

**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

**DEPARTMENT OF HISTORICAL STUDIES AND TOURISM
MANAGEMENT**

B.A HISTORY



**SYLLABUS TO BE IMPLEMENTED FROM THE
ACADEMIC YEAR**

2021-2022

(CHOICE BASED CREDIT SYSTEM)

Mother Teresa Women's University, Kodaikanal
Department of Historical Studies and Tourism Management
Choice Based Credit System (CBCS)
(2021-2022 onwards)

B.A. History

1. About the Programme

Considering the need for revising and updating the Syllabi from time to time, and as per the UGC/TANSICHE guidelines, the B.A. History Programme offers broad-based curriculum. The Programme is offered through semester pattern and credit system. The outcome based curriculum facilitates the students' understanding of the recent trends in historical studies and tourism. Facilities are provided to earn extra credits through Add on Online course in the third semester, internship in the fourth semester, Value Added Course in the fifth semester, each carrying two additional credits. Extension activities in the sixth semester are compulsory with 3 credits. Professional English is a compulsory paper with 4 credits. Third and fourth semester have NME with 3 credits each. It will help the students acquire needed skills for business communication that is the need of the hour.

2. Programme Educational Objectives (PEOs)

PEO 1	To prepare students to understand historical concepts, terms and definitions
PEO 2	To educate the students in the evolution of culture and heritage and create involvement and interest in the preservation of our culture and heritages
PEO 3	To enable the students to get interest in the subject and motivate them to become intellectually sharper and innovative.
PEO 4	To offer unlimited opportunities to the students for their better future like progressing to higher studies, research, facing all the competitive examinations and getting placements.
PEO 5	To make them responsible citizens with social responsibility and national consciousness.

3. Eligibility

Candidate should have passed the higher secondary examination or CBSE or other equivalent examination from any schools.

4. General Guidelines for UG Programme

i. Duration: The Programme shall extend through a period of 6 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

ii. Medium of Instruction: English

iii. Evaluation: Evaluation of the candidates shall be through Internal Assessment and External Examinations.

	Theory		Practical	
	Min	Max	Min	Max
Internal	10	25	10	25
External	30	75	30	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz (5) = 25**
 - **External Theory: 75**
- **Question Paper Pattern for External Examination for Core and Elective Papers**
Max. Marks: 75 **Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions - 2 questions from each Unit	10
2	B	5*4=20 (Internal Choice with 2 questions from each Unit (Either/or))	20
3	C	3*15=45 Open Choice - Any three Questions out of 5 - one question from each Unit	45
Total Marks			75

***Minimum credits required to pass - 156**

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course / Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
40-49	4.0 – 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination, Students with 71% to 74% of attendance must apply for condonation in the prescribed form with the prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students with less than 65% are not eligible to appear for the examination and they shall re-do the semester(s) after completion of the course, with the prior permission of the Controller of the Examination, and The Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and The Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the UG Programmes are also applicable for this Programme.

9. Programme Outcomes (POs)

On successful completion of B.A. History programme, the students will be able to

PO1	understand and interpret concepts, terms, and definitions and develop intellectual flexibility and knowledge; understand the mechanism driving change and its significance in the present time.
PO2	apply the lessons learnt from history that will guide and motivate them to grow as responsible citizens with leadership skills and team work.
PO3	acquire knowledge about arts and architecture, literature, the teachings of various religions and leaders and develop positive attitude, constructive thinking and tolerance.
PO4	gain new ideas and experiences from classroom and outside learning, discussions and interactions and opens gate for them to perceive various cultures around them.
PO5	appreciate and admire the contributions and sacrifices of kings ,leaders, freedom fighters and social reformers for the development of the nation and thereby develop patriotic feeling and social commitment.
PO6	analyze, interpret and understand various cultures, legislations, constitutional and human rights and responsibilities and thereby become responsible citizens with independent thinking and decision-making ability.
PO7	develop communicative and soft skills and secure sufficient knowledge and skills to face various competitive examinations.

10. Programme Specific Outcomes (PSOs)

At the end of the program, the student will be able to

PSO1	know and appreciate the location of history within Social Sciences establish connections across frontiers of disciplines, examine Arts and Culture, Gender and Marginality
PSO2	gain profound knowledge of historical events and critically examine them., come to know about how nations developed, about heroes of the past, and much more.
PSO3	differentiate the features of good governance and civic responsibilities and wrong policies and become responsible citizens and develop patriotism and social commitments.
PSO4	enrich knowledge about society, right governance successful leadership traits, women's history ,Human Rights , environmental issues and also acquire soft skills , understand how the society we live in came into existence.
PSO5	progress for higher learning, attain employability skills to compete in various competitive examinations and employment opportunities in teaching profession , private and public sectors.

B.A HISTORY CURRICULUM

Course Code	Title of the Course	Credits	Hours		Maximum Marks		
			T	P	CIA	ESE	Total
FIRST SEMESTER							
U21LTA11	Part-I – Tamil I	3	6	-	25	75	100
U21LEN11	Part -II – English II	3	6	-	25	75	100
U21HIT11	Core I - History of India up to 1206 AD	4	5	-	25	75	100
U21HIT12	Core II - History of Tamil Nadu up to 1336 AD	4	5	-	25	75	100
U21HIA11	Allied I - Modern Governments I	4	5	-	25	75	100
U21EVS11	Environmental Studies	2	3	-	25	75	100
U21PEAS11	Professional English I	4	6	-	25	75	100
Total		24	36				700
SECOND SEMESTER							
U21LTA22	Part-I – Tamil II	3	6	-	25	75	100
U21LEN22	Part-II – English – II	3	6	-	25	75	100
U21HIT21	Core III - History of India, 1206-1707	4	5	-	25	75	100
U21HIT22	Core IV - History of Tamil Nadu, 1336-1800	4	5	-	25	75	100
U21HIA22	Allied II - Modern Governments –II	4	5	-	25	75	100
U21VAE21	Value Education	3	3	-	25	75	100
U21PEAS22	Professional English II	4	6	-	25	75	100
Total		25	36				700
THIRD SEMESTER							
U21LTA33	Part I - Tamil III	3	6	-	25	75	100
U21LEN33	Part II - English III	3	6	-	25	75	100
U21HIT31	Core V - History of India, 1707-1947	4	5	-	25	75	100
U21HIE31	Elective – I - Epigraphy	3	4	-	25	75	100
U21HIA33	Allied III - History of Indian Women till 1985	4	5	-	25	75	100
U21CSS31	SBE I – Computer Skills for Office Management	2	2	-	25	75	100
	Non-Major Elective – I	2	2	-	25	75	100
Total		21	30				700

FOURTH SEMESTER							
U21LTA44	Tamil –IV	3	6	-	25	75	100
U21LEN44	English- IV	3	6	-	25	75	100
U21HIT41	Core VI –History of Tamil nadu 1800-1947	4	4	-	25	75	100
U21HIT42	Core VII - History of World Civilization Upto 476 AD	4	4	-	25	75	100
U21HIA44	Allied IV - Principles And Methods of Archaeology	4	4	-	25	75	100
U21HIE42	Elective –II - Principals of Public Administration	3	3	-	25	75	100
U21MSS42	SBE-II - Managerial Skills	2	2	-	25	75	100
	Non -Major Elective – II	2	2	-	25	75	100
U21PEAS44	Professional English IV	4	6	-	25	75	100
Total		25	31				800
FIFTH SEMESTER							
U21HIT51	Core-VIII – History of Europe, 1453 – 1789	4	5	-	25	75	100
U21HIT52	Core-IX - Constitutional History Of India, 1858 – 1950	4	5	-	25	75	100
U21HIT53	Core X - History of Tamil nadu 1947 – 1989	4	5	-	25	75	100
U21HIT54	Core XI – History of America, 1776 – 1945	4	5	-	25	75	100
U21HIT55	Core-XII – History of World Civilization-II	4	5	-	25	75	100
U21HIE53	Elective–III - Fundamentals of Tourism In India	3	3	-	25	75	100
U21HIS53	SBE- III – Computer Applications in History	2	2	-	25	75	100
Total		25	30				700
SIXTH SEMESTER							
U21HIT61	Core -XIII – International Relations Since 1945 AD	4	5	-	25	75	100
U21HIT62	Core XIV – History of Science and Technology, 1800-2000	4	5	-	25	75	100
U21HIT63	Core XV – History of Europe, 1789 – 1945	4	5	-	25	75	100

U21HIT64	Core-XVI History of India, 1947 – 1985	4	5	-	25	75	100
U21HIT65	Core-XVII – History of Far East Since 1900	4	5	-	25	75	100
U21HIE64	Elective –IV Elements of Historiography	3	3	-	25	75	100
U21HIS64	SBE-IV -Archives Keeping	2	2	-	25	75	100
U21EAS61	Extension Activities	3	-	-	100	-	100
Total		28	30		-	-	800
Grand Total		148	193		Grand Total		4400

NON MAJOR ELECTIVE

U21HIN31- NME- I - Event Management

U21HIN42 - NME- II - History for Competitive Exams

ADDITIONAL CREDIT COURSES (Each carries 2 Credits)

U21HIO31 - Online Course – III Semester

U21HII41 - Internship – IV Semester

U21HIV51 - Value Added Course – V Semester – History of science and Technology
1800 -2000**Bloom's Taxonomy in fixing the Course Objectives:**

The curriculum of B.A., (Eng. Lit) has been designed and the Course Objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is segmented into six levels of Course Objectives, to be attained by each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

Bloom's Taxonomy Action Verbs:

K1 / Knowledge	Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State
K2 / Comprehension	Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

K3 / Application	Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write
K4 / Analysis	Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test
K5 / Evaluation	Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize, Support, Value
K6 / Synthesis	Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write

Mapping COs with POs:

For the B.A., Degree Programme, the Educational objectives and the Programme Specific Objectives are specified. The Programme Outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite Outcomes are set, giving priority to the cognitive domain. The Course Outcomes are mapped with the Programme Outcomes and programme specific outcomes. The performance of the learners is assessed and the attainment rate is fixed, by using the measurements **Strongly Correlating (S)**, **Moderately Correlating (M)**, **Weakly Correlating (W)**, **No Correlation (N)**. The restructuring of the curriculum is done based on the rate of attainment.

SEMESTER- I

COURSE CODE	U21HIT11	HISTORY OF INDIA UPTO 1206 AD	L	T	P	C
CORE -I			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> <input type="checkbox"/> learn the culture and civilization <input type="checkbox"/> understand the administration and ruling methodology of rulers <input type="checkbox"/> analyze and interpret the history <input type="checkbox"/> know worldwide trade contacts of ancient people <input type="checkbox"/> apply administration and irrigation methodology 					

UNIT - I: Ancient Indian History

Physical features of India – Sources of Ancient Indian History –The Vedas- Ramayana & Mahabharatha- The Dharmasastras- The Puranas- The Buddhist Literature- Jain Literature- Mudrarakshasa- Arthasastra- Harshacharita- Works of Kalidasa- Rajatarangini- Chronicles- Archaeological Sources - Epigraphy - Numismatics - Monuments - Sangam Literature - Foreign Accounts - Greek - Chinese - Arab Writers- Pre Historic Period –Stone age culture –Races- Indus Valley Civilization – Indus Sites –Extent – features – cause for the decline -Unity in Diversity –Indus Valley Civilization

UNIT- II: Vedic Society

The Aryans -Vedic Age – Society and culture in the Rig Vedic Age – Changes in the later Vedic period – Vedic literature-The Epic Age- The Age of the Dharma Sastras-Rise of Jainism and Buddhism – Teachings of Buddhism and Jainism - Impact of Persian and Greek contact - Spread of Religion – Decline - Alexander’s Invasion and its Effects

UNIT -III : Mauryas andGuptas

The Age of Mauryas – Sources- Kautilya’s Arthasastra – Indica of Megasthenes- Chandragupta Maurya- Bindusara- Ashoka – Kalinga War- Administration – Art-Culture -The Sungas and Kanvas – Pushyamitra- Importance of Sunga Period- The Kanvas- society -The Satavahanas- Political and social condition - Satavahana Art- The Sakas and Pahlavas- Rise and fall of the Kushana empire- Gandhara Art- Mathura School of Art.-- Guptas Age –Administration– Social and Economic condition – Women-Art- Architecture -Literature – the Golden age – Decline- The Vakatakas- Harsha Vardhana- Administration Northern India after Harsha- Social and cultural Condition of Northern India.

UNIT -IV: Sathavahanas – Chalukya- Rajputs

The Rajput - Administration- Social Life - Culture - Literature- Art

The Rastrakutas - Genesis of the Rashtrakutas- Dantidurga- Krishna I- Tripartite Struggle between Palas, Pratiharas and Rashtrakutas-Administration- Religious and Cultural Condition - Art.The Chalukyas - The rise of the Western Chalukyas of Badami- Kirthivarman I- Pulikesin II- Later Western Chalukyas of Kalyani- The Eastern Chalukyas- Vishnuvardhana- The Deccan under the Chalukyas.

UNIT –V: Conquest of India

Indian Society on the eve of Arab conquest -- Arab invasion of Sindh – Muhammad-bin-Kasim - Consequences of the Arab Conquest.- Muhamad Ghazini - Encounter with Maharaja Jayapala- Somnath temple- Muhamad Ghori - Rajput chief Prithvi Raj Chauhan -First Battle of Terrain - Impact –Qutb-al-Din Aibak.- The Genesis of the Delhi Sultanate.

Maps

1. Sites of the Indus Valley Civilizations.
2. Asoka's empire
3. The Gupta Empire
4. Harsha's Empire.
5. Invasion route

Text Book

1. R.C. Majumdar and Srivastva, History of India (From 320 to 1206 A.D.), Surjeet Book Depot, New Delhi, 1996
2. A.L. Basham, The wonder that was India, Grow Press, New York, 1954.

