra Varman I – Narsimhavarman I – Pallava - Chalukya conflict –contribution of Pallavas to Art and Architecture: Fine Arts and literature – Bhakthi movement: Alwars and Nayanmars – Impact of Bhakthi Movement	15 Hrs
UNIT III	THEAGEOFIMPERIALCHOLAS: Vijayalaya – Rajaraja I – Rajendra I – Kulottunga I – Chola administration – Social condition under the Cholas – Economic and Religious condition–Merchant Guild system - Literature, art and architecture.	15 Hrs
UNIT IV	PANDYANEMPIRE: Arikesari Maravarman - Jatila Parantaka Nedunjadaiyan - Varaguna II- Pandyan Architecture-Cave Temples-The Second Pandyan Empire; Jatavarman Kulasekhara Pandya I – Maravarman Sundra Pandya I – Jatavarman Sundra Pandya I –Maravarman Kulasekara Pandya I - Consolidation of Power - Economic and Social Condition -Art and Architecture - Language and Education-Decline.	15 Hrs
UNIT V	TAMILNADU UNDER SULTANATE: Invasion of Malik Kafur – Madurai Sultanate – Impact of Muslim Rule.	15 Hrs

LEARNING RESOURCES

Recommended Books

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

References

- Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020
 C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938
 K.A. Nilakanta Sastri, *The Colas*, University of Madras, Madras, 1984
 K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
 K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
 K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
 Ma. Rajamanickanar, *History of Cholas*, Saran Books, Chennai
 Ma. Rajamanickanar, *History of Pallavas*, Saran Books, Chennai
 N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966
 P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001
 V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
 Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012
- Web Resources
<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
<http://www.historydiscussion.net>
<http://globalsecurities.org/military/world/india/history-chola.htm>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>
CO 1	Narrate the Geographical features and Historical sources of Ancient Tamil Nadu
CO 2	Appreciate the contribution of Pallavas to art and architecture.
CO 3	Learn the administrative system of Cholas.
CO 4	Acknowledge the evolution of art and architecture under Pandyas
CO 5	Assess the impact of Malik Kafur's invasion in Tamil Nadu.

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	M	M	S	S	M	S	S	S	M	S	M
CO2	S	S	M	M	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	M	S	S	S	S	S	S
CO4	S	S	M	M	S	M	M	S	S	S	S	S	S
CO5	S	S	S	M	S	M	M	S	S	S	S	S	M

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-I / Minor Course-I	MC I - Modern Governments –I	Course Code:
Instruction Hours: 4	Credits: 3	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives: <ul style="list-style-type: none"> • To impart the evolution of Constitution. • To analyse the classification of States. • To discuss the concepts of Separations of powers • To impart the functions of Legislature and Executive. • To trace the process of law making and judiciary 		
Unit I	Constitution: Meaning, Purpose and Contents of Constitution- Classification of Constitution, Written and Unwritten Constitution – Flexible and Rigid Constitution.	12hrs
Unit II	State: Features of the Unitary State – Merits & Demerits – Federal State – Characteristics of a Federal State – Merits & Demerits.	12hrs
Unit III	Legislature: Functions of Legislature – Delegated Legislation – Unicameral & Bicameral Legislatures – Methods of Solving Dead Locks – Direct Democratic Devices.	12hrs
Unit IV	Executive: Theory – Criticism – Executive: Importance and Functions of Parliamentary and Non-Parliamentary Executive - Plural Executive.	12hrs
Unit V	Judiciary: 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 –Pressure Groups.	12hrs

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, New York, 1963.

e- Resources:

www.bestwebsitesideindia.com

www.digitalindia.gov.in

Course Outcomes:

On completion of the course the learner will be able to

CO 1:	Attain knowledge on the evolution of modern governments.
CO 2:	Appreciate the political context of the countries.
CO 3:	Assess the role of executive body.
CO 4:	Learn knowledge on Legislature.
CO 5:	Evaluate the function of Judiciary.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	M	S	S	S	S
CO 4	M	S	S	S	S
CO 5	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-I / Foundation Course	SEC I - Introduction to History	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives:	<ul style="list-style-type: none"> To impart the meaning and nature of history. To inculcate knowledge of different kinds of history and its relationship with other disciplines. Use of facts in writing history. Introduction of the concepts in history. Knowledge of various sources for the study of history and usage of bibliography and footnotes. 	
UNIT I	History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History	6 Hrs
UNIT II	Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art	6 Hrs
UNIT III	Herodotus – Thucydides – St. Augustine – Ibn Khaldun – Alberuni – Ranke – Hegel – Marx – E.H. Carr	6 Hrs
UNIT IV	R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha – K.A. Nilakanta Sastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan	6 Hrs
UNIT V	Repositories of Sources: Material Remains – Oral Sources - Archival and Government Records –Footnotes and Bibliography in writing assignments.	6 Hrs

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

LEARNING RESOURCES

Recommended Books

E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.

G. Venkatesan, *A Study of Historiography (History of Historical Knowledge)*, V.C. Publications, 2018

K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

S. Manikam, *On History & Historiography*, Padumam Publishers, Madurai

Sheik Ali, *History: Its Theory and Method*, Laxmi Publications, 2019

References

John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019

Marc Bloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

R.G. Collingwood, *The Idea of History*, OUP, Delhi, 1994

Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

Web Resources

<https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>

<http://d-nb.info>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Describe the meaning and definition of history.
CO 2	Explain the relationship between history and allied disciplines.
CO 3	Illustrate the use of facts in writing history.
CO 4	Examine the concept of causation in history.
CO 5	Develop an essay based on sources using foot notes and bibliography.

Mapping of Cos with Pos & PSOs:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	S	M	S	S	S	S	S	M	S	S
CO2	S	S	S	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	M	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-II / Core Course-III	CC III - History of India from 1206 CE to 1707 CE	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To discuss the Medieval History of India. • To impart the administrative system under sultanate. • To analyse the contribution of Vijayanagar empire to Art and Architecture. • To explore the Mughal Administration, Art and Architectural System. • To inculcate the Maratha administrative system. 		
UNIT I	The Delhi Sultanate: Slave, Khilji, Tughlaq, Sayyid and Lodi Dynasties- Administration, Social and Economic life – Art and Architecture – Bakhti and Sufi Movement in Medieval India.	15 Hrs
UNIT II	Rice of Deccan States: Establishment of Vijayanagar Empire - Krishnadevaraya- Battle of Talikota- Administration, Society -Bahmani Kingdom.	15 Hrs
UNIT III	Mughal rule in India: Babur: Humayun –Shershahsur- Akbar – Jahangir – Shahjagan –Aurangazeb.	15 Hrs
UNIT IV	Mughal State: Administration - Religious policy of the Mughals- Society, Economy and Culture- Art and Architecture.	15 Hrs
UNIT V	Decline of the Mughals: Rise of the Marathas- Shivaji - Maratha Administration- Rise of the Sikhs.	15 Hrs

MAP QUESTION IS COMPULSORY:

1. Allaudin Khilji's conquests.
Important Places: Delhi, Chittor, Devagiri, Warrangal, Dwarasamudra, Madurai.
2. Vijayanagar Empire under Krishnadevaraya.
Important Places: Sivasamudaram, Ummattur, Golconda, Vijayanagar, Richur.
3. Mughal Empire under Akbar-Extent
Important Places: Delhi, Fateh-Pur-Sikri, Ahamadnagar, Amber, Marwar.
4. Mughal Empire under Aurangazeb.
Important Places: Delhi, Agra, Bijapur, Lahore, Ahamed Nagar.
5. Maratha Empire under Shivaji – Extent
Important Places: Satara, Poona, Purandar, Raigargh, Gingee.