Reference Books

1. D.D. Koasambi, The Culture and Civilization of Ancient India: In Historical Outline Vikas, New Delhi, 1971.
2. R.S. Sharma, Material Culture and Social Formation in Ancient India, MacMillan, New Delhi, 1983.
3. R.C. Majumdar (ed.), History and Culture of Indian People, Bharatiya Vidya Bhavan Bombay, 1960.
4. Kalpana, Rajaram and R. Vidhya, Facet of Indian Culture, spectrum Books, New Delhi, 2013.
5. Jawaharlal Nehru, The Discovery of India, Oxford University Press, 21st Impression, New Delhi, 2001.

Course Outcomes

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

K1, K2	CO1	better focus on the history of India
K1,K2,K5	CO2	understand the Indian culture and literature.
K1,K4, K5	CO3	examine the international contacts of Indians
K1,K2, K4	CO4	explore the evolution of Indian history
K6	CO5	students would demonstrate skills to learn more about Indian history

Mapping of COs with POs& PSOs

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M	M	S	S	S	M	M	S
CO2	S	S	M	S	M	M	S	M	S	M	M	S
CO3	S	M	M	S	M	M	S	S	M	M	M	M
CO4	S	M	S	S	M	M	S	S	M	M	M	M
CO5	S	S	M	S	M	M	S	S	S	S	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIT12	HISTORY OF TAMILNADU UPTO 1336 AD	L	T	P	C
CORE -II			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the political, social and economic conditions of ancient Tamil Nadu • understand the antiquity of Tamil Nadu • interpret the history of ancient Tamil Nadu • analyse the cultural heritage of Tamils. • appreciate the socio-political- cultural life of ancient Tamil people. 					

UNIT- I: Archaeological Excavations

Sources :Archaeological – Numismatics – Literature – Pre-history of Tamil Nadu: Paleolithic age, Mesolithic age, Neolithic age, Iron age and Megaliths of Tamilagam -

Sangam Age: Sources—Sangam Cheras: Genealogy of Padirrupattu, I Mayavaramban Neduncheralathan, Palyanaiselkelu Kuttuvan, Kalankaikanni Narmudicheral, Kadalpirakkottiya Senguttuvan, Irumporai --Sangam Cholas: Karikala: Accession, Venni & Vagaimparantalai, Uttirapatha expedition—Successors of Karikala—Sangam Pandyas: Peruvaludi , Nedunchelian I, Nedunchelian II.

Rule of Kalabhras.

UNIT- II: Political History

Age of the Pallavas :Pallavas origin, Early Pallavas: Kanchipuram &Tondaimandalam-Later Pallavas:Mahendravarman I ,Narasimhavarman I, Paramesvaravarman I, Narasimhavarman II, Nandivarman II & III—Administration & Society- Taxation & measurements, Justice, Army & Navy, Society – Religious conditions:—Cultural developments: Literature, Art & Architecture and Education.

UNIT- III : Post Sangam age

Age of Cholas: Cholas of Vijayalaya Line: ParakesariVijayalaya, Aditya I-Pandyan Empire I:Early Pandyas, Kadungon, ArikesariMaravarman,KoccadayanRanadhira, Maravarman Rajasimha I, ParantakaNedunjadayan, SrimaraSrivallabha, Varaguna II, ParantakaViranarayana--Social Institutions-Customs and practices,Religion, Philosophy, Literature, Art and Architecture.

UNIT –IV: Imperial Cholas

The Imperial Cholas –Vijayalaya- Rajaraja I - Rajendra I - Chalukya Cholas - Kulottunga I and successors - Administration – Over seas conquests- boundary- Economic Condition - Trade and Commerce - Chola Art and architecture- Religion - Temple Economy - Temple Society - Merchant Guilds in the Indian Ocean- Education and learning.

UNIT- V : Later Pandya Age

Second Pandyan Empire -Consolidation of Power- Economic Condition - Social Condition -Art and Architecture - Language and Education - Account of Marco-polo - The Muslim Conquest - Invasion of Malikkafur - Madurai Sultanate - Impact of Muslim Rule- Establishment of Vijayanagar empire

Text Book:

1. M. Rajamanickam, CholarVaralaru (Tamil), Poovam Publisher, Chennai, 1999.
2. A. Krishnaswami, Topics in South Indian History: From Early Times upto 1565 A.D., The University of Michigan, 1975.

Reference Books

1. K.ANilakantaSastri, Champakalakshmi, P.M. RajanGurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.
2. K.K. Pillai - TamilagaVaralarumPanpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
3. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
4. ChithraMadhavan, History and Culture of Tamil Nadu, Vol. 1, D.K. Print World (P) Ltd., New Delhi, 2005.
5. Noboru Karashima, A Concise History of South India: Issues and Interpretations, Oxford University Press, Chennai, 2014

Course Outcomes

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

K1, K2	CO1	better focus on the Tamil Nadu history
K1,K2	CO2	understand the Tamil culture and literature.
K5	CO3	appreciate art and architecture
K4, K5	CO4	examine the social structure
K6	CO5	demonstrate skills to learn more about Tamil Nadu history that helps to understand how the society we live in came existence.

Mapping of COs with POs& PSOs

CO/ P	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	S	S	S	M	M	S
CO2	S	M	M	S	M	M	S	M	S	M	M	S
CO3	S	M	M	S	M	M	S	S	M	W	M	M
CO4	S	M	S	S	S	S	S	S	M	M	S	M
CO5	S	S	M	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIA11	MODERN GOVERNMENTS – I	L	T	P	C
ALLIED – I				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the salient features of the constitutions of various countries. • understand the role of Judiciary. • analyze and interpret the political thoughts and their rights. • know the state level political party system. • apply techniques and strategies in the field of election 					

UNIT- I: Basic concepts

State and its elements – Constitution, Classification of Constitutions - Forms of government: Unitary, Federal, Quasi Federal – Theory of separation of powers.

UNIT -II: Organs of Government

Legislature - Bicameral and Unicameral - Executive–Judicial Review - Rule of Law- Administrative Law - Party Systems - Single Party - Bi Party – Multi Party Systems– Pressure Groups. Executives; Presidential, Parliamentary – Quasi Presidential – Legislature;

UNIT- III: Constitution of United Kingdom

Salient Features–Distinction between Written and Unwritten Constitutions – Conventions – Importance of the English Constitution – salient features – the Queen, the Prime Minister, Cabinet -Parliament; House of Common and House of Lords- law making – Committee system – Rule of law- Party system – Judiciary – Structure – Powers.

UNIT- IV: Constitution of America

Salient Features–Separation of Powers–Distinction between Unitary and Federal States – American Federation and Distribution of Powers – Rigid and Flexible Constitution – Mode of Constitutional Amendments – Fundamental Rights and Safeguards.

UNIT –V: Three Organs of the Constitution of U.S.A

Executive - Nature of Presidential Executive – President – Election, Tenure and Removal – Powers and Position – His Cabinet –Vice President- Legislature ; Composition – Powers and Functions – Speaker – Relation between the Two Houses – Process of Law-making - the Committee System – Judiciary; Structure and Powers of the Supreme Court – Role of the

Supreme Court – Organization of the Judiciary – Party System – Civil Service – Pressure Groups.

Text Book

1. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), PonnaiahPathipagam, Chennai, 2001.
2. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.

Reference Books

1. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
2. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
3. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam’s Sons, New York, 1963.
4. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
5. N. Jayapalan, Modern Governments and Constitutions, Vol. I & II, Atlantic Publishers and Distributors, New Delhi, 2002.

Course Outcomes

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

K1, K2	CO1	understand the basic concepts of constitutions, politics and party system
K1, K2, K3	CO2	apply the concepts in understanding politics and making of governments
K4,K5	CO3	analyze the merits and demerits of the constitutions of various countries and its applications
K5	CO4	evaluate a time series for activities in forming governments
K6	CO5	assess the salient features of different constitutions and make recommendations

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	M	S	M	M	M
CO2	S	S	S	S	S	M	S	M	M	M	S	S
CO3	S	S	S	S	M	S	S	M	S	M	S	M
CO4	S	M	S	S	S	M	M	S	M	M	M	S
CO5	S	S	S	S	M	S	S	M	M	S	S	M

Strongly Correlating (S) - 3 marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 mark
 No Correlation (N) - 0 mark

SEMESTER - II

COURSE CODE	U21HIT21	HISTORY OF INDIA 1206 - 1707	L	T	P	C
CORE III			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the history of Rajputs and their culture • understand the diplomatic history of Delhi Sultanate, Mughals and the Vijayanagar Empire • help the students to analyze and interpret the administration of Decc kings • know the impact of Mughal invasion of India • assess the Art and Architecture 					

UNIT -I : Origin of the Delhi Sultanate

Foundation of the Delhi Sultanate – The Slave dynasty – Qutbuddin Aibak-- Iltutmish - Razia – Balban- Causes of downfall of slave dynasty -Khilji dynasty Jalaluddin Firoz Shah Khilji – Alauddin Khilji -Southern Conquest - Mongol Invasion and its effects - an assessment.

UNIT II: Tughlaq Dynasty

Tughlaq Dynasty: Ghiasuddin Tughlaq - Muhammad bin Tughluq – Firoz Shah Tughluq – Causes of the downfall of Tughlaq dynasty –Sayyid Dynasty - Khizr Khan- Mubarak Shah - Alam Shah- Lodi Dynasty -Bahlol Lodi- Sikander Lodi - Ibrahim Lodi - Causes for the downfall

UNIT- III: Rajputs Origin

Rajputs -Origin and their Achievements – Yadavas of Devagiri – Kakatiyas of Warangal – Hosysalas of Dwarsamudra – Rise of Jagirdari system –Art and Architecture- Bhakthi movement

UNIT-IV: Art and Architecture of Bahmini Kingdom

The Bahmini Kingdom: Mohammad Gawan – The Empire of Vijayanagar – Expansion- Administraion- Krishnadeva Raya – Art, Architecture and Literature
Establishment of the Portuguese Empire in India and its consequences.

UNIT –V: Establishment of Mughal Empire

Establishment of Mughal empire in India – Condition of India on the eve of Babar’s invasion – Mughal empire from Babur to Aurangzeb – Conquests and annexations- Downfall of the

Mughals- Social and economic condition under Mughals – Akbar’s religious policy – Mughal Art - Architecture – Literature– Status of Women - Impact of Mughal rule on Hindu society.

Maps

1. India under Muhammad Bin Thuglag
2. Babur’s Empire
3. Akbar’s Empire
4. India under Aurungzeb
5. Vijayanagar Empire.

Text Book

1. History of India From 1206 To 1707 Third Semester Guide Bhabani Publishing Concern (Paperback, PROF. SARA KR & MITRA, BIDYUT GHOSH), BHABANI PUBLISHING CONCERN, 12 th edition, 2021.
2. Political History of Medieval India (1206 - 1707), Revised Edition (2020) Paperback – 1 January 2018, SBPD Publishing House (1 January 2018); SBPD Publishing House, Agra

References Books

1. History of Medieval India (1206-1707), Dr. S. R. Verma, SBPD Publishing House, 1st edition, 2021
2. R.C. Majumdar, H.C. Roychaudri & K. Datta : An Advanced History of India, Mac Millan India Ltd., 2004, New Delhi.
3. S.R. Sharma : The Crescent in India Lakshmi Narain Agarwal, 1983, New Delhi.
4. L.P. Sharma : History of Medieval India, Konark Publishers Pvt. Ltd, 1997, New Delhi.
5. J.L. Mehta : Advanced Study in the History of Medieval India Sterling Publishers Pvt. Ltd., 1983, New Delhi

Course Outcomes

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

K1	CO1	better focus on the history of India
K2	CO2	understand the Indian culture and literature.
K4, K5	CO3	assess the art and architecture of different dynasties
K4, K5	CO4	examine the administrative system
K56	CO5	prepare report on the impact of foreign conquests of India

Mapping of COs with POs& PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	S	M	S	M	S	S	M	S	M	S	S
CO3	S	S	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT22	HISTORY OF TAMILNADU 1336 – 1800	L	T	P	C
CORE IV				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the administration and achievements of the Tamil rulers • understand the significance of Tamil country under Nayak rulers • help the students to analyze and interpret the South Indian rebellion • know the Palayakkarars system • gain knowledge in different styles of Art and Architecture 					

UNIT- I: Tamilnadu Under Nayakkars

Vijayanagar Rule in Tamilnadu - Founding of Vijayanagar Empire - The Expedition of Kumara Kampana - The Administration -Education and Literature- Literacy Development - Growth of Art. Establishment of Maratha Rule–Marathas of Tanjore –Rulers- Venkoji - Shahji - Serfoji I - Tukoji - Pratap Singh - Tuljaji – Serfoji II – Sivaji III –Wars and Administration – Society- Saraswathimahal library- Art and Literature

UNIT- II: Nayakkars rule in Tamilnadu

Raise and Fall of Nayakkars rule in Tamilnadu –Nayaks of Madurai– Viswanatha Nayak - Thirumalai Nayak- Chokkanatha Nayak - Rani Mangammal - Reign of Meenakshi
 Nayaks of Tanjore - Sevappa Nayak – Ragunatha Nayak – Vijayaraghava Nayak - Administration Nayaks of Senji- Vaiyappa - Tubaki Krishnappa, Krishnappa I, Krishnappa Nayak II Administration – Socio-Economic conditions under the Nayaks – Language and Literature – Art and Architecture.

UNIT- III: Sethupathis and Nawabs

Sethupathis of Ramnad and Sivaganga – Setupathis of Ramnad – Ragunatha Setupati I – Kilavan Setupati - Zamindars- Court of Wards - Administration –Velu Nachiyar- Socio-economic condition .The Arcot Nawabs – The Carnatic Wars and Effects – Mysore Wars– Administration and Society

UNIT- IV: Advent of Europeans and Early Resistance

Advent of the Europeans–Tamilnadu on the eve of the advent of Europeans- The Portuguese – The Dutch –The French – The English – East India Company- The Anglo-French conflict – Trade and Commerce- Economy and industry.

UNIT- V: South Indian Rebellion

Early Resistances –Velu Nachiyar- South Indian Rebellion- First and second Palayakkararswars-The rebellion of Palayakkarars - Khan Saheb- Puli Thevar- Veerapandia Kattabomman Marudu brothers- Umathurai and Shevathiah-Dheeran Chinnamalai

Maps

1. Nayak Kingdom
2. Maratha Empire
3. Sethupathis
4. Tamilagam in 1800

Text Book

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

Reference Books

1. MangalaMurugesan, K., Self Respect Movement, ThendralPathipakam, Chennai, 1982.
2. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
3. SathyanathaAiyar, R., History of Nayaks of Madurai, Oxford University, 1924.
4. Subramanian, N., History of Tamil Nadu 1565 – 1982, Ennes Publication, Madurai, 1987.
5. Varghese Jeyaraj, S., Socio-Economic History of Tamil Nadu, 1565-1967, Anns Publications, Uthamapalayam, 2017.

Course Outcomes

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

K1,K2	CO1	get better focus on the history of tamilnadu
K1, K2	CO2	understand the tamil culture and literature.
K3	CO3	learn lessons from history and apply it
K4, K5	CO4	analyze the causes for the advent of europeans
K6	CO5	interpret south indian rebellion

Mapping of COs with POs& PSOs

CO/ E	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	M	S	M
CO5	S	S	M	S	S	M	M	S	S	M	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIA22	MODERN GOVERNMENTS – II	L	T	P	C
ALLIED - II			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the unique features of the constitution of various countries • understand the basic concepts of democratic rights and powers • help the students to analyze and interpret the cabinet system and function • understand the functions of judiciary • apply party system 					

UNIT- I: Constitution of Switzerland

Constitution: Salient Features- mode of Amendment – Federal Council – Federal Assembly – Instruments and working of Direct Democracy – Judiciary- Powers – POLITICAL PARTY SYSTEM - Direct Democracy – An Evaluation - Mode of Amendment.

UNIT- II: Constitution of France

Constitutional Development upto 1985– French revolution- Declaration of the rights of man and citizens 1789 - Fifth Republic- Main features of the Constitution of Fifth Republic- – Executive – President – Powers and Position – Cabinet – Powers and Position – Legislature – Composition and Powers – Judiciary – Administrative Law – Structure of the Judiciary – Party System – Multi-party System – Local Government – Mode of Amendment.

UNIT- III: Constitution of India

Constitution: Salient features–Federation and Distribution of Powers - Fundamental Rights – Nature and Safeguards - Fundamental Duties - Directive Principles of State Policy– Fundamental Rights- Fundamental Duties- Equality -Directive Principles of State policy – Emergency provisions- Constitutional Amendments.

UNIT –IV: The Parliament of India

Legislature : Composition and Powers of Rajya Sabha and Lok Sabha – Presiding officers – relation between the two houses – process of law making – committee system - President – Election and Impeachment – Powers and Position – President- Vice President - Council of Ministers – Formation – Powers and Position – Prime Minister - Powers and Position - Executive – Election, Functions, Cabinet- Government – Dictatorship, Coalition government and political stability.

UNIT –V: Judiciary

Structure and Powers of the Supreme Court – Organization of the Judiciary – Government of the State – Union-State Relations – Administrative, Legislative and Financial – Emergency Provisions – Mode of Amendment – Civil Service – Party System

Text Book

1. N. Jayapalan, Modern Governments and Constitutions, Vol. I & II, Atlantic Publishers and Distributors, New Delhi, 2002.
2. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), PonnaiahPathipagam, Chennai, 2001

Reference Books

1. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
2. Maurer School of Law: Indiana University, 1926. 7. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
3. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
4. Hoveyda Abbas, Ranjay Kumar and Mohammed AftabAlam, Indian Government and Politics, Pearson, Chennai, 2011.

Course Outcomes

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

K1,K2	CO1	learn the constitutions of various countries
K2	CO2	understand the structure of various governments
K2	CO3	recognize new concepts in politics
K3	CO4	develop interest to learn more about administration
K4, K5,K6	CO5	assess the parliament system of India and create a model parliament

Mapping of COs with POs& PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	S	S	M	M	S	M	M
CO4	S	M	S	S	M	S	S	M	M	S	S	M
CO5	S	M	M	S	M	S	M	M	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

SEMESTER - III

COURSE CODE	U21HIT31	HISTORY OF INDIA 1707 – 1947			
CORE -V		L	T	P	C
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create				
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the historical background of the conquest of India by the Europe powers • understand the socio-religious reform movements • apply the nationalist feeling for the growth of the Nation • analyse the nature of nationalism • evaluate the result of freedom movement 				

UNIT -I: East India Company

East India Company- Decline of the Mughals – Invasion of Nadirshah: Causes and effects; Anglo- French rivalry; the Establishment of East India Company- Battle of Plassey – Nawab of Bengal – Third Battle of Panipat- Battle of Buxar - result - British ascendancy .
 Portuguese- Dutch – French – English. The Anglo– French rivalry in the Carnatic– Ascendancy of the British – Administrative System under the British Company – The establishment of the English power in the Bengal – Robert Clive administration.

UNIT- II: Maratha Culture and religion

Rise of Marathas-Life of Shivaji – His administration and army – Achievements - Maratha Culture and religion – Maratha war with neighboring Kingdoms – Third Battle of Panipat- Administration - Art and Architecture

UNIT -III : Lord Cornwallis Reforms

Warren Hastings – Reforms- Lord Cornwallis – Reforms- Permanent Land Revenue Settlement- Lord Wellesley – The Subsidiary system – William Bentinck reforms, Lord Dalhousie- Reforms – Policy of Annexations- Revolt of 1857 – Cause- course and result-. Mangal Pande, Nana Sahib, Tantia Tope, Jhansi Rani Laxmi Bai – Result of the war- Queen’s Proclamation- Administration under British Queen

UNIT-IV: Genesis and Growth of the Indian National Congress

Partition of Bengal- Moderates – Extremists Surat Split – Swadesi and Boycott Movement – Ghokale – Tilak – Lajpat Rai- V.O. Chidambaram Home Rule Movement -Jallianwalabagh Tragedy - Non Co-operation Movement – Civil Disobedience Movement - Second World War

and the Congress –Cripps Mission - Quit India Movement –INA- Role of Women- Cabinet Mission Plan - Partition and Independence – Some Personalities – Motilal Nehru – Mohamad Ali Jinnah, Mahatma Gandhi, Jawaharlal Nehru, Rajaji – The British Legacy.

UNIT- V: Social Reforms

Socio - Religious Reform Movements - Brahma Samaj - Prarthana Samaj - Arya Samaj - The Ramakrishna Movement- The Theosophical Movement - Narayana Guru - Jyothirao Phule and Satya Shodhak Samaj - G.Subramania Iyer - Abolition of Devadasi System – Abolition of Sati – Abolition of Female Infanticide – Widow Remarriage Act – Economic Condition – Religious and Social Development – Growth of Local Self Government – Development of Education.

Text Book

1. Sharma, L.P, History of Modern India, Konark Publishers Pvt Ltd, Delhi, 2000
2. Majumdar, R. C, An Advanced History of India, Macmillan, New Delhi, 2002.

Reference Books

1. Grover, B.L and Grove.S, A New Look on Modern Indian History, S. Chand &Co, New Delhi, 2006.
2. Krishna Reddy, Indian History, Tata McGraw-Hill, New Delhi, 2003.
3. Nanda,S.P, Landmarks in Indian History (part–II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi, 2004
4. Sharma, L.P, History of Modern India, Konark Publishers Pvt Ltd, Delhi, 2000.
5. SumitSarkar, Modern India 1885 - 1947, Macmillan, New Delhi, 2004.

Course Outcomes

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

K1,K2	CO1	gain knowledge on the history of India
K1,K2	CO2	understand the causes for the British ascendancy
K4, K5	CO3	examine the impact of social reform movement in Indian society
K4, K5	CO4	analyze the trends in freedom movement
K6	CO5	create document on the role of women in freedom movement

Mapping of COs with POs& PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIE31	EPIGRAPHY			
ELLECTIVE – I		L	T	P	C
		4	-	-	3
Cognitive Level	K1: Knowledge K2: Understand K4 Analyse K5 Evaluate K6 Create				
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the survey of inscriptions and epigraphy • understand the importance of antiquities • help the students to analyze and interpret the various types of scripts • get exposure in archaeological excavations • evaluate the scripts and writing materials 				

UNIT- I: Scope and Purpose of Epigraphy

Epigraphy – meaning and scope – purpose – Paleography-Definition and importance of Palaeography-Origin and antiquity of writing in India.-Forms of writing- Indian Scripts – Brahmi, Karoshthi, Nagari, Grantha – Tamil Brahmi – Vatteluttu -Ancient Numerals-Logography

UNIT- II: Inscription of Asoka

Writing materials – Metals and Stones - Palm leaf-Engraving-Forged records-Seals-Coinage Dating and Eras- Saka Era- Vikrama Era- Inscriptions of Asoka -Besnagar Garuda Pillar Inscription-Hatigumpha Inscription of Kharavela-Samudragupta's Allahabad Pillar Inscription.- Mathura Pillar Inscription of Chandragupta-II-Saranath Buddhist Inscription of the time of Kanishka-I

UNIT- III: Copper Plates

Editing and Preservation – Inscriptions – Palm Leaves – Estampages – Fascimile – Eye Copy – Photocopy – Comparison – Editing and Publications – Methods of Conservation and Preservation – Using Paper Mess – Chemical Treatment

UNIT- IV : Evaluation of Coinage

Epigraphists – Hultzech – James Prinsep – George Buhler – V.Venkayya – T.V.Mahalingam – K.V.SubrahmanyaIyer – D.C.Sircar – R.Nagaswamy – Y.Subbarayalu .H. Krishnasastri– Iravatham Mahadevan

UNIT –V: Origin and growth of Vatteluttu

Importance of the Tamil Brahmi inscriptions - Origin and growth of Vatteluttu.

Sample study of select inscriptions

1. Kuram Copper plates
2. Velvikkudi coper Plates
3. Uttiramerur Inscription
4. Kannanur Inscription
5. The Manur inscription

Maps

1. Mark the archaeological sites in Tamilnadu
2. Mark the archaeological sites of Indus Civilization

Text Book

1. Sudha Prasad, Ancient Indian Epigraphy, MotilalBanarasidas Publications, New Delhi , 2013
2. Dinesh Chandra Sircar, Indian Epigraphy, 2nd edition, Motilal Banarasidas Publications New Delhi , 2017.

Reference Books

1. Brown, C.J., The Coins of India, The Heritage of India Series, Calcutta, 1922.
2. Chattopadhyaya, B.D., Coins and Currency System in South India (A.D. 1225-1300), Delhi, 1977.
3. Dani, A.h., Indian Paleography, Oxford University Press, 1963.
4. Kosambi, D.D., Indian Numismatics, New Delhi, 1981.
5. Mahadevan, Iravatham, Corpus of the Tamil Brahmi Inscriptions, Tamilnadu State Department of Archaeology, Madras, 1968.

Course Outcomes

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

K1, K2	CO1	focus on epigraphy
K2	CO2	understand the writings in copper plates
K4, k5	CO3	assess the history through inscriptions.
K5	CO4	analyse the writings in coinage
K6	CO5	prepare a report on the methods of conservation

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	M	M	M	S	S	M	M	M	M
CO2	S	M	M	S	M	M	S	M	M	M	S	M
CO3	M	M	M	S	S	M	S	M	M	M	M	M
CO4	S	M	S	M	M	S	S	M	M	M	M	M
CO5	S	S	M	S	M	S	S	M	S	M	M	M

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIA33	HISTORY OF INDIAN WOMEN UPTO 1985	L	T	P	C
ALLIED -III			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the Universality of issues and factors pertaining to women. • understand the diversity and regional perspective of women. • help the students to analyze and interpret self-esteem and initiate discussion on current issues. • equip the students to understand the status of women in society • apply rights and responsibilities 					

UNIT- I: Gender and Women

Definition of Women Studies – Terminologies- Gender, Sex, Patriarchy Matriarchy-Scope and importance of Women Studies-Subject matter of women’s Studies- Importance of Women studies – purpose of Women Studies.

UNIT –II: Women in India

Women in Vedic, Epic, Sangam and Medieval period, Women in Freedom Movement – Velu Nachiyar –Jansi Rani Lakshmi Bai –Sister Subbulakshmi- Annie Besant - Sarojini Naidu - Anuna Asaf Ali -Kasturba Gandhi - Captain Lakshmi - Susila Nayar –Usha Mehtha - Sucheta Kripalani -Muthulakshmi Reddy-Rukmini Lakshmi pathi -Indira Gandhi.

UNIT- III: Contemporary Issues and Challenges for women

Issues and Challenges for Women - Gender Discrimination – Child Labour – Child Marriage – Dowry – Divorce – Female Infanticide – Female Foeticide – Immoral Traffic – Eve teasing- – Sexual Exploitation – Works Spot Harassment – Domestic Harassment – Honour Killing - Denial of property

UNIT –IV:Women’s Movements and Organizations

Social Reform Movements –Campaign Against social evils- Women Organizations and women’s movement– NGO’s for Women-Women’s Health Movement –Eco Feminism - Chipko Movement Anti price rise movement

UNIT- V: Protective Measures for Women

Factors of Change - Education – Health – Economic and Employment Opportunities – Women Franchise – Personal Laws - Social Legislations –Reservation of seats for women in Local Self government-Social Welfare Schemes and Programmes for Women at Centre, State and District level –Self help groups-Education and Empowerment- Women and politics.

Text Book

1. Chandrababu, S, Thilagavathi, L, Women: Her History and Her Struggle Emancipation, Bharathi Puthakalayam, Chennai, 2009.
2. Krishnammal, S, Women Studies, Sujiranoje Publications, Chennai, 2012.

Reference Books

1. Bakshi Kriran Bala, S.R, Welfare and Development of Women, Criterion, New Delhi, 2000.
2. Neera Desai and Vibhuti Patel, Indian Women: Change and Challenge in the International Decade 1975-85, Popular Prakasham, Bombay, 1990.
3. Premalatha, P.N. Nationalism and Women's Movement in South India, 1917-1947, Delhi, 2003
4. Sushila Nayer and Kamala Mantekar (ed.), Women Pioneers in India's Renaissance, National Book Trust Publication, New Delhi, 2009.
5. Mishra, S, Women and Social Change in India, Pearl Books Publications, New Delhi, 2013.