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

e- Resources:

www.mapsofindia.com
www.culturalindia.net

Course Outcomes:

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Acquire knowledge on the society, Economy and administration in Medieval India.
CO 2	Highlight the Art and Architecture under Vijayanagar state.
CO 3	Assess the contribution of Mughals to administrative system.
CO 4	Appraise the contribution of Mughals to Art and Architecture.
CO 5	Preserve the heritage and culture of India.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

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

Semester-II Core Course-IV	CC IV - HISTORY OF TAMILNADU FROM 1336 C.E. TO 1801 C.E.	Course Code:
Hours :5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:	<ul style="list-style-type: none"> □ To impart the Administration and Achievements of the Tamil rulers. □ To analyse and interpret the Nayaka rule in Tamilnadu. □ To inculcate the Maratha administration in Tamilnadu. □ To discuss the administration of Nawabs. □ To trace the advent of Europeans in Tamilagam. 	
UNIT I	TAMILNADU UNDER VIJAYANAGAR Vijayanagar Rule in Tamil Region - Kumara Kampana's Expedition- Krishna Devaraya – Battle of Talikkotta – Ayanagara System – Nayankara System – Administration – Growth of Art, Education and Literature.	15 Hrs
UNIT II	TAMIL NADU UNDER NAYAKS Nayaks of Madurai: Viswanatha Nayak - Muthu Virappa Nayak – Rani Mangammal – Meenakshi – Nayaks of Tanjore – Sevappa Nayak – Ragunatha Nayak – Vijayaraghava Nayak – Nayaks of Senji – Vaiyappa – Tubaki Krishnappa, Krishnappa I, Krishnappa Nayak II – Administration – Soico, Economic Conditions – Literature – Art and Architecture.	15 Hrs
UNIT III	MARATHAS OF TANJORE Marathas of Tamil Country: Venkoji – Shahuji – Serfoji I – Tukkoji – Pratap Singh – Thujjaji – Serfoji II – Shivaji II – End of the Maratha Rule – Administration – Economy – Literature – Art and Paintings – Sethupathis of Ramnad: Ragunatha Sethupathi I – Kilavan Sethupathi – Tondaimans of Pudukkottai: Raghunatha Tondaiman – Vijayaragunatha Tondaiman.	15 Hrs
UNIT IV	CARNATICNAWABS: Navayat Dynasty: Saadat-ullah-Khan- Dost Ali- Wallajah Dynasty: Anwarudin-Chanda Sahib – Muhmmad Ali – Khan Sahib – Administrative System – Art and Architecture	15 Hrs
UNIT V	THEADVENTOFTHEEUROPEANS: The Portuguese- The English –The Dutch-The French - Anglo - French Conflict- Tamilnadu under Arcot Nawabs – The Carnatic wars and Effects – Anglo-Mysore Wars- Poligar System-South Indian Rebellion 1801.	15 Hrs

TEXTBOOK:

1. Gowri, K., Madurai under East India Company 1801-1857, Raj Publishers Madurai, 1987.
2. Venkatesan, G, History of Modern Tamil Nadu From 1600–2011A.D., Narmatha Publications, Rajapalayam, 2017.

REFERENCEBOOKS:

1. Mangala Murugesan, K., Self-Respect Movement, Thendral Pathipakam, Chennai, 1982.
2. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
3. Sathyanatha Aiyar, R., History of Nayaks of Madurai, Oxford University, 1924.
4. Subramanian, N., History of TamilNadu 1565–1982, Ennes Publication, Madurai, 1987.
5. Varghese Jeyaraj, S., Socio-Economic History of Tamil Nadu, 1565-1967, Anna Publications, Uthamapalayam, 2017.
6. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.
7. —, History of south India: from prehistoric times to the fall of Vijayanagar,
8. K.A. Nilakanta Sastri, Champakalakshmi, P.M. Rajan Gurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.
9. K.K. Pillai-Tamilaga Varalarum Panpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
10. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
11. Chithra Madhavan, History and Culture of Tamil Nadu, Vol.1, D.K. Print World (P) Ltd., New Delhi, 2005.

E-LEARNINGRESOURCES:

1. https://en.wikipedia.org/wiki/Nayaka_dynasties
2. <http://tnpsctutorial.blogspot.com/2013/09/the-nayak-rule.html>
3. https://fifthworld.fandom.com/wiki/Princely_State_of_Pudukkottai
4. <https://www.oliveboard.in/blog/the-advent-of-europeans/>

Course Outcomes:

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Understand the rise and fall of the Nayak rule, administration, Art and Architecture.
CO 2	Explore the social and Economic conditions of Tamil Nadu under the Sethupathi rule
CO 3	Evaluate the impact of Tondaimans of Pudukkottai and Marathas of Tanjore in Tamil Society
CO 4	Understand the impact of Carnatic Nawab Rule in Tamil Nadu
CO 5	Highlight the advent of Europeans and its consequences in Tamil Nadu.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	M	S	S	S	S	S
CO 2	S	S	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	M	S	S	S	S	S
CO 5	S	S	M	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S
CO 2	S	M	S	S	S
CO 3	S	S	S	S	S
CO 4	S	M	S	S	S
CO 5	S	M	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-II / Minor Course –II	MC II - Modern Governments II	Course Code:
Instruction Hours: 4	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives:	<ul style="list-style-type: none"> • To impart the legacy of British constitution • To discuss the Presidential form of the government in USA • To trace the Plural executive system in Switzerland. • To discuss about the French Constitution. • To inculcate the features of Communism in China. 	
UNIT I	Constitution of United Kingdom: 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 hrs
UNIT II	Constitution of the United States America: - Salient features of the constitution presidential democracy powers and functions of the President and the Congress Committee system – Judicial Review	12 hrs
UNIT III	Constitution of Switzerland: Salient features Powers and functions of the Plural Executive - Federation in Switzerland -Direct democratic devices	12 hrs
UNIT IV	Constitution of France: Salient features - Administrative law and its implications.	12 hrs
UNIT V	The Constitution of China - Salient features - Single party system - Principles of communist party - functions and its impact on the society	12 hrs

Text Book:

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

Reference Books:

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

e- Resources:

www.archives.gov
www.britannica.com

Course Outcomes:

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Learn about the Constitution of England.
CO 2	Appraise the American Constitution.
CO 3	Acquire knowledge on Constitution of Switzerland.
CO 4	Highlight the characteristics of French Constitution.
CO 5	Evaluate the Chinese Constitution.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

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

Semester-II / SEC II	SEC II - Introduction to Museology	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart History of Museum and Architectural Grandeur • To discuss the classification and types of Museums. • To inculcate about the various functions and preservation techniques of Museum • To trace the administrative systems followed in Museums. • To impart knowledge on regional Museums. 		
Unit I	Museology - Definition - Objectives - History of Museum - Museum Architecture and Buildings.	6 hrs
Unit II	Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.	6 hrs
Unit III	Functions of Museum - Storage - Conservation - Preservation Techniques - Education - Research.	6 hrs
Unit IV	Museum - Administration - Security - Museum Library - Legislative measures - Reproduction of Museum objects.	6 hrs
Unit V	Museum related organizations - International - Indian Museums in the promotion of Tourism - study of select Museums in India - National Museum Delhi, Government Museum Chennai - Salar Jung Museum Hyderabad - Local Museum Tiruvarur, Tarangambadi and Nagapattinam.	6 hrs

LEARNING RESOURCES

Recommended Books

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

References

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

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Describe the various objectives of Museums.
CO 2	Classify the kinds of Museums.
CO 3	Compare the research value of Museum
CO 4	Justify the advantages of Museum library
CO 5	Describe the significance of Museum to promote Tourism.