Course Outcomes

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

K1, K2	CO1	get knowledge on the theory of feminism
K2	CO2	understand the contributions of women in various fields.
K4, K5	CO3	evaluate the protective measures for women.
K4, K5	CO4	analyze the role of women in different movements
K6	CO5	identify the contemporary issues and challenges and create report.

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	S	S	S	M	S	S
CO2	S	M	M	S	S	S	S	M	S	M	S	S
CO3	M	M	M	S	M	S	S	S	M	M	M	M
CO4	S	M	S	S	S	S	S	S	M	S	S	M
CO5	M	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

SEMESTER - IV

COURSE CODE	U21HIT11	HISTORY OF TAMILNADU 1800- 1947	L	T	P	C
CORE -VI			4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> <input type="checkbox"/> learn the medieval History of Tamil Nadu <input type="checkbox"/> understand the Tamil peoples' resistance against Europeans <input type="checkbox"/> help the students to analyze and interpret the contributions of Nayak rulers to the Art and Architecture <input type="checkbox"/> train the students to know the British Revenue system in Tamil Nadu <input type="checkbox"/> apply techniques and strategies in the field of politics 					

UNIT - I: Advent of the Europeans and Early resistance

The advent of the Europeans –Wars and resistances— Palayakkars-Kattabomman – Palayakkars revolts-South Indian Rebellion – Causes, course and results –Maruthu Brothers-Theeran Chinnamalai-Fall of Palayakkars- Vellore Mutiny of 1806 A.D- Causes- Course – Consequences- Judiciary

UNIT – II: British rule and Social Reform movement in Tamilnadu

Economic condition – British Revenue Policy – Permanent and Ryotwari System - Indigenous Education-Introduction of Western Education – Christian Missionary Activities - Conversion to Christianity – Socio –Religious Reform Movement- Vallalar – Samarasa Sanmarga Sangam – Vaikundaswamy-G.Subramania Iyer-Movement for the Eradication of untouchability- Temple Entry Movement

UNIT- III: Freedom Movement- First phase

The Early Phase- Swadesi and Boycott movement- V.O Chidambaram Pillai- A. Subramanya Bharathi – Vanchinathan –Neelakanta Brahmachari- Subramanya Siva – Home Rule Movement- Annie Besant –Non Cooperation Movement and after –Justice party government- Padmasani Ammal- Thiru-Vi-Ka- Satyamurthy- Srinivasa Iyengar

UNIT –IV: Freedom Movement- Later phase

Rise of Swaraj Party- Neill Statue Satyagraha- Simon Commission boycott- Civil Disobedience movement-Rukmini Lakshmi pathhi- Rajaji- Tamil Nadu under Congress Rule, 1937-39 – Achievements – Temple entry- Prohibition- Individual Satyagraha – Quit India movement – Kamaraj- Indian National Army- Captain Lakshmi- India's independence

UNIT – V: Non –Brahmin Movement and other developments

Rise of Justice Party – E.V.R. and Self-Respect Movement- Women’s Movement-Women’s India Association-Dr.Muthulakshmi Reddy-Sister Subbulakshmi- Widows education- Progress of Girls education- Medical education- Dr.Ida Sophia Scudder and CMC Vellore- The Economic Development of Tamil Nadu till 1947

Text book

1. Devanesan, History of Tamil Nadu, Benu Publications, Madurai, 1990.
2. Rajayyan. K , History of Tamil Nadu, Ratna Publications, Trivandrum, 1989.

Reference Books:

1. Chellam, V.T. History of Tamil Nadu, Kudal Publications, Madras, 1995.
2. Champakalakshmi,R. rade,IdeologyandUrbanization:SouthIndia,BC300– AD 1300
3. Karashima,Noboru, South Indian History and Society: Studies fromInscription AD 850 – 1800
4. Varghese Jeyaraj.S., Socio-Economic History of Tamil Nadu (1565 – 1967 A.D.), Anns Publication, Uthamapalayam, 2017.
5. NilakantaSastri, History of South India, Oxford University Press, Madras,1971.

Course Outcomes

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

K1	CO1	study on the history of Tamil Nadu
K2	CO2	understand the economic and social structure of Tamil Nadu
K6	CO3	analyze the causes for the advent of Europeans and create a feeling of unity.
K4	CO4	develop the feeling of unity in diversity
K5, K6	CO5	examine the role of women in freedom movement and write a report based authentic sources

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	S	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT42	HISTORY OF WORLD CIVILIZATION UPTO 476 A.D	L	T	P	C
CORE -VII			4	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the civilizations of various countries • understand the value of civilizations • help the students to analyze and interpret the evolution features a legacy of World civilizations • train the students in the civilized life of people of various countries. • apply culture, religion , economy, customs and tradition where possible. 					

UNIT- I: Egyptian Civilization

Civilization - Meaning and Definition–Causes for the growth of Civilization – Difference between Civilization and Culture. Egyptian Civilization – Features-The Government – Socio-Economic condition – Art – Religion and Literature

UNIT- II: Sumerian Civilization

Sumerian Civilization Features–Legacy–Mesopotamian–Babylonian Civilization – Hanging Garden- People – Government – The Code Hammurabi – Socio-Economic condition – Art – Religion - Literature.

UNIT -III: Greek Civilization

City States–Athenian Democracy–Legacy in the field of Art – Architecture – Philosophy – Education and Science. Roman Civilization - Political Legacy – Roman Law – Legacy in the field of Art – Architecture – Religion – Philosophy – Education and Science.

UNIT- IV: Byzantine Civilization

The Government - Emperor Justinian–Government–Socioand Economic Conditions – Contribution to Art – Religion and Philosophy. Feudalism – Features – Merits and Demerits – Manorial System.

UNIT –V: World Religions

Christianity - Life and Teachings of Jesus Christ - Life and Teachings of Prophet Mohammad – Hinduism – Saivism – Vaishnavism – Zoroastrianism– Judaism -Confucianism.

Text Book

1. Manoj Sharma, History of World Civilizations, Anmol Publications Pvt. Limited, New Delhi, 2005
2. Davies, H.A, An Outline History of the World, Oxford University Press, New Delhi, 1968

Reference Books

1. Philip Lee Ralph & Others, World Civilizations, W.W. Norton, New York, 1997.
2. Dharmaraj, J, History of World Civilizations, (Tamil), Tensy Publications Sivakasi, 2015.
3. Arnold Pacey, Technology in World Civilization: A Thousand-Year History, The MIT Press Cambridge, Massachusetts, 1991.
4. Philip J. Adler, Randall L. Pouwels, World Civilizations, Wadsworth, Boston, 2008.
5. Arnold Toynbee, A Study of History, Oxford University Press, New York, 1974.

Course Outcomes

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

K1	CO1	gain knowledge about world civilizations
K4,	CO2	explain the growth and impact of civilization
K2	CO3	understand the civilization&its special features
K4, K5	CO4	examine how the civilizations are different in each country? it opens the gate to perceive various cultures around us.
K6	CO6	knowledge of different civilizations is helpful in preparing for competitive examinationscivilizations

Mapping of COs with POs& PSOs

CO/ K	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	S	M	M	S	M	M	S	S	M	S
CO3	S	M	S	S	M	M	S	S	S	S	M	M
CO4	S	S	M	S	S	S	S	M	M	S	M	S
CO5	S	S	M	S	S	M	S	S	M	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIA44	PRINCIPLES AND METHODS OF ARCHEAOLGY	L	T	P	C
ALLIED- IV				4	-	-
Cognitive Level	K1:Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the importance of archaeology in the study of history. • understand the different methods of archaeological excavation. • help the students to analyze and interpret the various archaeologi sites in India. • train the students in Archaeology • apply techniques’ and strategies in the field of the Archaeologi Excavations 					

UNIT -I: Archaeology Introduction

Nature-Scope Purpose and Value of Archaeology and History–Definition, of Archaeology, its aims and scope; Difference between History and Archaeology, Kinds of Archaeology -Ethno Archaeology & Linguistic Archaeology – Marine Archaeology-Value of Archaeology

UNIT- II: Development of Archaeology in India

Archaeology in India – Indus Valley Excavations and Explorations -Role of Archaeologists - Contributions by – James Princep.-Alexander Cunningham–Bruce Foote–Sir John Marshall - William Zones -Sir Mortimer Wheeler- H.D. Sankalia –V.N. Misra- Shikaripura Ranganatha Rao (S.R. Rao)– T.V. Mahalingam – K.V. Raman

UNIT- III: Science of Archaeology

Dating Methods–Radio Carbon dating –Pollen Tests–Dendro chronology-Thermo luminescence – Exploration – Ground Survey – Aerial Photography– Magnetic Prospecting (Magnetometer) - Surface Exploration

UNIT- IV: Principles of Exploration

Survey of pre-historic – proto - historic and historical sites --Resistivity Survey- Electro Magnetic Survey–Excavation – Trenching – Gridding – Open Stripping – Digging Procedures –

Recording - Photography – Digging Equipments – Personnel -Excavation of Burial Moulds – Graves – Pits – Trenches.

UNIT- V: Archaeological Sites of India

Indian Archaeological Sites–Harappa–Mohen-jo-daro – Nalanda – Dwaraka – Arikamedu – Kaveripoompattinam – Adhichanallur – Keeladi – Azhakankulam – Preservation and Documentation- Organic and Inorganic Study – Analysis – Recording – Argon dating – pollen analysis and Conservation.

Text Book

1. Ramachandran,K.S,Archaeology of South India, Tamil Nadu, SundeepPrakasham, Delhi, 1980
2. Venkatraman, Ramaswamy, Indian Archaeology A Survey ,Ennes Publications, Madurai, 1985.

Reference Books

1. Basham, A.L, The Wonder That was India, Macmillan Publications, London, 1957.
2. Daniel, Glyn Edmund, A Hundred Years Archaeology ,Ann Arbori, Publications , 1973.
3. Egambaranathan, Arangam Ponnusamy, Tholliar Agalaivu,
4. Gomathinayagam, P, An Introduction to Archaeology, Sri VinayagaPathipagam, Rajapalayam, 1997.
5. Raman, K.V, Principles and Methods of Archaeology, Parthajan Publications, Chennai, 1991.

Course Outcomes

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

K1	CO1	define archaeology and trace the evolution of archaeology
K2	CO2	understand the archaeology&its function
K3	CO3	apply the impact of archaeology in the field of history
K4, K5	CO4	examine the techniques of archaeology, appraisal and compensation
K6	CO5	write a report on any one archaeological center after field visit

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	S	M	M	S	M	M	S	S	M	S
CO3	S	M	S	S	M	M	S	S	S	S	M	M
CO4	S	S	M	S	S	S	S	M	M	S	M	S
CO5	S	S	M	S	S	M	S	S	M	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIE42	PRINCIPLES OF PUBLIC ADMINISTRATION	L	T	P	C
ELLECTIVE - II				3	-	-
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the concepts of public administration • understand the various theories of organizations • help the students to analyze and interpret the importance of field administration • train the students to know the skill of administrative knowledge. • equip the students to be good administrators 					

UNIT- I: Concepts of Public Administration

Public Administration – Meaning – Nature – Scope – Public and Private Administration – Human factor – Art of Science. Introduction - State and Government constitution- types of constitution – government and its types- Federal –Unitary- Parliamentary and Presidential.

UNIT- II: Organization Theories

Meaning – Various theories – a) Bureaucrat b) Classic c) Human relation d) Scientific Management: Principles – Hierarchy – Span of Control – Unity of Command. Theories of separation of powers- executive, legislature and judiciary- meaning- nature - scope and importance of public administration- politics administration dichotomy – public and private administration.

UNIT- III: Structure of Public administration

Chief Executive – Functions – Line and Staff agencies – Indian Prime Minister’s Office – Secretariat – White house office (U.S.A) Department as Unit of administration – Bases of Organization - Departments of Home Foreign Affairs, and Defence. Evolution of public administration- politics – public administration -basic concept of public administration- principles of public administration- new public administration -new public management administration

UNIT- IV: Public Undertaking and Commissions

Finance Commission – UPSC – Backward Class, Official Language - Significance of Public undertakings – Various kinds and reasons for Government participation in India – Public Corporations – Their problems – Ministerial control and corporations accountability to Parliament Structure of public administration- staff and auxiliary agencies- human resources and field agencies

UNIT- V:Field Administration

Importance of Field Organization – Area Head quarters and Field Agencies relationship – Territorial and functional Dichotomy – Examples : Foreign Affairs ministry, police Dept. and Railway Board. Importance of Panchayat Raj in India as Field Administration Recent trends in corporate governance – Good governance- impact of LPG on public administration.

Text Book

1. Ramesh K Arora, RajniGoyal, Indian Public administration: Institutions and Issues, 2nd Edition, New age International Publishers Ltd, New Delhi, 1996.
2. RukmiBasu, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi, 1995.

Reference Books

1. Herbert A Simon, Donald W.Smithburg and Victor A.Thomson, Public Administration, Alfred A. KnofInc, New York, 1950.
2. A. Avasthi and S. Maheswari, Public Administration, LaximiNarainAgarwal, Agra, 2013.
3. A. Avasti and K. Aroraramesh (eds.), Bureaucracy and Development: Indian Perspectives, Associated Publishing House, New Delhi, 1978.
4. VishnooBhagwan and VidyaBhushan, Public Administration 22nd Edition, s.cnand Publishing, New Delhi, 2009.
5. NoorjahanBava, People’s Participation in Development Administration in India, Uppal Publishing House, New Delhi, 1984.

Course Outcomes

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

K1	CO1	know the concepts of public administration
K2	CO2	understand the organizational structure of public administration
K4	CO3	examine the administration &its function
K4, K5	CO4	analyze the performance of UPSC
K6	CO5	create dialogue with local Panchayatraj through field visit for further development

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	S	M	M	S	M	M	S	S	M	S
CO3	S	M	S	S	M	M	S	S	S	S	M	M
CO4	S	S	M	S	S	S	S	M	M	S	M	S
CO5	S	S	M	S	S	M	S	S	M	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

SEMESTER-V

COURSE CODE	U21HIT51	HISTORY OF EUROPE, 1453- 1789	L	T	P	C
CORE -VIII			5	-	-	4
Cognitive Level	K1:Knowledge K2: Understand K4 Analyze K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the importance of Geographical Discoveries • elaborate the fall of Papacy in Europe • present new perspectives in enlightened despotism • enable students to learn the Renaissance and Reformation movement Europe • discuss the Industrial Revolution. 					

UNIT- I: Beginning of Modern Age

Fall of Constantinople - Geographical Discoveries–Causes – Results - End of Feudalism - Rise of Nation States–Europe at the end of Middle Ages –Causes and Results- Maritime Discoveries of the 15th and 16th centuries- Exploration – Colonization.

UNIT- II: Renaissance

Meaning–Causes–Renaissance in Italy and other Countries -Philosophy – Literature – Architecture - Art and Science – Results.

UNIT -III: Reformation

Meaning–Causes–Protestantism in Germany - Martin Luther -Protestantism in England – Calvinism - Zwingli - Counter Reformation – Society of Jesus - Results.

UNIT- IV: Rise of France

End of 100 years war – Peace and prosperity- Henry IV–Cardinal Richelieu–Cardinal Mazarin–Thirty YearsWar – Causes - Course and Results - Louis XIV – Achievements -Jean-Baptiste Colbertt –Louis VI- Europe on the eve of French Revolution.

UNIT- V: Benevolent Despotism

Peter the Great–Catherine II–Frederick the Great of Prussia – Maria Theresa of Austria – Joseph II of Austria.

Text Book

1. Dharmaraj, J, History of Europe 1453 - 1789 A.D, (Tamil), Tensy Publications, Sivakasi, 2015.
2. James Edward Gillespie, A History of Geographical Discovery, 1400 - 1800, H. Holt and Company Publishers, New York, 1933.

Reference Books

1. Cicely Veronica Wedgwood, The Thirty Years War, Review Books, New York, 1938.
2. Charles River Editors, French Legends, The Life and Legacy of King Louis XIV Space Independent Publishing Platform, North Charleston South Carolina, 2013.
3. Andrew Graham Dixon, Renaissance, University of California Press, California, 1999.
4. Arun Battacharjee, History of Europe (1453 - 1789), Sterling Publishers Private Limited, New Delhi, 2001.

Course Outcomes

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

K1	CO1	focus on the history of Europe
K2	CO2	understand the European culture and literature.
K6	CO3	examine the causes for the renaissance
K4	CO4	develop interest in students to learn more about Europe
K6	CO5	create report on the impact of reformation and understand the positive a negative aspects of developments

Mapping of COs with POs & PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT52	CONSTITUTIONAL HISTORY OF INDIA 1858 to 1950	L	T	P	C
CORE -IX				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the evolution of Indian Constitution • elaborate on the unique features of the constitution of India. • present the democratic principles of State policies • enable students to understand the power of judiciary. • learn the fundamental rights and duties and become responsible citizen 					

UNIT- I: Development of the Constitution from 1773 - 1853

The Regulating Act, 1773–Provisions – Defects of the Act – Bengal Judicature Act, 1781 – Pitt’s India Act, 1784 – Provisions and Significance– The Charter Acts of 1793 – 1813- 1833 and 1853 – Provisions – Significances.

UNIT -II: Constitutional Development from 1858 - 1919

Queen’s Proclamation, 1858-Significance – Indian Councils Act 1861 and 1892 – Provisions – Importance – Minto - Morley Reforms, 1909– Provisions – Significance- Government of India Act, 1919 – Provisions – Nature and Working of Diarchy in the Provinces – Importance.- Simon Commission

UNIT -III: Development of Constitution from 1935 - 1947

The Government of India Act,1935 - Provisions – All India Federation – Provincial Autonomy - The Constitutional Development between 1935 and 1947 – The August Offer – Cripps Proposal – Wavell Plan – The Cabinet Mission Plan – Mountbatten Plan – The Indian Independence Act, 1947.

UNIT –IV: Features of Indian Constitution

Framing of Indian Constitution- Constituent Assembly- Salient Features – Sources- Fundamental Rights- Fundamental Duties- Directive Principles of State Policy – President – Vice – President- Prime Minister and Cabinet.-Powers and functions

UNIT- V: Parliament of India

Composition and Powers of Rajya Sabha –Electoral system- - Lok Sabha- powers and functions - Process of Law Making-Committee System - Judiciary-Powers and functions Judicial Review.

Text Book

1. Agarwal, R.C, Constitutional Development of India and National Movement, S.Chand & Company Ltd, New Delhi, 1999.
2. Mahajan, V.D, Constitutional History of India, Including the Nationalists Movement, S. Chand & Company Ltd, New Delhi, 1969.

Reference Books

1. Gupta, D.C, Indian National Movement and Constitutional Development, Vikas Publishing House, New Delhi 1976.
2. Joshi, B.V, Constitutional History of India, S. Chand & Company Ltd , New Delhi 1985.
3. Kapur, A.C, Constitutional History of India 1765 to 1975, S. Chand & Company Ltd , New Delhi , 1985.
4. Prema Arora, Constitutional Development and National Movement in India, Bookhive, New Delhi, 1985.
5. Vishnoo Bhagawan, Indian Constitutional Development: 1600 to 1947, Sterling Publishers Private Limited, New Delhi, 2001.

Course Outcomes

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

K1	CO1	know about the evolution of Indian constitution and import concepts
K2	CO2	understand the fundamentals of Indian constitution
K3	CO3	apply the constitutional provisions in appropriate context
K5	CO4	examine the center- state powers
K4	CO5	create a model parliament for better exposure and practical knowledge

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	S	S	S	S	M	M	S	S	M
CO2	S	S	S	S	M	S	S	S	M	M	M	S
CO3	S	S	M	S	S	S	S	S	M	S	S	S
CO4	S	M	S	S	S	S	M	M	S	S	S	M
CO5	S	S	S	S	M	M	M	S	S	S	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIT53	HISTORY OF TAMILNADU 1947-1989	L	T	P	C
CORE -X			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the various sources for the History of Tamil Nadu • elaborate on the impact of independence and the challenges to the new government • present new perspectives on the growth of various Political Parties • enable students to learn the Economic policies of the state government. • enable students to face competitive examinations. 					

UNIT- I: Congress Rule in Tamil Nadu

Formation of new Government- O.P. RamasamyReddy–Administration - P.S.Kumaraswami Raja –Administration- Separation of Executive and Judiciary – Zamindari Abolition Act – Prohibition of Liquor – Rajaji – Administration – Linguistic Re-organization and Formation of Tamil Nadu- Anti-Hindi Agitations

UNIT- II: Kamaraj Administration

Kamaraj - Administration - Development of Education – Industry – Agriculture – Irrigation systems-Achievements – Kamaraj Plan – Baktavatsalam - Administration and achievements-The Fall of Congress. Rajaji – Swatantra party

UNIT- III: The Rise of Dravidian Parties in Tamil Nadu

Rise and Growth of DMK– Formation of DMK government- C.N.Annadurai –achievements- DMK’s Manifesto – Administration of Karunanithi – Policies and Programs – Education- The Rise and Growth of ADMK - M.G. Ramachandran - his administration and Achievements.

UNIT -IV: Social Development

Social Welfare Measures from 1947 - Society – E.V.R. - Campaign against Caste and superstitious beliefs- Education and Empowerment –Empowerment of women –Right to property -Self Help Groups – Social Legislations – Legal Protection – Public Health-Reservation Policy

UNIT- V: Economic Development

Industries – Agriculture- Science and Technology – Media - Film and Politics - Cauvery River Water Disputes –MullaiPeriyar Dispute– Sri Lankan Tamil Refugees – Problems of Fishermen.

Text Book

1. RamaswamySastry, K.S, The Tamils and their Culture, Annamalai Nagar, Chidambaram,1967.
2. Subramanian,N, Social and Cultural History of Tamil Nadu A.D 1336 – 1984, Ennes Publication,Udumalpet,2007.

Reference Books

1. Venkatraman,V, DesabimaniP.S.Kumarasamy Raja 1898-1957, (Tamil), Swadanthira Publications, Rajapalayam,1998.
2. Venkatraman,V, Role of Rajapalayam in Freedom Struggle (Tamil), Swadanthira Publications, Rajapalayam, 1997.
3. NilakantaSastri, History of South India, Oxford University Press, Madras,1971.
4. Rajayyan, K., History of Tamilnadu 1565-1982, Ratna Publications, Madurai,1982.
5. Varghese Jeyaraj.S., Socio-Economic History of Tamil Nadu 1565 – 1967 A.D, Enns Publication, Uthamapalayam, 2017.

Course Outcomes

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

K1	CO1	knowthe history of Tamil Nadu
K2	CO2	understand the reasons for the failure of the congress and the rise of dmk power
K4, K5	CO3	assess the policies which are beneficial to the people
K4	CO4	develop confident and leadership qualities
K6	CO5	students will get sufficient exposure to face various competitive examinations

Mapping of COs with POs& PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIT54	HISTORY OF AMERICA 1776 - 1945	L	T	P	C
CORE -XI			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> introduce students to the events contributing to the development of the United States. elaborate the interpretations of major historical events in American history from Reconstruction to the Second World War present new perspectives in foreign policies of America enable students to learn the diplomatic relations of India and America. discuss the knowledge of Information Technology of America to other countries of the world. 					

UNIT -I: Advent of the Europeans to British supremacy

Advent of the Europeans to British supremacy (1492-1606)- USA as a British Colony (1606-1783).-George Washington - Early life- Continental Army - War of independence- USA as an Independent Country - George Washington Presidency-Confederation period -1783-1789- Articles of Confederation-Constitutional Convention- USA Constitution - Salient Features

UNIT-II: National Expansion and Reform, 1815 - 1880

Evolution of Pan Americanism- The war of 1812- Causes and effects- Treaty of Ghent- James Monroe - Foreign policy - Monroe Doctrine- National Expansion and Reform,- The question of Slavery – Abraham Lincoln- Civil war-and Reconstruction - Reconstruction Plans– Lincolns’ Ten Percent Plan – Johnson’s Plan - Congressional Reconstruction - Black Reconstruction- Radicals – Ku Klux Klan - Rise of Big Business -Industrialization and its emergence as one of the world powers

UNIT-III: Spanish American War 1898

Causes-Spanish American War 1898 -Open Door Policy – Internal Policy – Foreign Policy – William Taft –Dollar Diplomacy - Westward expansion—US and Great Britain -

Theodore Roosevelt - Big Stick Diplomacy -Square Deal- Fifteenth amendment to American Constitution.-Woodrow Wilson–New Diplomacy- USA in the First World War – Fourteen Points of Wilson- Treaty of Versailles

UNIT- IV: Economic Depression and Recovery

Herbert Hoover - Great Depression–Causes and its Impact –Foreign policy- Franklin D. Roosevelt – New Deal – Achievements-Domestic and Foreign policy – Economic recovery- Lend Lease Act

UNIT- V: America in the Second World War

Factors leading USA to join the Second World War– Atlantic Charter - Pearl Harbour Attack – US Attack on Hiroshima and Nagasaki - War time Conferences -- Establishment of UNO.

Maps

- 1, Main centers of 1 World War
- 2, Main centers of 11 World War

Text Book

- 1. Subramanian, N, A History of USA, Ennes Publications, Udumalpet, 2006.
- 2. Majumdar R.K and Srivastva, A.N, The History of The United States of America (From Colonisation to 1865 A.D)S B D Publishers’ Distributors, New Delhi, 1994.

Reference Books

- 1. Hill, C.P, A History of United States, Arnold Henimann Publishers, New Delhi, 1976.
- 2. Marshall Smelser, American History at a Glance, Barners and Nonle, New York,1966.
- 3. Rajayyan, K, A History of United States, Madurai Publishing House, Madurai, 1981.
- 4. Sharma Mahmood, The History of America from Pre-Colonial times to World War II, Pearson Publication, New Delhi,2012.
- 5. Henry BamfordParkes, The United States of America, A History, Scientific Book Agency, Calcutta, 1976.

Course Outcomes

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

K1	CO1	know about thefreedom struggles.
K2	CO2	understand the development tactics of America.
K3	CO3	applynew strategies in the field of freedom struggles.
K4	CO4	interpret the history of America
K5, K6	CO5	assess the development plans during depression and prepare documents of it.

Mapping of COs with POS & PSOs

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT55	HISTORY OF WORLD CIVILIZATIONS -II	L	T	P	C
CORE -XII			5	-	-	4
Cognitive Level	K1:Knowledge K2: Understand K4 Analyze K5 Evaluate					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the origin of ancient world civilizations • elaborate on the Socio, Political and cultural contributions of Ancient Greece • present new perspectives in the Chinese Civilization. • enable students to learn about Egyptian civilization and their Architecture and Pyramids. • discuss the role of World religions in Indian civilization. 					

UNIT -I: Rise and growth of Civilizations

Civilization – Definition – Factors influencing the growth of Civilization- difference between Civilization and Culture.- Rise and growth of Civilizations - Comparison between Culture and Civilizations. Mesopotamian Civilization– Sumerian Civilization- Religion

UNIT- II: Egyptian Civilization

Egyptian Civilization - Pharaohs – Pyramids – Script – Intellectual Achievements. Egyptian Civilization: Geography – The people – Government –Growth in Social and Economic Conditions- The Arts- Religion – Literature and Learning- Estimate of the Egyptian Civilization.

UNIT -III: Greek Civilization

Ancient Greece - Legacy of the Greek –City States – Hellenistic Civilization, Ancient Rome – Roman life style - Socio, Political and cultural contributions- Civilization – Political legacy – Legacy in the fields of Art, Architecture, Religion, Philosophy, Literature, Education and Science.