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	M	M	S	M	S	S	S	M	S	M
CO2	S	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	M	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	M	M	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-III / Core course V	CC V - History of India from 1707CE– 1857CE	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives: <ul style="list-style-type: none"> To impart knowledge about the causes for the advent of the Europeans in India To trace the consequences of the British-French rivalry and beginning of the British supremacy To create awareness about the various strategies formulated by the British to capture power princely states To discuss about British state and revenue administration and its consequences To impart knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc. 		
Unit I	European Penetration into India: Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies-- Trading concessions – <i>Golden Firman- Dastaks</i>	15 Hrs
Unit II	The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– Robert Clive – Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival	15 Hrs
Unit III	British Expansion and Paramountcy in India: Ring Fence policy (1765 – 1813) – Policy of Subsidiary Alliance (1813-1823) – Policy of Lapse and Annexations by conquests (1823 - 1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars (1823-1885) – Anglo- Sikh conflicts (1844-1849)	15 Hrs
Unit IV	British Colonial Administration: Early Administrative Structure of the British Raj – Regulating Act- Pitt’s India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph and Postal services.	15 Hrs
Unit V	Indian Response to British Rule: Early Peasant movement and Tribal Uprisings – Kol Uprising, (1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – Puli Thevan –Velu Nachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857.	15 Hrs

LEARNING RESOURCES

Recommended Books

- Sir Syed Ahmad Khan, *The Indian Revolt*, Medical Hall Press, Benares, 1873.
 Bipan Chandra, *History of Modern India*, Orient Blackswan, New Delhi 2019
 Bipan Chandra, et al., *India’s Struggle for Independence*, Penguin Books, New Delhi, 2016.
 Desai A.R, *Social Background of Indian Nationalism*, Popular Prakasham, Bombay, 1976.
 Grover B.L, *A New Look on Modern Indian History*, S. Chand &Co, Delhi, 1977.

References

Lucy Southerland, The East India Company in the 18th Century Politics, Oxford, 1952.

Percival Spear, A History of India, Volume 2, Penguin Books, Great Britain, 1976.

Phillips C.H, East India Company, Routledge, London, 1961.

Ramachandran C. East India Company and the South Indian Economy, New Era Publications, Madras, 1980.

Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.

Sailendranath Sen, An Advanced History of Modern India, Macmillan Publishers, 2020

Web Resources

<http://www.nationalarchives.nic.in>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Trace the causes for the advent of the Europeans to India
CO 2	Discuss the outcome of the Anglo-French rivalry
CO 3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.
CO 4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.
CO 5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	S	M	S	M	S	S	S	S	S	S
CO2	S	S	S	S	M	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	M	S	S	S	S	S	S	S
CO4	S	S	S	S	M	M	S	S	S	M	M	S	S
CO5	S	S	S	M	M	S	S	S	S	S	M	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-III / Core course VI	CC VI - History of Tamil Nadu from 1801 CE TO 2000 CE	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> To impart knowledge on the colonial administration and early resistance in Tamil Nadu To discuss the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement To impart knowledge about contribution of Tamil Nadu towards Freedom movement To analyse the contributions of the Congress, DMK and ADMK governments To discuss about the current issues and challenges in Tamil Nadu 		
Unit I	Early Resistance to British Rule: Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806	15 Hrs
Unit II	Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai-Bharathiyar - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to Tamil Nadu- Congress Ministry – Quit India Movement – Towards Independence	15 Hrs
Unit III	Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment	15 Hrs
Unit IV	Government after Independence: Rajaji Ministry (1952-54) – Kamaraj Ministry (1954-1963): Mid-day Meals Scheme – Industrialisation – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti-Hindi Agitations 1938 to 1965	15 Hrs
Unit V	Formation of Dravida Munnetra Kazhagam – C.N. Annadurai reservation- women welfare- agriculture and industrial development- renaming Madras state as Tamil Nadu - Karunanidhi's Administration - Social Justice - Birth of ADMK M.G. Ramachandran - Nutritious Meal Scheme — J. Jayalalitha - Welfare Measures – Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes – Sri Lankan Tamil Refugee Crisis – Reservation Policy – Relations with neighbouring States – Industrial and Educational Development	15 Hrs

LEARNING RESOURCES

Recommended Books

- A. Ramaswamy, *Tharkala Thamizhnattu Varalaru*, New Century Book House, Chennai, 2018 (In Tamil)
- G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam
- K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- K. Rajayyan, *Tamil Nadu: A Real History*, Ethir Veliyeedu, Pollachi, 2015
- Ma. Po. Civananam, *History of Freedom Movement in Tamil Nadu*, Tamil University, 1988
- N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
- S. Narayan, *The Dravidian Years: Politics and Welfare in Tamil Nadu*, Oxford University Press, New Delhi, 2018

References

- A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019
- A.S. Panneerselvan, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021
- Anita Diehl, *E.V. Ramaswami Naicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978
- Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969
- K. Nambi Arooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal
- M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002
- M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019
- M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
- M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992
- Na. Velucami, *Dr.Kalaignar M. Karunanidhi: A Study*, Tamizhcholai, 2006
- P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozil Publishers, Madras, 1988
- P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980
- Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010
- Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965
- T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, Nivethitha Pathippagam, 2000 (InTamil)
- V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*, Samya, 1998
- V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007
- Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, Rowman & Littlefield, Maryland, USA, 2017

Web Resources

<https://archive.org/details/ac1cpl00000795a1498>

www.britannica.com/tamilnadu-india

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Appreciate the contribution of early resistant movements in India
CO 2	Elucidate the nature and importance of the social movements in India
CO 3	Appreciate the contribution of Tamil Nadu towards Freedom movement
CO 4	Describe the various welfare policies undertaken by the Governments in the State
CO 5	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	3	3	3	3	2	2	2	3	3	3	2	3	3
CO2	3	3	2	3	3	2	3	3	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	2	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-III / Minor Course-III	MC III - Public Administration	Course Code:
Instruction Hours: 4	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:	<ul style="list-style-type: none"> • To analyse the evaluations of Indian administration • To discuss the administration of central government • To acquaint the administration of state government • To identify the state administrative structure. • To trace the decentralized administration in India. 	
Unit I	CONSTITUTIONAL FRAME WORK: The Indian Constitution – Preamble – Salient Features – Fundamental Rights – Directive Principles – Union Government: President – Prime Minister–Parliament – Judicial Organization – State Government: Chief Minister - Governor – State Assembly – Centre - State Relations – Union Territories and Administration	12 Hrs
Unit II	CENTRAL ADMINISTRATIVE FRAMEWORK: Cabinet Secretariat – Duties and Responsibilities – Cabinet Committees – Function – Prime Minister’s Office – Role and Function-Central Secretariat – Functions – Executive Agencies – Growth and development of Departments in India - Ministry of Finance – Ministry of Home Affairs – Ministry of Personal – Ministry of External Affairs – Attorney General of India – Comptroller and Auditor General of India.	12 Hrs
Unit III	ADMINISTRATIVE RELATIONS: Bureaucratic Administration – Public Service and Civil Service – All India Services – Central Services – UPSC – Recruitment and Training – Grant-in-Aid – Inter State Council – Planning Commission – NITI Aayog–National Development Council – Zonal Council – Administrative Reforms: Important – Commissions and Committees – Election Commission	12 Hrs
Unit IV	STATE ADMINISTRATION: Structure – State Secretariat – Chief Secretary – State Public Service – TNPSC – State Service – Regional Divisional Commissioners – District Administration - District Collector – Various Departments of the District – Law and Order – National Police Commission (1977).	12 Hrs
Unit V	DECENTRALIZED ADMINISTRATION: Corporations: Major Municipal Corporations – Powers and Functions, Municipalities - Powers and Responsibilities – Elections – District Development Council – Panchayat Raj Administration – Structure – Gram Sabha – Gram Panchayat – Panchayat Samiti Zila Parishad.	12 Hrs