UNIT- IV: Rome and Chinese Civilization

Legacy of Roman Civilization, Political legacy, Roman law- Legacy in the fields of Art, Architecture, Religion, Philosophy, Literature, Education and Science. Chinese Civilization- Confucianism-Script – Intellectual Achievements –Literature – An estimate

UNIT- V: Indian Civilizations

Indian Civilizations – Indus valley civilization- Vedic Civilization- Hinduism- Buddhism- Jainism- Zoroastrianism –Sangam Tamil civilization - Literature – Science – Art - Architecture – Women – Society

Map

- 1, Mark Egypt, Rome Greece and China
- 2, Mark the lands associated with Sangam Chera, Chola Pandyas
- 3, Mark the places associated with Indus Civilization

Text Book

1. Robert E. Lerner and Standish Meacham, Western Civilizations, WW Norton and Company. New York, 1986
2. Allan, O. Knownslar and Terry L. Smart, People and Our World: A Study of World History, Holt, Rinehart and Winston Publishers New York, 1981

Reference Books

1. Bruce G. Trigger, Understanding Early Civilizations: A Comparative Study, Cambridge University Press New York, 2003.
2. Douglas J. Brewer, Egypt and the Egyptians, Cambridge University Press New York, 2007
3. Felipe Fernandez- Armesto, Civilizations, Macmillan Publisher London,2000.
4. Joseph R. Strayer and Hans W. Gatzke,.The Mainstream of Civilization, Harcourt Brace Jo Vanovich, Inc. New York, 1979

Course Outcomes

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

K1, K2	CO1	understand and describe the significance of world civilizations
K4	CO2	write analytically about the various civilizations
K2	CO3	effectively communicate the causes for the success and failures of civilizati during class room discussions
K4, K5	CO4	critically examine the impact of civilization
K4, K5	CO5	evaluate and bring out the significant aspects of Indian civilization by referri to various sources

Mapping of COs with POs & PSOs:

CO/ I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	S	M	M	S
CO2	S	S	M	S	S	M	M	M	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	S	M	M
CO4	S	S	S	S	M	M	M	S	M	S	S	S
CO5	S	S	M	M	S	M	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIE53	FUNDAMENTALS OF TOURISM IN INDIA	L	T	P	C
ELECTIVE -III			3	-	-	3
Cognitive Level	K1: Knowledge K2: Understand K3: Apply					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the basic concepts of tourism • elaborate on the types of tourism • present new perspectives in the components of tourism • enable students to learn the concepts of management in tourism industry • discuss the importance of tourism and job opportunities in the field. 					

UNIT- I: Introduction on History of Tourism

History of Tourism - Socio-economic and cultural importance of Tourism - John Sargent committee- Implementation of the recommendations – Jha Committee – Recommendations- Types of Tourism -Components of tourism- Attractions- Accommodation-Accessibility- World Heritages in India

UNIT- II: Development of Tourism in India

Pre-Independence and Post-Independence Periods – Role of Private sector and Public sector - Motivation for Travel – Factors responsible for Travel - Indian Tourism Development Corporation- Department of Tourism –Ministry of Tourism- Functions- Tourism information offices – India and Abroad –Functions – Advertisement – Publicity – Public Relations –Tourism Policies- 1982, 1992, 2002. Development of Tourism in Tamilnadu- TTDC- functions- E-Governance-Virtual tour- Department of tourism- functions – Annual Tourism policies- Travel agencies

UNIT-III: Tourism Planning

Nature, Scope, Types of Tourism Planning–Components and various steps in the Tourism Planning Process-Importance of Tourism Planning –Role of Central and State governments- Public private partnership (PPP)

Unit-IV: Staffing and Job Design in Tourism

Direct and indirect jobs in Tourism- Nature and purpose of staffing–Human Resource Planning in tourism – Recruitment – Selection and training of personnel –Performance appraisal – Methods of performance appraisal - Leadership –Conflict management – Team management – Decision making

Unit –V: Impact of Tourism

Impact of tourism – Environment, Socio - Economic and Cultural- Positive and negative– International Understanding – Trade Promotion – Employment Opportunities- Regional development- negative- degrading the environment and culture –Health hazards – Abuse of Women and Children- changes in traditional life style.

Map

- 1, Mark World Heritage Sites in India
- 2, Mark World Heritage Sites in Tamilnadu
- 3, Mark Natural World Heritages in India

Text Book

1. Kaul, R.L, Dynamics of Tourism: A Trilogy, New Delhi 1985
2. A.K., Bhatia, Tourism Development – Principles and Practices, New Delhi, 1982.

Reference Books

1. Bhatia A.K. Tourism Development; Principle and Practices New Delhi- 1994
2. Holloway Christopher. J, The Business of Tourism
3. PranathSeth P.- Successful Tourism Management , New Delhi, 1987.
4. K.M., Menon, Tourism Management in India, Jaipur, 1999

Course Outcomes

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

KI, K2	CO1	learn the fundamentals of tourism
K2	CO2	understand various components of tourism
K2	CO3	assess the significant aspects of various tourism policies.
K2	CO4	evaluate the impact of tourism on environment and find solutions for sustainable tourism development
K3	CO5	develop knowledge and skills needed to get jobs in tourism related fields.

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	M	M	M	S
CO2	M	M	M	S	S	M	M	M	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	S	M	M
CO4	S	S	S	S	M	M	M	S	M	S	S	S
CO5	S	S	M	M	S	M	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIS53	COMPUTER APPLICATION IN HISTORY- THEORY	L	T	P	C
SBE-III			2	-	-	2
Cognitive Level	K1: Knowledge K2: Understand K3: Apply					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the Computer Operation and its Techniques. • elaborate on the various operating windows system • present new perspectives in Software package • enable students learn the knowledge of Communication Technology using computer technology in the study of history. • discuss the internet technology of recent computer communication trends. 					

UNIT- I: Introduction to Computer

Introduction to computer and its components - viewing information on Internet (the web), sending mails, using internet banking services - Operating System; Basics of Popular Operating Systems

UNIT- II: Window Basics

Personal Computers – Input, Output and Storage Devices - - Moving Icons on the screen, Use of Common Icons, Status Bar, Using Menu and Menu-selection, Running an Application, Viewing of File, Folders and Directories, Creating and Renaming of files and folders, Opening and closing

UNIT- III: Operating System Basics

Various Operating System-Ms-Dos- Ms-Dos Environment - MS-DOS Memory Types - Directory Structure of Dos Windows - Advantage of Using Windows vs DOS- Customizing Windows Operating Systems, Unix - Main Features - Unix File System Linux - Technical Features of Linux- Components of a Linux System

UNIT- IV: Components of Computer System

Selection of Hardware & Software - Computer System, Central Processing Unit (CPU), VDU, Keyboard and Mouse, Other input/output Devices, Computer Memory, Concepts of Hardware and Software; Concept of Computing, Data and Information; Applications of IECT; Connecting keyboard, mouse, monitor and printer to CPU - Basics of presentation software - Preparation and Presentation of Slides presentation - handouts.

UNIT- V Word Processor

Word Processing - MS- Office - Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting and thesaurus; Printing of word document

Text Book

1. V.K. Pandey, D.K. Dey, Understanding Computer Applications with Blue J Class- IX Paperback Arya publishing company, 1 January 2021 .

Reference Books:

1. J.L. Ruff - Structuring the past the use of computer in History
2. Holgerson L.W. - CD Rom, Scholarly Research in Humanities
3. Hockey Susan - A Guide to Computer Applications in the Humanities.
4. Paul E. ,A History of Modern Computing Ceruzzi Published: Boulder,2004
5. Campbell-Kelly, Martin, A History of the Information Machine Published: Boulder, 2004

Course Outcomes

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

K1	CO1	gain knowledge on applications of computer
K2	CO2	know about the various use of computer
K2	CO3	know the significance of computers in history
K2	CO4	understand the impact of computers in modern world
K3	CO5	apply the skills and enable students to learn computers and get jobs

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	S	M	M	S	S	S	M	S	M	S
CO2	S	M	M	S	S	M	M	S	S	S	S	M
CO3	S	S	M	M	M	S	S	M	S	S	M	M
CO4	M	M	S	S	S	M	S	S	M	S	S	S
CO5	S	S	M	S	M	S	M	M	S	M	S	M

Strongly Correlating (S) - 3 marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 mark
 No Correlation (N) - 0 mark

SemeSter – Vi

COURSE CODE	U21HIT61	INTERNATIONAL RELATIONS SINCE 1945 A.D	L	T	P	C
CORE -XIII			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the definition and scope of the International Politics. • elaborate the various theories of International politics. • present new perspectives in the post-world War II scenario International relations. • enable students learn the impact of World War II in the Global Economics. • discuss the role of world organizations in peace making process. 					

UNIT- I: Theories of International Politics

Definition and scope - Theories of international Politics - The Realist Theory, Systems Theory, Decision Making-Game Theory. International relations: Meaning – Scope – approaches to the study – Significance of the study- Concepts of International relations- Neo – Colonialism – collective security - Balance of Power.

UNIT –II: Balance of Power

Concepts of International Politics: Power - National interest - Balance of Power - Collective Security- NATO, CENTO, Warsaw Pact, SEATO, ANZ US. Old and New Diplomacy-practice Important theories – Game theory – Realistic theory - Systems theory – Decision making

UNIT- III:Post-II World War

The Post-II World War foreign policies of the major powers: United States, Soviet Union - China. and India's foreign policy and relations; India and the Super Powers-Oil Diplomacy, Palestine-Israel conflicts, West Asian conflict - Arms race, disarmament and arms control: - The Partial Test-Ban Treaty - The Nuclear Non-Proliferation Treaty - Comprehensive Test Ban Treaty - India's-Nuclear Policy — Terrorism- its impact — Afghanistan, Iraq — US War – Cold War.

UNIT –IV: New International Economic order

New International Economic order- GATT and its implications. The North South: "Dialogue" in the United Nations and Outside — Impact of Globalization- International Issues- Korean Crisis - Vietnam – Palestine Israel Problem – Gulf Crisis and Oil Diplomacy.

UNIT- V: International Organizations

Origin and Development of International Organizations - The United Nations and its Specialized Agencies- OAS (Organization of American States)- OAU (Organization of African Unity)- the Arab League- ASEAN- EEC- SAARC their role in international relations- U.N.O-Functions- Achievements- Disarmament - SALT treaties -NPT-CTBT and Atomic race.

Map

- 1, Mark SEATO countries
- 2, Mark ASEAN countries
- 3, Mark SAARC countries

Text Book

1. Indumati, (ed) The United Nations (1945-1995), University of Mysore, Mysore, 1995.
2. ShrikantParanjpe, U S Nonproliferation Policy in Action: South Asia. Sterling, New Delhi, 1987.

Reference Books

1. V.P. Dutt, India's Foreign Policy, Vani Educational Books, New Delhi, 1984.
2. David S. McLellan, William C. Olson and Fred A. Sondermann, The Theory and Practice of International Relations. Printice - Hall of India, New Delhi, 1977.
3. Palmer Priestly and Perkins, Intemational Relations. Calcutta , 1969.
4. Pushpesh Pant, International Relations in the 21st Century, McGraw Hill Education (India) Pvt. Ltd., New Delhi, 2014.

Course Outcomes

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

K1	CO1	learn the theories, definitions and concepts of international politics
K4, K5	CO2	critically examine the impact of world wars that caused heavy loss to t humanity
K2	CO3	understand the balance of power
K4,K5	CO4	assess the new international economic order after class room teachings a references
K5	CO5	effectively argue the role of international organizations for global peace.

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	S	S	M	S	S	S	M	S	S
CO2	S	M	M	S	S	M	S	S	M	M	S	S
CO3	S	M	M	S	M	M	S	S	S	M	S	M
CO4	S	S	M	S	M	M	M	S	S	M	M	S
CO5	S	S	M	S	M	M	M	S	S	M	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT62	HISTORY OF SCIENCE AND TECHNOLOGY, 1800 - 2000	L	T	P	C
CORE -XIV			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce an interest in the students to know more about Scientific and Technological innovations • elaborate on the technological development. • present new perspectives in the services of scientists in promoting India as a potential nation • enable students learn the evolution of Science and Technology in World Nation. • discuss the development of Indian Science. 					

UNIT -I: Science and Technology in Renaissance Period

Progress in Astronomy – Copernicus – Galileo - Leonardo da Vinci - John Gutenberg - Science and Technology in the 17th and 18th century - Royal Society in London - French Royal Academy of Science - Isaac Newton –Robert Boyle - William Harvey - Marcello Malpighi - Invention in Textile Industry - Steam Engine –John Hunter - Edward Jenner.

UNIT- II: Science and Technology in the 19th Century

Science and Technological Development in the 19th Century.- Charles Darwin – Faraday - James Clark Maxwell - John Dalton – James Simpson - Louis Pasteur - Telephone –Telegraph – Thomas Alva Edison - Alfred Nobel

UNIT- III: Science and Technology in the 20th Century

Impact of Two World Wars – Albert Einstein and Theory of Relativity – Roentgen – Marie Curie –Radio – Television – Radar – Computer. Atomic Science in the 20th century– Lord Rutherford – History of Atom Bomb – Hydrogen Bomb and Atomic Energy.

UNIT- IV: Development of Modern Science

Space Age –Achievements of Russia and USA – Penicillin - Alexander Fleming - History of Blood Transfusion –Blood Groups - Gene Technology - Laser Technology - Human Diseases - Communicable and Non-Communicable - Prevention and Remedies

UNIT- V: Science and Technology in Modern India

Progress of Science and Technology in Modern India –Space Research – Atomic Energy Commission – Green Revolution – Defense Research and Development Organisation - Pioneer

of Indian Science - J.C.Bose - P.C.Roy - C.V.Raman – Chandrasekhar - Swaminathan – Ramanujan - Abdul Kalam - Space Science- Information Technology-Bio- Tech – Medicine

Text Book

1. Vairavel, N, History of Science and Technology, AnanthamPublications , Madurai.1997.
2. KalpanaRajaram, Science and Technology in India, Spectrum India, New Delhi, 1993.