TEXT BOOKS:

1. Shriram Maheswari - Indian Administration (New Delhi: Orient Longman, 1993)
2. Venkatesan - Public Administration. V.C. Publications, Rajapalayam.
3. Ramesh K. Arora & Rajni Goyal Indian Administration –
4. Dr. Maheswari A., Public Administration, New Delhi, 1970.
5. Dr. Maheswari A., Public Administration, NCERT, New Delhi, 1983.

REFERENCE BOOKS:

1. Biju M.R. (ed) - Financial Management of Panchayat Raj System
2. Bhaktapada Sinha Raj - Panchayat Raj Institutions and rural Development
3. Chaturvedi T.N –Organization of Government of India (New Delhi1985).
4. Garg H.P. - Indian Government and Politics
5. Gupta D.C. - Indian Government and politics, Vikas publishing House.
6. Inamdar - Development Administration in India
7. Maheswari S.R - The Administrative Reforms Commission (New Delhi: Atmaram, 1982).
8. Rakesh Prasad – Panchayat raj in Action.
9. Singh. D.P. - Problems of Public Administration in India (Delhi: Chand & Co., 1980).
10. Srivastva L.N - Constitutional History of India and National Movement.
11. Anupama Puri Mahajan, Public Administration, Pearson, 2018.
12. Avasthi, Public Administration, Lakshmi Narain Agarwal, 2017.
13. Laxmikanth M., Public Administration, McGraw Hill Education, 2011.
14. Myneni S.R, Principles of Public Administration, Allahabad Law Agency, 2016.
15. Ramesh K Arora, Rajni Goyal, Indian Public administration: Institutions and Issues, 2nd Edition, New Age International Publishers Ltd, New Delhi, 1996.
16. Vishnoo Bhagwan and Vidya Bhushan, Public Administration 22nd Edition, S. Chand Publishing, New Delhi, 2009.
17. Rukmi Basu, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi, 1995.
18. Noorjahan Bava, People’s Participation in Development Administration in India, Uppal Publishing House, New Delhi, 1984.
19. Fred W. Riggs, The Ecology of Public Administration, Asia Publishing House, Agra, 1961.

E-LEARNING RESOURCES:

1. <https://www.yourarticlelibrary.com/public-administration/central-government/administration-of-central-government-of-india/63470>
2. <https://www.yourarticlelibrary.com/india-2/state-government/state-government-and-administration-in-india/63477>
3. https://darp.gov.in/sites/default/files/ADMINISTRATIVE%20REFORMS%201990%20-%202020_0.pdf
4. <https://publicadministrationtheone.blogspot.com/2012/09/law-and-order-administration-british.html>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Understand the evaluations of Indian administration
CO 2	Evaluate the administration of central government
CO 3	Assess the administration of state government
CO 4	Examine the state administrative structure.
CO 5	Justify the decentralized administration in India.

Semester-III / Multi-Disciplinary Course I	NME I - Introduction to Tourism	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on basic components and elements of tourism • To study different types and forms of tourism • To discuss the role of Travel Agents • To analyse the role of Tour Operators • To trace the travel documents 		
Unit I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	6 Hrs
Unit II	Types and Forms of Tourism: Domestic and International Tourism – Leisure Tourism – Pilgrimage Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6 Hrs
Unit III	Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent	6 Hrs
Unit IV	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines	6 Hrs
Unit V	Travel Documents: Passport – Visa – Health Certificates – Tax – Currency – Travel Insurance – Computerized Reservation System (CRS) – Global Distribution System.	6 Hrs

LEARNING RESOURCES

Recommended Books

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

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

References

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources

https://www.academia.edu/14264572/Basic_Concept_on_Tourism

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	List out the various components and elements of tourism
CO 2	Explain the types and forms of tourism.
CO 3	Describe the roles of Travel Agent
CO 4	Explain the roles of Tour Operators
CO 5	Examine the importance of travel documents

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	3	3	3	3	2	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	2	3	3	2	3	3	3	2	3	2

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

Semester-IV / SEC III	SEC III- Monuments in India	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To learn the ancient monuments and archaeological sites. • To trace the religious monuments. • To study the important monuments in India. • To discuss the types of architecture. • To trace the colonial architecture. 		
Unit I	Definition – Types – Significance – Archaeological Survey of India – The Ancient Monuments and Archaeological Sites and Remains Act, 1958.	6 Hrs
Unit II	Religious Monuments: Sanchi Stupa – Dilwara Jain Temple – Golden Temple Amritsar – Nagoor Dargha – Velankanni Basilica – Madurai Meenakshi Amman Temple – Srivilliputhur Temple – Tanjore Big Temple – Gangai Konda Cholapuram.	6 Hrs
Unit III	Secular Monuments: Ajanta and Ellora Caves – Qutb Minar – Charminar – Rani Ki Vav – Taj Mahal – Thirumalai Nayakkar Palace in Madurai – Lucknow’s Nawab – Era Monuments.	6 Hrs
Unit IV	Architectural Heritage of India: Hindu Temple Architecture – Nagara Style – Vesara Style – Dravida Style – Buddhist – Chaitya – Vihara – Stupas – Pillars, Mandapas and Gopurams – Indo – Saracenic Style.	6 Hrs
Unit V	Colonial Architecture: India Gate, Delhi – The Parliament House – Delhi – Rashtrapati Bhavan – Gateway of India – Mumbai Victoria Memorial Kolkata.	6 Hrs

Text Books:

1. Dr.Daljeet, Daljeet Kaur, Monuments of India, Aravali Books International, 2002.
2. Mrinalini Venkateswaran, Monuments of India, Scholastic India Pvt Ltd, 2009.

Reference Books:

1. Rupinder Khullar, Great Monuments of India, India Books Distributors, 1994.
2. N.S.R. Amaswami, Great Monuments of India, DK Publishing, 2009.
3. N.S. Ramaswami, Indian Monuments, Abhinav Publications, 1971.
4. Rao, Hanumantha, Indian History and Culture, Vignana Manjusha, 1973.
5. Percival Spear, Its Monuments and History, Oxford University Press 1994.
6. Shobna Gupta, Monuments of India, Har Anand Publications, 2005.
7. Sonia Mehta, Monuments of India, Paperback Publications, 2020.

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Recall the monuments of India under various phases.
CO 2	Examine the different styles of art and architecture in India.
CO 3	Appreciate the workmanship of artisans in India.
CO 4	Assess the significance in conserving and preserving the Historical Monuments of India and its rich cultural heritage.
CO 5	Realize the importance of monuments in cultural heritage of India.

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

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
1. To discuss the causes for the rise of Nationalism in India 2. To trace the various phases of Nationalism 3. To analyse the role of leaders in freedom struggle 4. To trace the British administration and their power in India 5. To realize the significance of Indian Independence		
Unit I	Queen Victoria's Proclamation: Act of 1858 – Council Act of 1861 – Lytton's Viceroyalty- Ripon and Local-Self- Government.	15 Hrs
Unit II	Socio – Religious Reform Movements: Brahmo Samaj- Prarthana Samaj - Aryasamaj – The Ramakrishna Movement- The Theosophical Movement – Muslim Reform Movements –Depressed Class Movements: Narayana Guru and SNDP – Jyothirao Phule and Satya Shodhak Samaj.	15 Hrs
Unit III	Emergence of Indian Nationalism: Causes – Leadership – Extremists – Achievements of Moderates – Council Act of 1891.	15 Hrs
Unit IV	The Swadeshi Movement – Tilak, Bipin Chandra Pal, Lala Lajpat Rai – Minto Morely Reforms Act of 1909 – Annie Besant and Home Rule movement	15 Hrs
Unit V	Gandhian Era: 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 Hrs

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 Narain Agarwak, New Delhi, 2001.

e- Resources:

1. www.mdcollege.in
2. 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:

CO/PO	PO						PSO					
	1	2	3	4	5	6	1	2	3	4	5	6
CO1	S	S	S	S	S	S	S	S	M	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-IV / Core Course-VIII	CC VIII - History of Europe from 1453 CE to 1945 CE	Course Code:
Instruction Hours: 5	Credits: 5	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives <ul style="list-style-type: none"> • To impart knowledge on the fall of Constantinople • To trace the genesis of Industrial revolution • To discuss the feature of enlighten despotism • To impart knowledge on the unification of Italy and Germany • To analyse the causes, course and consequences of the First World War 		
Unit I	Geographical Discoveries- Renaissance-Scientific Discoveries- Reformation-Counter Reformation	15 Hrs
Unit II	Enlightened Despotism in Europe: Louis XIV, Frederick the Great and Peter the Great - Domestic and Foreign Policy	15 Hrs
Unit III	French Revolution-Causes and Result-Napoleon Bonaparte-Domestic and Foreign Policy –Congress of Vienna-Concert of Europe	15 Hrs
Unit IV	Industrial Revolution-Agrarian Revolution-Unification of Italy and Germany-The Eastern Question	15 Hrs
Unit V	First World War –Russian Revolution-League of Nations-Dictatorships in Italy and Germany-Second World War-The United Nations Organisation.	15 Hrs

LEARNING RESOURCES

Recommended Books

Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022)*, Oxford University Press, New York, 1996

Carlton, J.H. Hayes., *Modern Europe to 1870*, Macmillan, London, 1953.

Carr, E.H., *International Relations between the Two World Wars (1919- 1939)*, Palgrave Macmillan, 1990

Crawley, C.W., *The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830*, Cambridge University Press, Cambridge, 1965

David Thomson, *Europe since Napoleon*, Penguin Books Ltd., New Delhi, 1990

Hazen, C.D. *Modern Europe Since 1789*, S Chand & Co, New Delhi, 1998.

Rao, B.V., *History of Europe 1789-2002*, New Dawn Press, 2005.

References

Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present*, Wiley-Blackwell, UK, 2013

Bertier de Sauvigny & Guillaume de., Translated by Peter Ryde, *Metternich and His Times*, Longman & Todd, London, 1962.

David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Rowman & Littlefield Publishers Ltd., New York, 2011

Graham Ross, *The Great Powers and the Decline of European States System, 1914- 1945*, Longman, London, 1983

Lipson, E., *Europe in the 19th and 20th Centuries, 1815-1939*, Adam and Charles Black, London, 2018.

Mahajan, V.D., *History of Modern Europe, Since 1789*, S. Chand & Co. Publications, New Delhi, 1959.

Marriot, J.A.R., *A History of Europe from 1815 to 1939*, Methuen & Co., London, 1931.

Taylor, A.J.P., *The First World W: An Illustrated History*, Penguin Publications, London

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Clarendon Press, Oxford, 1954.

Web Resources

<https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html>

<https://www.bl.uk/world-war-one>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Realise the political significance of the fall of Constantinople
CO 2	Learn the features of enlighten despotism
CO 3	Appreciate the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany
CO 4	Describe the Eastern Question and spread of Nationalism in Eastern Europe
CO 5	Elucidate the causes, course and consequences of the First World War

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	3	3	3	3	2	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	2	3	3	3	3	2	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3	3	3	3	3

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

Semester-IV / Minor Course-IV	MC IV – Panchayat Raj	Course Code:
Instruction Hours: 4	Credits: 3	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
LEARNING OBJECTIVES		
<ul style="list-style-type: none"> To impart knowledge on the self-governing Institutions in India. To trace the political aspects affecting the rural people. To discuss the various local Self-institutions. To analyse the functions, compositions and its importance. To discuss about various rural development plans. 		
Unit I	ORIGIN OF PANCHAYAT RAJ: Evolution, Meaning, Features and Significance – Local Administration under the Mauryas – Manrams and Kuttambalams in Ancient Tamil Nadu – Local self-government under the Cholas, the Pandyas and the British.	12 Hrs
Unit II	PANCHAYAT RAJ AFTER INDEPENDENCE: Mahatma Gandhi's Concept of Panchayat Raj – Vinobhaji's Views on Gramodhan and Boothan Movement – Committees on Panchayat Raj after independence – 73rd Constitutional Amendment; Structures and functions of Village Panchayat, Panchayat Union and District Panchayat.	12 Hrs
Unit III	PANCHAYAT RAJ SYSTEM IN TAMIL NADU: Panchayat Raj system from 1687 to 1920 – Action of the British Government between 1920 – 1947 Subsequent changes from 1947 to Present day – Constitutional Assembly – Debates on Panchayat Raj – Two Tier system under Kamaraj and Direct Election under MGR.	12 Hrs
Unit IV	CENTRAL RURAL DEVELOPMENT PLANS: Integrated Rural Development Programme (IRDP) – Training of Rural Youth for Self-Employment (TRYSTEM) – Development of Women and children in Rural Areas (DWACRA) – Jawahar Rozhgar Yojana, Jawahar Gram Samridhi Yojana.	12 Hrs
Unit V	STATE RURAL DEVELOPMENT PLANS: Anna Marumalarchi Plan - Namaku Namey Plan- Kalaingar Housing Scheme - Pasumai Housing Plan – Member of State Legislative Assembly Constituency Development Scheme – Samathuvapuram –Ulavar Sandhai – Biogas Plan.	12 Hrs

TEXT BOOKS:

- Battacharya, B., Urban Development in India, Shree Publishing House: Delhi, 1979.
- Kuldeep Mathur, Panchayati Raj: Oxford India Short Introductions (Delhi: OUP India, 2013)

3. Maheswari S.R. and Sri Rammaheswari, Local Self Government in India, Orient Longman, New Delhi, 1971.
4. Raghava Rao, D.V., Panchayat and Rural Development

REFERENCE BOOKS:

1. Gandhi, M.K., Panchayati Raj, Navjeevan Publishing House, Ahmedabad, 1959.
2. Sivasankaran S., and Selvakumar D., Panchayat Rajyam, New Century Book House Chennai, 2007.
3. Venkataranagaiah M., and Pattabhiram M., Local Government in India: Select Readings, Allied publications, New Delhi, 196
4. K.Palani Durai - On New Panchayat Raj, Amaithi Arakattalai, New Delhi, 1995.
5. S.R.Sharma. - Panchayat Raj and Education in India, Mital Publications, New Delhi, 1994
6. Vishnoo Bhagawan and - Public Administration, S.Chand & Vidya Bhusan Company, Ltd, New Delhi, 2003.
7. G. Ram Reddy - Patterns of Panchayat Raj in India, Macmillan Company of India Ltd, New Delhi, 1977.
8. Y.B.S. Bhargava - Panchayat Raj Institutions, Ashsis Publications, 2001.
9. Nagendra Ambethkar - The New Panchayat Raj at work, ABD Publishers, Jaipur, 2001

E-LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Local_government_in_India
2. http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local_bodies.pdf?download=1
3. <https://www.youtube.com/watch?v=CuqrIXnbJt4>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	Remember the facts, terms and history of Panchayat Raj system in Tamilnadu.
CO 2	Understand the origin of Panchayat Raj System in India.
CO 3	Analyze the functioning of Panchayat Raj system in Independent India.
CO 4	Evaluate the contributions of self-Governing Institutions for upliftment of the rural masses.
CO 5	Judge the working of Panchayat Raj system in India at its grass root level and the benefit of welfare schemes.

Semester-IV / Multi-Disciplinary Course II	NME II - Introduction to Indian constitution	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Course Objectives:

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on Fundamental Rights and Directive Principle of State Policy. • To discuss the organization of the Government and their functions. • To develop skill for Competitive Examination and Legal Profession. • To trace the organization of Judiciary • To discuss the powers and functions of State Government 		
Unit I	The Indian Independence Act 1947 – 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 Hrs
Unit II	Legislature: The constitution of Union Parliament – Functions of Parliament – Legislative procedures – Procedures of Amendment of the Indian Constitution – Important Amendments of 42 nd , 44 th , 73 rd and 74 th .	6 Hrs
Unit III	Executive: The Union Government –Structure of Union Government- Powers of the President – Emergency powers – Prime minister and council of ministers.	6 Hrs
Unit IV	Judiciary: Organization of Judiciary – Supreme Court –High Court – Independence of Judiciary - Judicial review.	6 Hrs
Unit V	State Executive: Governor – Chief Minister and Ministry – Central and State relations.	6 Hrs

Text Books

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

e- Resources:

1. www.Inida.gov.in
2. 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

Mapping of Cos with Pos & PSO s:

CO/PO	PO						PSO						
	1	2	3	4	5	6	1	2	3	4	5	6	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-IV / AEC-I	ACE I - Basics of Tourism	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives: <ul style="list-style-type: none"> • To impart knowledge on the basic components and elements of tourism • To discuss different types and forms of tourism • To analyse of the role of Travel Agents • To trace the role of Tour Operators • To impart knowledge about travel documents 		
Unit I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	6 Hrs
Unit II	Types and Forms of Tourism: Domestic and International Tourism – Leisure Tourism – Pilgrimage Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6 Hrs
Unit III	Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent	6 Hrs
Unit IV	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines	6 Hrs
Unit V	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines	6 Hrs

LEARNING RESOURCES

Recommended Books

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

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

References

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources

https://www.academia.edu/14264572/Basic_Concept_on_Tourism

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

CO No.	Course Outcomes <i>On completion of the course the students will be able to:</i>
CO 1	List out the various components and elements of tourism
CO 2	Explain the types and forms of tourism.
CO 3	Describe the roles of Travel Agent
CO 4	Explain the roles of Tour Operators
CO 5	Examine the importance of travel documents

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	3	3	3	3	2	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	2	3	3	2	3	3	3	2	3	2
	S-Strong (3)			M-Medium (2)				L-Low (1)					

Semester-V Core Course-IX	CC IX - Contemporary India from 1947 CE to 2000 CE	Course Code:
Instruction Hours: 6	Credits: 5	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To comprehend the consequences leading to the partition of India • To study the policies of various Governments. • To analyse the internal external policies of Rajiv Gandhi and V.P. Singh • To trace the emergency and impact of caste based Parties. • To discuss about the Contemporary Challenges like Industrialization and Globalization. 		
UNIT I	India on the eve of Independence: Partition of India – Integration of Indian States – Reorganisation of States.	18 Hrs
UNIT II	Nehru Era – 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.	18 Hrs
UNIT III	Rajiv Gandhi’s policy – 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.	18 Hrs
UNIT IV	Emergence of Caste Based Parties – Its impact on the Society – Deva Gauda, I.K. Gujaral Governments – Emergence of BJP and Its impact.	18 Hrs
UNIT V	Economic History – Industrialization – Green Revolution – White Revolution – Globalisation – Development of Science and Technology – Information Technology – Impact on Society – Contribution to World Peace – SARRC – BRIC.	18 Hrs

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.

e- Resources:

<https://www.researchgate.net>

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:	Criticize 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:	Gain knowledge about the Challenges like industrialization and Globalization.

Mapping of COs with POs & PSOs:

CO/PO	PO						PSO						
	1	2	3	4	5	6	1	2	3	4	5	6	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	S	S	S	M	S	S	S
CO4	S	S	S	S	S	M	S	S	M	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-V / Core Course-X	CC X - History of Science and Technology	Course Code:
Instruction Hours: 6	Credits: 5	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> To impart the evolution of History of Science and Technology. To analyse the earliest, Scientific discoveries and the establishment of Scientific Organization. To discuss the Contributions of ancient Greece to Science and Technology. To trace about the various atomic discoveries. To reveal the Progress of Science and Technology in Modern India. 		
UNIT I	Introduction – Science and Technology in Ancient Times – Greece, Rome and India.	18 Hrs
UNIT II	Progress of Science and Technology – Renaissance in Europe – Copernicus, Kepler, Galileo, Da Vinci – Scientific Societies – Isaac Newton – William Harvey.	18 Hrs
UNIT III	Science and Technology in 19th Century – 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.	18 Hrs
UNIT IV	Science and Technology in 20th Century – Einstein – Roentgen – Madam Curie and Radium – Rutherford – Atom Bomb.	18 Hrs
UNIT V	Progress of science in India – J.C. Bose – P.C. Roy – Srinivasa Ramanujam, Homi Bhaba – Hargovind Khorana – Abdul Kalam.	18 Hrs

Text Books:

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

Reference Books:

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

e- Resources:www.india.gov.inen.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:	Assess the Progress of Science and Technology.

Mapping of COs with POs & PSOs:

CO/PO	PO						PSO					
	1	2	3	4	5	6	1	2	3	4	5	6
CO1	M	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	M	S	M	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	M

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-V / Core Course-XI	CC XI - History of USA from 1776 CE to 1945 CE	Course Code:
Instruction Hours: 6	Credits: 5	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on colonization and war of Independence. • To trace the administration under various presidents. • To discuss the Reconstruction after the Civil war. • To discuss the Industrial Revolution in American History. • To analyse the role of USA in Second World War. 		
Unit I	Geographical discoveries – Establishment of Colonies – American War of Independence – Making of the Constitution.	18 Hrs
Unit II	George Washington – John Adams and Thomas Jefferson – James Madison and War of 1812 – Monroe Doctrine – Jacksonian Democracy.	18 Hrs
Unit III	Abraham Lincoln – Civil War – Causes and Results – Reconstruction.	18 Hrs
Unit IV	Growth of Big Business – Causes and Results - Development of Industries – Captains of Industry.	18 Hrs
Unit V	Theodore Roosevelt – William Taft – Woodrow Wilson – Fourteen Points – F.D. Roosevelt – U.S.A. and Second World War.	18 Hrs

Text Books:

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

Reference Books:

Majumdar R.C. and Srivastava A.N., History of United States of America, SBD Publications & Distributors, New Delhi 2001.

Rajayyan. K-A History of the United States, Ratna Publications, Tirunelveli – 2

e- Resources:

en.m.wikipedia.org

www.britannica.com

Course Outcomes:

On completion of the course the learner will be able to

CO 1:	Identify the formation of Colonization of America.
CO 2:	Assess the various Presidents of USA.
CO 3:	Analyse 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:

CO/PO	PO						PSO						
	1	2	3	4	5	6	1	2	3	4	5	6	
CO1	S	S	M	S	S	S	S	S	S	S	S	S	S
CO2	S	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-V / Core Course-XII	CC XII - Archaeology	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
1. To impart the meaning and the scope of Archaeology. 2. To trace the Chronicle and Cultural Evaluation. 3. To discuss the Methods of Exploration and Excavation. 4. To reveal the importance of Archaeologist in the field of Archaeology. 5. To analyse the importance of Epigraphy and Numismatics.		
Unit I	Archaeology: Its meaning and importance – Archaeology as a source of history – Kinds of Archaeology – Purpose of Archaeology – Archaeology its correlation with other subjects.	15 Hrs
Unit II	Exploration: 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 Hrs
Unit III	Proto – History: Megalithic Culture and Chalco – Lithic Culture in India – Excavations of Indus Sites – Harappa, Mohanjadaro – Iron Age Culture in India.	15 Hrs
Unit IV	Ware cultures of India: Indian Pottery – Foreign Pottery Found in India – Archaeological Survey of India (A.S.I) – British Archaeologists – Alexander Cunningham – Robert Bruce Foote – James Burgess – Sir John Marshall – Mortimer Wheeler.	15 Hrs
Unit V	Epigraphy: 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 Hrs

Text Books:

1. K. Rajan, Archaeology: Principles and Methods, Manoo Pathipakam, 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 7th Century A.D.

e- Resources:

www.sciencedaily.com

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 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	6	1	2	3	4	5	6
CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-V DSE 1	DSE I - Human Rights	Course Code:
Instruction Hours: 3	Credits: 3	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives: 1. To impart the value of Human Rights. 2. To discuss the international instruments on Human Rights. 3. To trace the Champions of Human Rights in India and around the World. 4. To analyse Human Rights issues and Problems. 5. To discuss the powers and functions of Human Rights Commissions in India.		
Unit I	Concept of Human Rights: Definition – Characteristics – Historical Background – Magnacarta, Bill of Rights, Petition of Rights – Theories of Human Rights: Natural and Legal.	9 Hrs
Unit II	Human Rights Charter: 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.	9 Hrs
Unit III	Champions of Human Rights: Abraham Lincoln – Martin Luther King – Nelson Mandela – Dr. Ambedkar – Mahatma Gandhi – Subramaniya Bharathi.	9 Hrs
Unit IV	Current Issues in India: Child Labour – Women’s Rights – Bonded Labour – Female Infanticide – Foeticide – Problem of Refugees – Capital Punishment.	9 Hrs
Unit V	National and State Human Right Commissions in India – Functions, problems and prospects – Minorities Rights Commission and Its functions – National Commission for Women - National Commission for Scheduled Caste and Scheduled Tribe.	9 Hrs

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

e- Resources:

www.equalityhumanrights.com

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:	Analyse 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.

Semester-V AEC II	AEC II – TOUR AND TRAVEL MANAGEMENT	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on tour guides and their role. • To develop various skills of tour guiding. • To prepare and handle problems in guest relationship. • To discuss the types of tours. • To analyse the role of travel agency and tour operations. 		
UNIT I	Meaning of Tour Guide – Types of Tour Guide: Heritage Guide, Nature Guide, Adventure Guide, Business Guide, Special Interest Guide etc – Duties and Responsibilities of Guides –Various Roles of our Guide.	6 Hrs
UNIT II	Guiding techniques: Leadership skills, social skills, presentation skills, communication skills – guide’s personality skills: passion, empathy, enthusiasm, punctuality, humours etc – personal hygiene and grooming – code of conduct.	6 Hrs
UNIT III	Guest Relationship Management – Handling emergency situations – Medical, Personal, Official, VISA/Passport, Death, handling Guest with Special Needs/Different Abilities/Different age groups.	6 Hrs
UNIT IV	Conducting Tours: Pre-Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Check lists etc, - Conducting various types of tours – Relationship with Fellow Guides – Coordination with Hospitality institutions.	6 Hrs
UNIT V	Travel Agency and Tour Operations – Difference between Travel Agent and Tour operator – functions of Tour Operator – Types of Tour Operations and of Tour Operators – A brief study of tour operating agencies like APTDC, Southern Travels etc.	6 Hrs

LEARNING RESOURCES

Recommended Books

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

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

References

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources

https://www.academia.edu/14264572/Basic_Concept_on_Tourism

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

Course Outcomes

On completion of the course the learner will be able to

CO 1:	Acquire tour guiding, operating and soft skills.
CO 2:	Analyse the different situations under which one has to work.
CO 3:	Cultivate cultural awareness and flexibility.
CO 4:	Learn and apply team spirit.
CO 5:	Plan and organize tour operations efficiently.

Mapping of COs with POs & PSOs:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	S	M	M	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S	S	M	M
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	M	M	S	S	S	S	S	S	S	M	S

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester-VI / Core Course-XIII	CC XIII - International relations	Course Code:
Instruction Hours: 6	Credits: 5	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on the political relationships among the states. • To discuss the various theories of international Relations. • To analyse the role of foreign powers as major Powers. • To realise the importance of Armament Policy of various Nations. • To trace the significance of International Organizations 		
Unit I	Definition and Scope – Theories of International Politics: The Realist Theory, System Theory, Decision Making Theory and Games making Theory.	18 Hrs
Unit II	Concept of International Politics: Power – National Interest – Balance of power and Collective Security – Old and New Diplomacy.	18 Hrs
Unit III	The Post World War II: 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 Hrs
Unit IV	The Present International Economic Order: GATT and its Implications – WTO – European Union.	18 Hrs
Unit V	Origin and Development of International Organizations – The UNO and its role – The Arab League – Commonwealth, Non – Aligned Movement, ASEAN, SAARC: their role in International Relations.	18 Hrs

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. Grenville, 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.

e- Resources:

www.ir.info

www.coursera.org

Course Outcomes:

On completion of the course the learner will be able to

CO 1:	Gain 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:	Assess the Various Specialized Agencies.

Mapping of COs with POs & PSOs:

CO/PO	PO						PSO						
	1	2	3	4	5	6	1	2	3	4	5	6	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

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

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To impart knowledge on the Position of Women from Ancient to Modern Period. • To analyse the Women's role in Indian Independence Movement • To trace the Women's Backward class Movement. • To discuss the Social Reform for the emancipation of Women • To analyse Women's political Participations and Legal Rights. 		
Unit I	Women in Society – Ancient, Medieval and Modern India – Movement for Women's Cause in Historical Perspectives.	18 Hrs
Unit II	Emergence of Women's Questions in Colonial India, Women's role in Indian Independence Movement.	18 Hrs
Unit III	Post Independence period and Women's Movements – Dravidian Movement and Women's Backward Class Movement – Chipko Movement.	18 Hrs
Unit IV	Position of Women in Hinduism, Islam, Christianity -Social Reforms for the emancipation of Women – Rajaram Mohan Ray – Ishwar Chandra Vidya Sagar – Dayananda Saraswathi - Phule – Pandit Ramabai – Annie Besant – Muthulakshmi Reddy, Durgabai Deshmukh and Aruna Asaf Ali.	18 Hrs
Unit V	Women and Political Participation – 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 Hrs

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

e- Resources:

www.socialogydicussion.com

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 fromancient 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	6	1	2	3	4	5	6
CO1	M	S	S	M	S	M	S	S	S	S	S	S
CO2	S	S	M	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	M	S	M	S	S	S	S	S	S	S

S – Strongly Correlating; M – Moderately Correlating; W – Weakly Correlating

N – No Correlation

Semester-VI / DSE -II	DSE II - Journalism	Course Code:
Instruction Hours: 5	Credits: 3	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To trace the History of Journalism and Democracy. • To discuss the News Values and News Agencies. • To inculcate the knowledge of Inverted Pyramid Writings and Freelance Writings. • To discuss about the role of the News Editor and Proof Reading. • To analyse the Rotary System and Cable networks. 		
Unit I	Definition, Components – 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 Hrs
Unit II	Reporting: News Values – Kinds of News – Collection of Facts – Role and Functions of Reports – Reporting Public Meeting – Court Proceedings – Police – Sports – News Agencies.	15 Hrs
Unit III	Types of Writing: Inverted Pyramid Writing – Articles – Feature Writing – Book Review – Editorial – Letter to Editor – Interview Freelance Writing.	15 Hrs
Unit IV	Editing: Role of Editor – His Functions – Duties of Sub Editor – Page Make Up – Headlines - Proof Reading – Editorial.	15 Hrs
Unit V	Printing – Rotary System – Press Laws – Advent of TV and Cable Networks.	15 Hrs

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.

e- Resources:

www.britannica.com

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:	Acquire knowledge on Inverted Pyramids Writings.
CO 4:	Understand the role on News Editor.
CO 5:	Highlight the Press Laws.

Semester-VI / DSE -III	DSE III - Indian Constitution	Course Code:
Instruction Hours: 5	Credits: 4	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives: <ol style="list-style-type: none"> 1. To inculcate the importance of making of constitution. 2. To trace the Salient features of Indian Constitution. 3. To discuss the Structure and powers of the Legislature and Executive. 4. To discuss the Structure and functions of the State Government 5. To analyse the role of Judiciary. 		
Unit I	Framing of Indian Constitution - Constituent Assembly – Drafting Committee – Preamble – Classification of Constitution – Forms of Government.	15 Hrs
Unit II	Features of the Indian Constitution - Fundamental Rights – Directive Principle of State Policy – Fundamental Duties – Checks and Balances – Judicial Review – Amendment Procedure – Emergency Provision – Centre State Relations.	15 Hrs
Unit III	Union Executive – 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.	15 Hrs
Unit IV	State – Governor – Chief Minister – Legislative Procedure and Function of State Assembly.	15 Hrs
Unit V	Union Judiciary – Supreme Court – High Court – Jurisdiction – Appointment of Judges – Qualifications and Tenure.	15 Hrs

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.

e- Resources:

www.india.gov.in

www.constitutionofindia.net

Course Outcomes:

On completion of the course the learner will be able to

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

Semester-V / SEC-IV	SEC IV - Archives Keeping	Course Code
Instruction Hours:2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
Learning Objectives: <ul style="list-style-type: none"> • To trace the History of Archives. • To discuss the Creation of Archives • To impart knowledge on the Methods of Preservation of Records. • To impart knowledge on India and Tamil Nadu Archives • To discuss the importance of Private Archives. 		
Unit I	History of Archives: Definition and uses-Types of Archives -Private and Public and International Archives.	6 Hrs
Unit II	Creation of Archives: Requirements for the creation of Archives-Establishment – Register keeping-shelves and other materials.	6 Hrs
Unit III	Preservation of Records in the Archives- Preservation-Preliminary, Precautionary preventive measures factors of deterioration- Methods of preservation and repair of archival materials.	6 Hrs
Unit IV	Administration of Archives: Structure and Functions –National Archives-Important public archives in India-Tamil Nadu State Archives-Important records and their relevance.	6 Hrs
Unit V	Important Private Archives- Nehru Memorial Museum-Parry and Company in Chennai-Asiatic Society of Bengal- -Indo-Portuguese Archives, Goa – Archives Senbaganoor, Kodaikkanal.	6 Hrs

Text Books:

1. Thiyagarajan, **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.

Resources:

www.nedcc.org

www.ncbi.nlm.nih.gov

Course Outcomes:

On completion of the course the learner will be able to

CO 1:	Learn 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.

Semester-IV / SEC IV	SEC IV – Tourism and Hotel Management	Course Code:
Instruction Hours: 2	Credits: 2	Exam Hours: 3
Internal Marks -25	External Marks-75	Total Marks: 100

Cognitive Level	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
Learning Objectives:		
<ul style="list-style-type: none"> • To trace the history and types of Hotels. • To discuss the various aspects of Hotel Industry • To analyse the classification of Hotels and supplementary accommodations • To discuss about the functions of the Front office • To trace the uses of Computers in the Hotel Industry 		
Unit I	Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization	6 Hrs
Unit II	Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)	6 Hrs
Unit III	Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services	6 Hrs
Unit IV	Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing	6 Hrs
Unit V	Computers in Hotels – Computer Reservation System – Global Distribution SystemTransformation of Hospitality Industry - Future of Hotel Industry	6 Hrs

LEARNING RESOURCES

Recommended Books

1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005.
2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008.
4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

References

1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991.
2. Chanda Ashik C, Hotel Tourism and Catering Management, New Delhi, 2009.
3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010.
4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991.
5. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.

Web Sources

1. <https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf>
2. <https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Notes-By-Priya-Sharma-March-2020.pdf>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-in-hotel.html>
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>
CO 1	Describe the salient features of the Hotels
CO 2	Elaborate the Structure and Functions of the various sections of the Hotels
CO 3	Explain the Hotel chains and important Hotel Organisations
CO 4	Explain the Structure and Functions of the Front office
CO 5	Discuss the uses of computers in Hotels

Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	2	2	3	3	2	2	3	3	2	2	3	3	3
CO2	3	2	2	2	3	2	2	2	2	3	2	3	3
CO3	2	2	3	3	3	2	2	3	2	3	3	3	3
CO4	2	2	2	3	3	2	3	2	2	2	3	3	3
CO5	2	2	3	3	2	2	3	3	2	3	3	3	2

S-Strong (3)

M-Medium (2)

L-Low (1)