Reference Books

1. Anthony, H.D, Science and its Background, Macmillan &Co.Ltd., London, 1963.
2. Arthur Eddington, New Pathways in Science, University Press, Cambridge. 1947.
3. ChattopadhyayaDebiprasad, History of Science and Technology in India, Firma KLM, Calcutta.1991.
4. Subbarayappa, B.V, A Concise History of Science in India, Indian National Science Academy, NewDelhi,1989
5. Varghese Jeyaraj, S, History of Science and Technology, Anns Publications, Uthamapalayam. 1997.

Course Outcomes

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

K1	CO1	know more about scientific and technological innovations
K2	CO2	understand importance of science and technology
K4, K5	CO3	assess the contributions of indian scientists
K5	CO4	analyse the significance of science and technology
K6	CO5	forecast the global effects of science and technology

Mapping of COs with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	S	M	S	S
CO2	S	S	M	S	M	S	M	S	S	S	M	M
CO3	S	M	S	S	S	M	S	M	S	S	M	M
CO4	S	S	S	S	M	M	M	S	M	S	M	S
CO5	S	S	M	M	S	M	S	M	S	M	M	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	U21HIT63	HISTORY OF EUROPE 1789 - 1945	L	T	P	C
CORE -XV			5	-	-	4
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the age of revolutions • elaborate on the unification of Italy and Germany • present new perspectives in the liberal movements in Europe • enable students learn the causes and nature of revolution in Modern Europe. • discuss the impact of Great Depression in Europe. 					

UNIT I: The French Revolution

The French Revolution - Causes- course and results- Role of women- Declaration of the Rights of Man and Citizens 1789- National Assembly – Revolutionary Government. Napoleonic Era 1789- 1815 – Napoleon Bonaparte –Ruler-French Consulate – Emperor – Wars - Continental System – Causes for failure – Domestic Reforms– Downfall

UNIT - II: Diplomacy and Revolution

Vienna Congress – Metternich - Holy Alliance – Concert of Europe – Revolutions of 1830 and 1848 –Causes and Results - Napoleon III –Foreign policy - His Wars – Failure -Industrial Revolution in Europe- Its Stages – Socialist and Labour Movements in Europe.- Capitalism - Karl Marx -Communism

UNIT - III: Emergence of Nationalism

Unification of Italy – Mazzini – Cavour – Garibaldi – Victor Immanuel II - Unification of Germany – Bismarck – Wars – Achievements - Mazzini-Garibaldi -The Unification of Italy - Otto Von Bismarck,- Unification of Germany – The European Powers - Ottoman Empire 1815-1914

UNIT IV: First World War

Europe on the eve of First World War – Treaty of Berlin – System of Secret Alliances – Balkan Crisis – Causes for World War – Entry of US into First World War – Results of War – Paris Peace Conference – Treaty of Versailles- The Russian Revolution of 1917 –Fall of Tzar - Rise of Lenin - Communism

UNIT - V: Second World War

League of Nations -An estimate of League of Nations - Great Depression of 1929-32 - Totalitarianism in Europe and Germany - Second World War- Causes - Course and Consequences- Advances in technology and warfare- U.N.O. Functions .

Map

1. Places associated with French revolution
2. Places associated with World war-1
3. Places associated with World war II

Text Books

1. Rao, B.V, History of Europe, Sterling Publishers, New Delhi, 2002.
2. Dharmaraj, J, History of Europe 1789 to Present Day, (Tamil), Tensy Publication, Sivakasi, 2015.

References Books

1. Daniel Ziblatt, Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism, Princeton University Press, New Jersey, 2006.
2. Fisher, H.A.L, History of Europe, Vol II Surjeeth Publications, Delhi, 1994.
3. Grant, A.J, Europe in the 19th and 20th century, Longman Publication, New Delhi, 1980.
4. Nandha, S.P, History of Modern Europe and the World, Anmol Publication, New Delhi, 2000.
5. Sreenivasa Murthy, History of Europe 1789 to 1916, Himalaya Publication, New Delhi, 1992

Course Outcomes

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

K1	CO1	gain knowledge about the history of Europe and different concepts
K2, K3	CO2	understand and apply the concepts of diplomacy and democracy
K4, K5	CO3	analyze the causes for the first and second world war
K4, K5	CO4	critically examine the key role played by the leaders in the history of Europe
K5	CO5	discuss the impact of world wars.

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	S	M	M	S
CO2	S	S	M	S	S	M	M	M	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	S	M	M
CO4	S	S	S	S	M	M	M	S	M	S	S	S
CO5	S	S	M	M	S	M	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT64	HISTORY OF INDIA 1947 - 1985	L	T	P	C
CORE -XVI			5	-	-	4
Cognitive Level	K1:Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the contemporary history of India so as to become responsible citizens. • elaborate on the current problems in India so that they could find answer to them. • present new perspectives in the development of independent India. • enable students to learn about various legislations which are relevant to them. • discuss the growth of Indian education with new perspectives. 					

UNIT I: Integration of India

India at the time of independence- Integration of Princely States – Role of Mountbatten – Role of Vallabhbhai Patel -Linguistic Re - Organization of States and Union Territories –Administration of Prime Ministers – Domestic policies

UNIT II: Social Welfare Programs

Constitutional Safeguards–Codification of Hindu Law –Women and Law-Legislations Related to Physically Challenged - Welfare of SC and ST – Welfare of the Minorities – Welfare of the Aged - Tribal Welfare - Women and Child Welfare- Transgender

UNIT III: Economic Reforms

Five Year Plans - Nationalisation of Banks –AgrarianPolicy–Irrigation and water sharing between states- - Green Revolution – White Revolution – Blue Revolution - Industrial Policy - Export and Import Policy - Labour Policy - Globalisation –Development of Transport and Communication.

UNIT IV: Educational Reforms

National Policy of Education–Dr. Radha Krishnan Commission -Mudaliar Commission - Kothari Commission - Elementary - Secondary – University and Higher Education - Growth of Universities and UGC – Vocational and Technical – Women Education – Rural Education – Medical and Engineering education.

UNIT V: Foreign Policy of India

Panchasheel- Role of India in Non-Aligned Movement - UNO -Commonwealth and SAARC – Relationship with USA - Soviet Union - U.K - China - Pakistan and Sri Lanka.

MAP

1. India at the time of independence
2. India in 1956
3. India in 1985

Text Book

1. Mahajan, V.D, History of Modern India 1919 - 1974, Vol. I & II, S. Chand and Company, New Delhi, 2002.
2. Dharmaraj, J, Contemporary History of India, (Tamil), Tensy Publications, Sivakasi, 2015. Delhi, 1983.

Reference Books

1. Anup Chand Kapur and K.K.Misra, Select Constitutions, S.Chand& Company, New Delhi, 2002.
2. Bipan Chandra, India after Independence 1947 - 2000, Penguin Books India Ltd. New Delhi, 1999.
3. Anlet Sobithabai, W, Contemporary History of India, Sharon Publications, Marthandam, 2002.
4. Jawaharlal Nehru, India's Foreign Policy, Government of India Publication, New Delhi, 1983.
5. Motilal Bhargava, History of Modern India, The Upper India Publishing House, Lucknow, 1977.

Course Outcomes

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

K1	CO1	gain knowledge about the history of modern india.
K2	CO2	understand and interpret the the history of modern india,
K4	CO3	critically examine the welfare policies
K4, K5	CO4	assess the growth of education and industryandyou'll understand the mechanism driving change and its significance in the present time.
K6	CO5	demonstrate the knowledge and understanding of modern india that enable them to participate in competitive examinations

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	M	M
CO2	S	S	S	M	S	S	M	S	S	M	S	S
CO3	S	S	S	M	M	S	M	S	S	S	S	M
CO4	S	M	S	S	S	M	M	S	S	M	M	S
CO5	S	S	M	M	S	S	S	S	M	M	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIT65	HISTORY OF FAR EAST SINCE 1900	L	T	P	C
CORE -XVII				5	-	-
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the historical background of the China and Japan. • elaborate on the emergence of China and Japan as important countries in Asia • present new perspectives in the history of China, Japan and other Asian Countries • enable students learn the development of Asia in international level. • discuss the Open door policy of Far Eastern countries with world countries 					

UNIT- I: History of China

China A Brief early history– The Manchu Dynasty – the opening of China – The First Opium War –Causes , course and result- The Taiping Rebellion – The Second Opium War – China 1860 - 1890 – Frontier relations between China and neighboring countries – Sino Japanese War 1894-1895.

UNIT- II: Open Door Policy

The Battle of Concessions – USA and the Open Door Policy – Hundred Days Reforms – The Boxer Rebellion – Manchu Reforms – Dr.SunYatSen and Revolution of 1911 – Yuan Shi Kai – China and First World War – Second World War.

UNIT- III: Growth of Communism in China

Birth and growth of Communism in China – Kuomingtang – Chiang Kai Shek _ - Manchurian Crisis - conflict between the CCP and KMT – Sino Japanese War 1937 –Civil War 1945-1949- The establishment of People’s Republic of China - Mao Tse Tung – The People’s Government at Peking – The Cultural Revolution –Reorganization of Communism – Domestic, Economic and Political Reforms-China’s Relations with India, USA and USSR

UNIT- IV: Japan

Japan: The Opening of Japan – Perry and Harris Mission – Meiji Restoration- Meiji Reforms – Constitution of 1889 – Anglo Japanese Alliance 1902 – Russo-Japanese War 1904-1905 – Japan and First World War.

UNIT- V: Japan in Second World War

Japan and Second World War – defeat and surrender of Japan – Post War Japan – Reconstruction of Japan after Second World War – Disarmament and demilitarisation – New political system – Economic and Industrial Remodelling - Japan's relation with other countries – Growth of Science and Technology in Japan.

MAP

1. Far east
2. Mark important cities of Japan
3. Historical places in China
4. Places related to Second World war in Japan

Text Book

1. Thiagarajan J. – History of China from 1800- 1900 A.D Vikas Publication Madurai,2007.
2. Rajayyan, K, A History of the United States, Madurai Publishing House, Madurai, 1981.

Books for Reference

1. Subramanian. N, A History of USA, Ennes Publication, Udumalpet, 2006.
2. Sinha. P and Surya. P – China and Japan in Ancient power politics
3. Kenneth E. Hendrickson Jr, The Spanish-American War, Greenwood Press, London, 2003.
4. Richard Zuczek, Encyclopaedia of the Reconstruction Era Vol – II, Greenwood Press, London, 2006.

Course Outcomes

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

K1	CO1	know the overview of far-east countries
K2	CO2	understand about how nations developed, about heroes of the past, and much more.
K2	CO3	analyse the cultural revolution and the factors responsible for the economic development of china
K4	CO4	review the growth of japan
K3	CO5	discuss about how nations developed, about heroes of the past and develop knowledge needed to face competitive examinations

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	S	S	S	S	S	S	S	M	M	S
CO2	S	M	S	M	S	M	S	S	S	S	S	S
CO3	S	S	S	M	M	S	S	M	S	S	S	S
CO4	S	S	M	S	S	S	S	S	M	M	S	S
CO5	S	S	M	M	S	S	S	S	M	S	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIE64	ELEMENTS OF HISTORIOGRAPHY	L	T	P	C
ELECTIVE- IV			3	-	-	3
Cognitive Level	K2: Understand K3: Apply K4 Analyze					
Course Objectives	The course aims to <ul style="list-style-type: none"> • understand the meaning, scope and purpose of History • know about the Contributions of various historians • understand the methodology of historical writing. • equip students with the various methods and principles historiography • create research interest 					

UNIT- I: Introduction on Historiography

Definition of History and Historiography-History: Nature and Value –Scope and Purpose of History – History and its Allied subjects - Branches of History – Social - Political – Military - Cultural and Constitutional History– Geography- Economics – Literature-Women.

UNIT -II: Significance of History

The importance of the study of History – History is Science or Art - History as both Science and Art - History as a Social Science - Uses and Abuses of History – Lessons of History –Limitations of History.

UNIT III: Eminent Foreign Historians

Practitioners of History - Greco-Roman - Herodotus- St. Augustine - -- Leopold Von Ranke – G.M. Trevelyan - A.J. Toynbee- Herodotus – Thucydides – Gibbon – Ranke – Toynbee- IbnKhaldun- Karl Marx -Their Contributions to Historical Writing

UNIT -IV : Eminent Historians who wrote about India

Historiography and Historians: Puranas and History-Buddhist and Jain Historiography - Kalhana- Alberuni-Amir Khusru - Barani- IbnBatuta - AbulFazl -Modern Indian Historians – Jadunath Sarkar, - J.S. Mill - V.A.Smith - D.D.Kosambi - South Indian Historians : K.A.N. Sastri, K.K. Pillai. Kalhana - AbulFazal - Alberuni - J.N Sarkar - D.D. Kosambi - K.K.Pillai - K.A.N. Sastri - RomilaThapar., K.Rajayyan

UNIT –V: Research Methodology

Historian at Work - Historical Research -Requisites of a Research Scholar -Selection of the research topic-review of literature-collection of data- Primary and Secondary - Heuristics – Criticism – Synthesis – Exposition – Documentation –Subjectivity - Objectivity in Historical Writing –research format- chart, tables – appendices-Foot Notes- Bibliography

Text Book

1. Sreedharan, E, A Text Book of Historiography (500 BC – AD 2000), Orient Black Swan, Delhi, 2004.
2. Subramanian, N, Historiography and Historical Methods, Ennes Publications, Vadipatti, 1993

Reference Books

1. Arvind Sharma, Our Religions, Charles Scribner's Sons, New York, 1993.
2. Harper Collins Floud, Roderick. An Introduction to Quantitative Methods for Historians. London, 1983.
3. Ranajit Guha, Subaltern Studies, Vol. I, IV and VI, Delhi:, 1994.
4. E.J. Hobsbawm, "Karl Marx's Contribution to Historiography in Ideology and Social Science" Suffolk, 1972.
5. Rajayyan, K, History Its Theory and Method, Ratna Publications, Madurai, 1999.

Course Outcomes

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

K2	CO1	know the historical development of historiography
K2	CO2	understand the various definitions and types of historiography
K3	CO3	apply the knowledge in historiography
K4	CO4	critically assess the emerging trends in historiography
K2	CO5	understand the functions of historiography

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	S	S	S	S	S	S	S	M	M	S
CO2	S	M	M	M	S	M	S	S	S	M	S	S
CO3	S	S	S	M	S	S	S	S	M	M	S	S
CO4	S	S	M	S	S	S	S	S	M	M	S	S
CO5	S	S	M	M	S	S	S	S	M	S	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIS64	ARCHIVES KEEPING			
SBE –IV		L	T	P	C
		2	-	-	2
Cognitive Level	K1: Knowledge K2: Understand K4 Analyze K5 Evaluate K6 Create				
Course Objectives	The Course aims to <ul style="list-style-type: none"> <input type="checkbox"/> introduce students to the origin of Archives in Ancient period. <input type="checkbox"/> elaborate on the development of Archives. <input type="checkbox"/> present new perspectives in the values of Archives Keeping <input type="checkbox"/> enable students learn the Archival keeping method in Ancient and medieval period <input type="checkbox"/> discuss the classification of Archives. 				

UNIT- I: The Origin of Archives

History of Archives - Archives Keeping in Ancient times - Creation of Archives Meaning – Origin and Growth of Archives –Ancient, Medieval and Modern – Archives Keeping - Europe and India – Importance of Archives.

UNIT –II: Establishment of Archives

Organization of Archives – Regulation – Administration of Archives. Creation of Archives – Classification – Recent Development – Registry Archives - Libraries – Racking – Shelves and other materials

UNIT – III: Protective Measures of Archives

Preservation of Archives – Scientific Methods – Functions of Archives- Preservation of Archival materials – Preventive measures – Methods of Preservation – Lamination – Microfilming – Book Bindings – Reprography - Records maintenance

UNIT – IV: Usage and Access to Archives

Uses of Archives – Rules Regulating the Access of Public Archives in India – Other Countries. Administration of Archives – Functions of Archives – Publication - Facilities to Researchers - Modern Methods in Archives Keeping – Uses of Archives – Rules and Regulations.

UNIT – V: Private and Government Archives

Role of Private Archives - Functions of Private Archives - National Archives in India – State Archives in Tamil Nadu - Archival organizations – National Archives of India – Tamil Nadu Archives- Private Archives – International Council of Archives – Indian Historical Records

Commission - The Historical Manuscripts Commission – Role of Archives in the present day World.

Text Book

1. Sushil Kumar, Archives Principles and Practices, Gyan Publishing House, New Delhi, 2011
2. Mukerjee, B.B, Preservation of Library Materials, Archives and Documents, World Press Private Ltd, Calcutta, 1973.

Reference Books

1. Alan Ward, A manual of sound archive administration, Gower Publication & Co, Ashgate, 1990.
2. Back E.A, Book Worms, The Indian Archives, Vol.1, National Archives of India, New Delhi, 1947.
3. Baliga, B.S, Guide to the Records Preserved in the Madras Record Office, Foreign and Colonial Compiling and Publishing Company, London, 1915.
4. Hilary Jenkinson, A Manual of Archives Administration. Lund Humphries Publishers, London, 1965.
5. Laura Millar, Archives: Principles and Practices, Facet Publishing House, 2010.

Course Outcomes

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

K1	CO1	define the basic principles and practices of archives
K2	CO2	know the techniques of preservation of archival materials
K4, K5	CO3	critically comment on new perspectives in archives
K2	CO4	understand the value and uses of preservation of data
K6	CO5	create archives with private collections and also enable to get job in archive

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	M	M	S	M
CO2	S	M	M	M	S	M	S	M	M	M	S	M
CO3	S	S	M	S	M	S	M	S	S	M	M	S
CO4	S	M	S	S	M	M	S	M	S	M	S	S
CO5	S	S	S	M	S	M	M	S	M	S	S	M

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

NON MAJOR ELECTIVE

COURSE CODE	U21HIN31	EVENT MANAGEMENT	L	T	P	C
SEMESTER - III				2	-	-
Cognitive Level	K1: Knowledge K2: Understand K4 :Analyze K5 : Evaluate K6 : Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • learn the conceptual understanding of Management concepts. • understand the contemporary issues in Management Studies. • help the students to analyze and interpret the events successfully. • train the students to join jobs in Management Sectors and Strategic development. • apply event management skills and technological development future studies and Job. 					

UNIT- I: Principles of event Management

Principles of event Management Introduction to Event Management, Concept and Type of events- Code of ethics –Dress Code.

UNIT-II: Event Planning

Event Planning Aim of event- Develop a mission- Establish Objectives -Preparing event proposal- Use of planning tools –Lay out of the plan-Feasibility- Keys to success-SWOT Analysis.

UNIT-III: Team Management

Team Management Managing team- Leadership skills- Protocols, Staging, Staffing Group development- Communication -Managing meetings- Crowd management.

UNIT-IV: Safety and Security

Event Safety and Security-Security- Occupational safety- Major risks and emergency planning-Incident reporting- Emergency procedures - Event Accounting and Costing- Budget- break even point- cash flow analysis-Profit and loss statement - balance sheet- Panic payments –Financial control systems.

UNIT-V: Event Management System

Event Management System - Control Process – Methods, Tools and Techniques of Control – Design of techniques – Choices in Control, Comparative Management Styles and approaches Organizational Creativity and Innovation – Management– Entrepreneurial Management – Benchmarking –Select Cases of Domestic and International Corporations.

Text Book

1. Charles W.L. Hill, Gareth R.Jones. Strategic Management An integrated approach, Cengage Learning Publication , New Delhi
2. Stephen P. Robbins and David A, Fundamentals of Management, Pearson Education Publication, New Delhi, 3rd Edn. 2001.

Books for Reference

1. Anton Shone and Bryn Parry, Successful Event Management, Sage Publication , New Delhi, 2002.
2. Arthur A.Thomson, A.J. Strick land III, John E. Cambel , Crafting and Executing Strategy, Pearson Educational Publication , New Delhi , 2004.
3. Peter F. Drucker, The Practice of Management, Sage Publication New Delhi, 2006.
4. Tim Hannagan, Management Concepts and Practices, Mac Millan Indian Publication , New Delhi ,1997.
5. Peter Eichhorn and Lan Towers, Principles of Management: Efficiency and Effectiveness in the Private and Public Sector, Springer International Publishing House , New Delhi2018.

Course Outcomes

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

K1	CO1	define managerial skills
K2	CO2	explain the impact of event management in tourism industry
K2	CO3	understand the managerial skills needed for event management
K4, K5	CO4	examine the hard and soft skills
K6	CO5	describe the types of skills

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	M	M	S	S	M	S	S
CO2	M	S	S	M	S	S	S	S	M	S	S	M
CO3	S	S	S	S	S	S	M	M	S	S	M	S
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	M	S	S	S	M	M	S	S	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	U21HIN42	HISTORY FOR COMPETITIVE EXAMINATION	L	T	P	C
SEMESTER - IV			2	-	-	2
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce students to the basic principles and practices of learning skills in various subjects • provide elaborate information for competitive examinations • motivate students to prepare thoroughly for facing examinations and interviews • enable students to gain knowledge in different field, strategic thinking and hard work. • discuss about various competitive examinations. 					

UNIT- I: Ancient India

The prehistoric period- Indus valley Civilization - Vedic period- Jainism and Buddhism- Magadha period -Persians andMacedonian Invasions - The Mauryan empire- Gupta dynasty- feudalism-The Vardhanas – The Rajputs –The Southern Dynasties -Nayaks of Madurai– VisvanathaNayak - MuthuVirappaNayak - Career and achievements of ThirumalaNayak –Rani Mangammal – Meenakshi - Nayaks of Tanjore - SevappaNayak – RangunathaNayak – VijayaraghavaNayak - Nayaks of Senji- Vaiyappa - TubakiKrishnappa, Krishnappa I, KrishnappaNayak II – Nayak Administration – Socio-Economic conditions under the Nayaks – Language and Literature – Art and Architecture.

UNIT- II: Establishment of Maratha Rule

Marathas Rule and Setupatis of Ramnad : Establishment of Maratha Rule–Marathas of Tanjore – Ekoji – Serfoji – Tukoji – Serfoji II – Sivaji III - Setupathis of Ramnad–RangunathaSetupati I – KilavanSetupati.The Coming of Islam-The Mughal Dynasty (1526-1540 and 1555 – 1857)- Regional powers during Mughal period- Art and Architecture - impact of Mughal rule

UNIT-III: English – The Anglo-French Conflict

Advent of the Europeans–ThePortuguese – The Dutch –The French – The English – The Anglo-French conflict – Tamil Nadu under the ArcotNawabs – The Carnatic Wars and Effects – Mysore Wars– Poligari System - South Indian Rebellion, 1801 – Vellore Mutiny, 1806.

UNIT- IV: Advent of Europeans

The British Land Revenue Administration–Zamindari – Ryotwari - Famine and Relief Measures - Education under the Company – Growth of Language and Literature in 19th and 20th Centuries – Organizations of Judiciary under the Company– Local Self Administration under the Company– Society, Commerce, Trade, Communication and Transportation.

UNIT- V: Indian National Movement

Political and Social Awakening of Tamil Nadu–Nationalism – The Madras Mahajana Sabha – The Indian National Congress – Swadesi Movement -Home Rule Movement – Genesis, Growth and Decline of Justice Party – Working of Diarchy - Non Cooperation Movement – Swaraj Party - Civil Disobedience Movement and March to Vedaranyam– Achievements and Failures of Congress Ministry 1937 – 1939 – Towards Independence 1939-1947. Industrial revolution – Causes, Course and Results of World war 1 and II- rise of Dictatorship- Major Agencies of the United Nations-NAM

Text Book

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

References Books

1. Kalidos, R., History and Culture of Tamils (From Prehistoric times to Present rule), Vijay Publishers, Dindigul, 1976.
2. Mangala Murugesan, K., Self Respect Movement, Thendral Pathipakam, Chennai, 1982.
3. Rajayyan, K, History of Tamil Nadu 1565 – 1982, Ratna Publications, Madurai, 1982.
4. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
5. Varghese Jeyaraj, S, Socio-Economic History of Tamil Nadu, 1565-1967, Enns Publications, Uthamapalayam, 2017.

Course Outcomes

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

K1	CO1	better focus on the history of India
K2	CO2	understand the evolution of Indian history
K3	CO3	identify the questions for competitive examinations in each unit
K4, K5	CO4	examine the trend in freedom movement and the factors responsible for its success.
K6	CO5	create confident in them

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

VALUE ADDED COURSES

COURSE CODE	U21HIV51	HISTORY OF SCIENCE AND TECHNOLOGY, 1800 - 2000	Hours	C
SEMESTER - V			30	2
Cognitive Level	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate			
Course Objectives	The Course aims to <ul style="list-style-type: none"> • introduce an interest in the students to know more about scientific and Technological innovations • elaborate on the technological development. • present new perspectives in the services of scientists in promoting India as a potential nation • enable students learn the evolution of Science and Technology in World Nation. • discuss the development of Indian Science. 			

UNIT – I: Science and Technology in Renaissance Period

Progress in Astronomy – Copernicus – Galileo - Leonardo da Vinci - John Gutenberg - Science and Technology in the 17th and 18th century - Royal Society in London - French Royal Academy of Science - Isaac Newton –Robert Boyle - William Harvey - Marcello Malpighi - Invention in Textile Industry - Steam Engine –John Hunter - Edward Jenner.

UNIT- II: Science and Technology in the 19th Century

Charles Darwin – Faraday - James Clark Maxwell - John Dalton – Mandeeleev - James Simpson - Louis Pasteur - Telephone –Telegraph –Thomas Alva Edison - Alfred Nobel - Science and Technological Development in the 19th Century.

UNIT- III: Science and Technology in the 20th Century

Impact of Two World Wars – Albert Einstein – Roentgen – Marie Curie – Rutherford – Radio – Television – Radar – Computer. Atomic Science in the 20th century - Albert Einstein and theory of Relativity – Lord Ruther Ford – History of Atom Bomb – Hydrogen Bomb and Atomic Energy.

UNIT- IV: Development of Modern Science

Space Age –Achievements of Russia and USA – Penicillin - Alexander Fleming - History of Blood Transfusion –Blood Groups - Gene Technology - Laser Technology - Human Diseases - Communicable and Non-Communicable - Prevention and Remedies - Psychology –Sigmund Freud

UNIT- V: Science and Technology in Modern India

Space Research – Atomic Energy Commission – Green Revolution – Defense Research and Development Organisation - Pioneer of Indian Science - J.C.Bose - P.C.Roy - C.V.Raman – Chandrasekhar - Swaminathan – Ramanujan - Abdul Kalam - Progress of Science and Technology in Modern India – Atomic Energy Commission- Space Science- Information Technology-Bio- Tech – Medicine

Reference Books

1. Chattopadhyaya Debiprasad, History of Science and Technology in India, Firma KLM Publication, Calcutta, 1991.
2. Kalpana Rajaram, Science and Technology in India, Spectrum Publication, New Delhi, 1993.
3. Subbarayappa, B.V, A Concise History of Science in India, Indian National Science Academy, NewDelhi, 1989
4. Vairavel, N, History of Science and Technology, Anantham Publications, Madurai, 1997.
5. Varghese Jeyaraj, S, History of Science and Technology, Anns Publications, Uthamapalayam, 1997.

Course Outcomes

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

K2	CO1	understand the importance of Science and Technology
K6	CO2	demonstrate the logic and growth of Science and Technology
K2	CO3	discuss the factors influences the development of Science and Technology
K3	CO4	analyse the significance of Science and Technology
K5	CO5	forecast the global changes and effect of Science and Technology

Mapping of Cos with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	M	S	S	S	M	M	S
CO2	S	S	M	S	S	M	M	M	S	S	S	M
CO3	S	M	S	S	S	M	S	M	S	S	M	M
CO4	S	S	S	S	M	M	M	S	M	S	S	S
CO5	S	S	M	M	S	M	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark