



PSGR Krishnammal College for Women



## **DEPARTMENT OF HISTORY**

### **CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION SYLLABUS**

### **BACHELOR OF HISTORY**

**2020 – 2021**



## **Programme Educational Objective**

- Provides an insight into the culture of origin as well as culture which is less familiar, thereby increasing cross-cultural awareness and understanding.
- Learn about past human behavior that is relevant to the intellectual growth and development of an individual and can endow with valuable insight for future generations.
- It imparts value orientation Education.

## **PROGRAMME SPECIFIC OUTCOME**

The students at the time of graduation will

**PSO1:** Develop *interests* in the study of History and activities relating to History. Such as

- Collect ancient arts, old coins and other historical materials;
- Read historical documents, maps, charts etc.
- Play active roles in activities of the historical organizations and associations; and
- Write articles on Historical topics

**PSO2:** Develop *practical skills* helpful in the study and understanding of historical events. They

include

- Draw Historical maps, charts, diagrams etc.
- Prepare Historical models, tools etc.

**PSO3:** Impart moral values and inculcate the feeling of patriotism in the hearts of the pupils.

**PSO4:** Enables the students to clear UPSC/TNPSC and all other competitive examination.

**PSO5:** Make the pupils to become fine national leader by entering into the field of politics

## **PROGRAMME OUTCOMES**

After completion of the programme, the student will be able to

**PO1:** Understand the importance of historical sources and evidence for the writing of History.

**PO2:** Learn from multi disciplinary backgrounds and to acquire a holistic understanding of the fundamental tenets of Indian Culture and its relevance in contemporary times.

**PO3:** Explore the socio economic aspects of Indian tradition

**PO4:** Improve their competency skills and acquire communication skill- written, verbal and digital

**PO5:** Learn the governance and working nature of various Political Institutions around the world.



**DEPARTMENT OF HISTORY**

**CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION  
SYLLABUS & SCHEME OF EXAMINATION  
BACHELOR OF HISTORY – 2020-2021**

SEM	Part	Subject Code	Title of the Paper	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
								CA	ESE	TOTAL	
I	I	TAM2001 HIN2001 FRE2001 MAL2001	<b>Language Paper I</b> Tamil Hindi French Malayalam	6	86	4	3	40	60	100	3
	II	ENG2001/ ENG20F1	English Paper I / Functional English Paper I	6	86	4	3	40	60	100	3
	III	HI20C01	History of India up to 1206 CE	5	71	4	3	40	60	100	4
	III	HI20C02	History of Early Medieval India	5	71	4	3	40	60	100	4
	III	HI20A01/ EG20A01/ ES20A01	Allied Paper –I Principles of Modern Government / English Through Classics I/ Indian Economic Development.	6	86	4	3	40	60	100	5
	IV	NME19BI NME19AI NME18ES	Basic Tamil I Advance Tamil Introduction to Entrepreneurship	2/2/2	28/28/28	2/2/2	2/2/2	50/ 50/50	50/50/50	100/ 100/ 100	2
II	I	TAM2002 HIN2002 FRE2002 MAL2002	<b>Language Paper II</b> Tamil Hindi French Malayalam	6	86	4	3	40	60	100	3

	II	ENG2002/ ENG20F2	English Paper II / Functional English Paper II	6	86	4	3	40	60	100	3
	III	HI20C03	History of Later Medieval India	5	71	4	3	40	60	100	4
	III	HI20C04	History of Modern India up to 1857 CE	5	71	4	3	40	60	100	4
	III	HI20A02 / EG17A02/ ES20A03	Allied Paper II- Indian Constitution / English Through Classics/ Economic Analysis	6	86	4	3	40	60	100	5
	VI	OPS1404	Open Course- (Self Study online)	-	-	-	-	-	-	-	-
	IV	NME16B2/ NME16A2	Basic Tamil II/Advance Tamil II	2	28	2	2	50	50	Grade	-
	V	REG16EE	Effective English Communication	2	28	2	2	50	50	100	2
	VI	NM12GAW	Foundation Course –1 (General Awareness)	Self study (Online)			-	-	-	Grade	
III	I	TAM1903 HIN1903 FRE1903 MAL1903	<b>Language Paper III</b> Tamil Hindi French Malayalam	6	86	4	3	40	60	100	3
	II	ENG1603/ ENG16F3	English Paper III/ Functional English Paper III	5	71	4	3	40	60	100	3
	III	HI19C05	History of Modern India from 1858 CE – 1947 CE	4	56	4	3	40	60	100	4
	III	HI19C06	Contemporary India	4	56	4	3	40	60	100	4
	III	HI19A03/ EG19A03	Allied Paper III- Indian Geography/ English for the Media	6	86	4	3	40	60	100	5
	III	SB19ET1	Skill Based Elective Paper I - Eco Tourism Theory	2	28	2	-	-	-	-	-
	III	SB19ETP1	Eco Tourism Practical	1	14	1	-	-	-	-	-
		NMI5VHR	FC-II Value Education and Human Rights	2	28	2				100	2

	VI	JOB1903	Job Oriented Course		After 12.30 PM 60 h		GRA DE**				-
IV	I	TAM1904 HIN1904 FRE1904 MAL1904	<b>Language Paper IV</b> Tamil Hindi French Malayalam	5	71	4	3	40	60	100	3
	II	ENG1604/ ENG16F4	English Paper IV/ Functional English Paper IV	6	86	4	3	40	60	100	3
	III	HI19C07	History of Europe from 1789 CE– 1871 CE	4	56	4	3	40	60	100	4
	III	HI19C08	History of Tamil Nadu up to 1565 CE	4	56	4	3	40	60	100	5
	III	HI19A04/ EG19A04	Allied Paper IV- Indian Culture And Heritage/English for Competitive Examinations	6	86	4	3	40	60	100	5
	III	SB19ET1	Skill Based Elective Paper I Eco Tourism Theory	1	14	1	2	25	75	100	4
	III	SB19ETP1	Eco Tourism Practical	2	28	2	-	40	60	100	2
		NM10EVS	FC-III Environmental Studies	2	28	2	2	-	-	100	2
	V		Extension Activities NSS NCC YRC	-	-	-	-	-	100	100	1
V	III	HI18C09	History of Europe from 1871CE – 1945 CE	6	86	4	3	40	60	100	5
	III	HI18C10	History of Tamil Nadu from 1565 CE- 1947 CE	7	101	4	3	40	60	100	5
	III	Elective HI18E01	Elective –I Elements of Historiography	6	86	4	3	40	60	100	5
	III	HI16AC1	Advance Learner Course- I Makers of Modern India	Self Study	-	-	3	25	75	100*	5*
	III	HI16AC2	Advance Learner Course- I Labour Movement in India	Self Study	-	-	3	25	75	100*	5*
	III	PROJ	Project & Viva voce	6	-	-	-	20	80	100	5
	III	SB18TR2	Skill Based Elective Paper-II Tourism Resources in India- Theory	2	28	2	-	-	-	-	-

	III	SB18TRP2	Skill Based Elective Paper-II Tourism Resources in India – Practical	1	14	1	-	-	-	-	-
	VI	CE	Comprehensive Examination	-	-	-	1	-	-	-	Grade
	IV	NM13IS1	Information Security (Level I)	2	-	-	-	-	-	Grade	-
	VI		Supportive Course	After 3pm	-	-	-	-	-	-	-
	VI		Personality Development	-	-	-	-	-	-	-	Grade
	IV	INSTI1	Field/Internship Training	-	-	2 weeks	-	-	100	100	2
	VI		Community Services 30 Hours								-
VI	III	HI18C11	History of USA from 1900 CE -1945 CE	6	86	4	3	40	60	100	5
	III	HI18C12	History of Far East since 1900 CE	6	86	4	3	40	60	100	5
	III	HI18C13	Human Rights	6	86	4	3	40	60	100	5
	III	HI18E02	Elective II- Indian Archaeology	7	101	4	3	40	60	100	5
	III	HI16AC3	Advance learner Course –II History of Education in India	Self Study	-	-	3	25	75	100*	5*
	III	HI16AC4	Advance learner Course –II Panchayat Raj in India	Self Study	-	-	3	25	75	100*	5*
	III	SB18TR2	Skill Based Elective Paper-II Tourism Resources in India- Theory	1	14	1	2	25	75	100	4
	III	SB18TRP2	Skill Based Elective Paper-II Tourism Resources in India – Practical	2	28	2	-	40	60	100	2
			Library	2	-	-	-	-	-	-	-
										<b>3800+</b> <b>100+1</b> <b>00</b>	<b>140+10</b> <b>extra</b> <b>credit</b>



## QUESTION PAPER PATTERN

### CORE & ALLIED PAPERS

**Continuous Internal Assessment: 50 Marks**

SECTION	MARKS	TOTAL
A – 5 X 2 Marks	10	50
B – 4 X 5 Marks	20	
C - 2/3 X 10 Marks	20	

**End Semester Examination: 100 Marks**

SECTION	WORD LIMIT	MARKS	TOTAL
A – 11/13 X 2 Marks	One or two sentences	22	100
B - 5/7 X 6 Marks	300	30	
C - 4/6X 12 Marks	600-800	48	

### SKILL BASED SUBJECT

**Continuous Internal Assessment: 25 Marks**

SECTION	MARKS	TOTAL
A – 4 / 6 X 4 Marks	16	25
B – 1 / 2 X 9 Marks	9	

**End Semester Examination: 50 Marks**

SECTION	MARKS	TOTAL
A- 4 / 6 X 5 Marks	20	50
B – 2 / 3 X 15 Marks	30	

### ADVANCED LEARNERS COURSE (ALC)

**Continuous Internal Assessment: 25 Marks**

SECTION	MARKS	TOTAL
A – 4 / 6 X 4 Marks	16	25
B – 1 / 2 X 9 Marks	9	

**End Semester Examination: 75 Marks**

SECTION	MARKS	TOTAL
A-5/8X5=25 Marks	25	75
B – 5/8X10=50 Marks	50	

**VALUE EDUCATION AND HUMAN RIGHTS / WOMEN STUDIES / AMBEDKAR STUDIES / GANDHIAN STUDIES / ENTREPRENEURSHIP / ENVIRONMENTAL STUDIES****Continuous Internal Assessment: 50 Marks**

SECTION	MARKS	TOTAL
A – 4 / 6 X 5 Marks	20	50
B – 2 / 3 X 15 Marks	30	

Value Education and Human Rights & Environmental Studies two internal tests will be conducted for 50 marks each and the total marks secured will be equated to a maximum of 75 marks and 25 marks is allotted for project / group discussion / presentation of a report.

**INFORMATION SECURITY****Continuous Internal Assessment: 40 Marks**

SECTION	MARKS	TOTAL
A – 5 / 8 X 2 Marks	10	40
B – 6 / 8 X 5 Marks	30	

**FIELD TRAINING**

The students have the option to select any organization – Government / private like industry such as Archeological office, Museums ,District Record Office etc in consultation with the staff Co-coordinator & HOD. The students are to undergo training for a period of two weeks at the end of semester IV during vacation. The students must maintain a work diary and prepare report of the training undergone and submit the same to the HOD. On a stipulated date, there will be a viva-voce with internal examiners at the beginning of the semester V

MODE OF EVALUATION	MARKS	TOTAL
Attendance	10	100
Work Diary	15	
Report	50	
Viva-voce	25	

## PROJECT

### Group Project and Viva Voce

Each faculty will be allotted 5 students. A specific problem will be assigned to the students. The topic/area of work will be finalized at the end of IV semester, allowing scope for the students to gather relevant literature during the vacation. Viva Voce/presentation will be conducted by a panel comprising of HOD, internal examiners. A power point presentation by the student group will be evaluated on the basis of students' response to the questions.

### Area of Work

Political History, Social history, Economic history, Cultural history, Diplomatic history, Religious history, Archeology, Art & Architecture, Studies in Local Self Government, Gender Studies, Tribal study and so on

### Methodology

Each project should contain the following details:

Brief introduction on the topic

Review of Literature

Materials and Methods

Results and Discussions – evidences in the form of figures, tables and photographs

Conclusion / Summary

Bibliography

The above contents should not exceed 50 pages

### Internal Assessment: 20 Marks

Review	Mode of Evaluation	Marks	Total
I	Selection of the field of study, Topic & Literature Collection	5	20
II	Research Design and Data Collection	10	
III	Analysis & Conclusion, Preparation of rough draft	5	

### External Assessment: 80 Marks

Mode of Evaluation	Marks	Total
<b>Project Report</b>		
Relevance of the topic to academic / society	10	20
Objectives	10	
Experimental Design	20	
Expression of Results and Discussion	20	
<b>Viva Voce</b>		
Presentation	10	20
Discussion	10	

**WEIGHTAGE ASSIGNED TO VARIOUS COMPONENTS OF**  
**CONTINUOUS INTERNAL ASSESSMENT**

**Theory**

	CI A I	CI A II	Mode l Exam	Assignmen t/ Class Notes	Semina r	Qui z	Class Participatio n	Librar y Usage	Attendanc e	Max. Mark s
Core / Allied	5	5	6	4	5	4	5	3	3	40
SBS	5	5	15	-	-	-	-	-	-	25
ALC	-	10	15	-	-	-	-	-	-	25
Informatio n Security	40	40		10		10				100

**Practical**

	<b>Model Exam</b>	<b>Lab Performance</b>	<b>Regularity in Record Submission</b>	<b>Attendance</b>	<b>Maximum Marks</b>
Core / Allied / SBS	12	20	5	3	40

## RUBRICS

### Assignment/ Seminar

**Maximum - 20 Marks (converted to 4 marks)**

<b>Criteria</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>
<b>Focus Purpose</b>	Clear	Shows awareness	Shows little awareness	No awareness
<b>Main idea</b>	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea
<b>Organisation: Overall</b>	Well planned	Good overall organization	There is a sense of organization	No sense of organization
<b>Content</b>	Exceptionally well presented	Well presented	Content is sound	Not good
<b>Style: Details and Examples</b>	Large amounts of specific examples and detailed description	Some use of examples and detailed descriptions	Little use of specific examples and details	No use of examples

## CLASS PARTICIPATION

**Maximum - 20 Marks (converted to 5 marks)**

<b>Criteria</b>	<b>5 Marks</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>Points scored</b>
<b>Level of Engagement in Class</b>	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student proactively contributes to class by offering ideas and asks questions once per class	Student contributes to class and asks questions occasionally	Student rarely contributes to class by offering ideas and asking no questions	Student never contributes to class by offering ideas	
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student listens when others talk in groups and in class occasionally	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
<b>Behavior</b>	Student almost never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class	Student often displays disruptive behavior during class	Student almost always displays disruptive behavior during class	
<b>Preparation</b>	Student is almost always prepared for class with required class materials	Student is usually prepared for class with required class materials	Student is occasionally prepared for class with required class materials	Student is rarely prepared for class with required class materials	Student is almost never prepared for class.	
					<b>Total</b>	

### MAPPING OF POs WITH COs

COURSE	PROGRAMME OUTCOMES				
	PO1	PO2	PO3	PO4	PO5
<b>COURSE – HI20C01</b>					
CO1	S	S	S	S	S
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
<b>COURSE – HI20C02</b>					
CO1	S	S	S	S	M
CO2	S	M	S	S	M
CO3	M	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	M
<b>COURSE – HI20A01</b>					
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S
<b>COURSE – HI20C03</b>					
CO1	S	S	S	S	M
CO2	S	M	S	S	M
CO3	M	S	M	M	M
CO4	S	S	S	S	M
CO5	S	S	S	S	M
<b>COURSE – HI20C04</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

<b>COURSE – HI20A02</b>					
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S
<b>COURSE – HI19C05</b>					
CO1	M	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S
<b>COURSE - HI19C06</b>					
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S
<b>COURSE - HI19A03</b>					
CO1	L	M	M	M	L
CO2	L	M	M	M	L
CO3	L	L	L	M	L
CO4	L	M	M	L	L
CO5	L	L	M	M	L
<b>COURSE - SB19ET1</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
<b>COURSE - SB19ETP1</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S



<b>COURSE - HI19C07</b>					
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	M
CO4	M	M	M	M	M
CO5	M	M	M	M	M
<b>COURSE - HI19C08</b>					
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	M
CO4	M	M	M	M	M
CO5	M	M	M	M	M
<b>COURSE - HI19A04</b>					
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	S	S	M	M
CO4	S	S	S	M	M
CO5	S	S	S	M	M
<b>COURSE - HI18C09</b>					
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	S	S	S
CO4	M	M	S	S	S
CO5	M	M	S	S	S
<b>COURSE - HI18C10</b>					
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	S	S	S
CO4	M	M	S	S	S
CO5	M	M	S	S	S
<b>COURSE - HI18E01</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

<b>COURSE - SB18TR2</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
<b>COURSE - SB18TRP2</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
<b>COURSE - HI16AC1</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S
<b>COURSE - HI16AC2</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S
<b>COURSE - HI18C11</b>					
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S
<b>COURSE - HI18C12</b>					
CO1	M	M	M	S	S
CO2	M	M	M	S	S
CO3	M	M	M	S	S
CO4	M	M	M	S	S
CO5	M	M	M	S	S

<b>COURSE - HI18C13</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S
<b>COURSE - HI18E02</b>					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
<b>COURSE - HI16AC3</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S
<b>COURSE - HI16AC4</b>					
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

**S- Strong; M-Medium; L-Low**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI20C01</b>	<b>HISTORY OF INDIA UPTO 1206 CE</b>	<b>Theory</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **Preamble**

This course presents the social and cultural History of India up to 1206 CE, analyzing features of the Indus Civilization, Vedic Civilization, and emergence of Jainism and Buddhism, Gupta Rule and till the coming of the Muslim invasions

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Examine the basic concepts and distinguish the different sources for writing the History up to 1206 CE	K1 & K2
CO2	Illustrate the life during Vedic Period & Republic kingdoms	K2
CO3	Interpret the teachings and philosophy of Lord Buddha and Mahavira and an account on Mauryas	K3
CO4	Explain the sources, illustrate the conquest and achievement of various rulers under the Gupta dynasty	K2 & K3
CO5	Relate the different lineages of Rajputs and causes for their disintegration	K3

### **Mapping with Programme Outcomes**

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Geographical features – Sources of Indian History – Pre and Proto History – Neolithic cultures– Indus Valley culture and its special characters. **(15)**

#### **Unit II**

Origin and the arrival of the Aryans – Early and later Vedic culture – Vedic literature, economy, Social conditions & political organization – Position of women in Vedic culture - Janapadas and Mahajanapadas. **(14)**

### Unit III

Greco-Roman and Persian contacts with India – Alexander’s invasion and result and influence on India –Mahavira and his teachings – Buddha and his teachings Mauryan State: Chandragupta, Bindusara and Asoka – Administration – Religious policy – Art and Architecture (14)

### Unit IV

Guptas: Golden Age – administration – Art – Architecture and Literature – Kushans – Hun invasion – Harsha and his times – Hieun Tsang. (14)

### Unit V

Rise of Regional Kingdoms in North India – Rashtrakutas, Prathikaras & Palas– Arab Conquest of Sind –Muhamud Ghazni and Muhammad Ghor. (14)

**Maps:** 1. Indus valley sites, 2. Asoka’s Empire, 3. Harsha’s Empire, 4. The Conquest of Ghor

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra & Kundra	History of India	Kamal Arora Publishers, New Delhi	1997
2	Radhey Shyam Chaurasia	History of India up to 1206	Atlantic Publishers & Distributors (P) Ltd	2002

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of Ancient India	Laxmi publications	2016
2	Sathianathaier.K	Political and Cultural History of Ancient India,	S.Viswanathan,	1969
3	R S Tripathi	Ancient India	Orient distributors	1977
4	Basham, A.L.	The Wonder that was India	Penguin	2004
5	Romila Thapar	Asoka and the Decline of the Mauryas	Oxford University Press	2012

#### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

#### Course Content and Lecture Schedule

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI20C02</b>	<b>HISTORY OF EARLY MEDIEVAL INDIA</b>	<b>Theory</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **Preamble**

This course presents the Muslim invasion, establishment of Muslim rule in India, the five important dynasties which ruled over India and the South Indian kingdoms.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Examine the sources for the Muslim rule and about Slave Dynasty	K1 & K3
CO2	Illustrate the invasion and reforms of four dynasties	K2
CO3	Modify the administration, society and judiciary under Muslim rule	K3
CO4	Demonstrate the Indo-Muslim culture	K3
CO5	Show the rise and fall of Bahmani and Vijayanagar empire	K3

### **Mapping with Programme Outcomes**

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	S	S	M
CO3	M	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	M

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Sources for the study of Medieval Indian History: Qutb-ud-din Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat. (12)

#### **Unit II**

The Khilji Dynasty: Jalal-ud-din – Alau-ud-din –Expansion – Reforms –The Mongol Invasion – The Tughluq: Ghiyas-ud-din –Mohammad-bin Tughluq – Firoz Shah - invasion of Timur & the fall of Tughluqs – the Sayyid and Lodis of Delhi. (14)

#### **Unit III**

Administration – Land Revenue – Market System – The Army and Police –Judiciary – Society: the Ruling Class – Social Life – Slavery – Position of Women. (14)

#### Unit IV

Relations between Hindus and Muslims - Evolution of Indo-Muslim Culture, Literature and Art (15)

#### Unit V

Vijayanagar and Bahmani Kingdoms: The Bakhti Movement – Kabir, Guru Nanak, Ramanand – Sufis. (16)

#### Maps

1. Ala-ud-din khilji's Empire – Malik Kafur's Invasion
2. Muhammad Bin Tughluq's Empire
3. Bahmani Kingdom
4. Vijayanagar under Krishnadevaraya

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra	History of India Vol III	Kamal Arora Publishers	1997
2	A.L.Srivatsava	The Sultanate of Delhi	Shiva Lal Agarwala New Delhi	1964

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Metha J. L	Advanced study in the History of Medieval India Vol I,	Sterling Publishers, New Delhi,	2012
2	Mahalingam T V	Administration and Social life under Vijayanagar	Madras University Historical Series	1975
3	Sathianathaier.K	A Political & Cultural History of India Vol II, III	S.ViswanathanPublishers, Madras	1972
4	Herman & Rothermund	A History of India	Psychology Press	1998
5	Stein, Burton	History of India	John Wiley & Sons	2010
7	Chandra, Satish	Essays on Medieval Indian History	Oxford University Press	2003
8	Chandra, Satish	Medieval India from Sultanate to Mughals	Har-Anand Publications	2005
9	Sharma, L.P	History of Medieval India	Konark Publishers	1987

#### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI20A01</b>	<b>ALLIED-PRINCIPLES OF MODERN GOVERNMENT</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### Preamble

This course enables the students to acquire an introductory knowledge of the nature of Constitutional foundations and the systems of Government in major countries of the world. This study would represent different Constitutional models in Asia, Europe, and America. This course will also provide a basis for comparative understanding of different systems of Governance.

### Course Outcome

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Define the nature, structures and functions of modern Constitutions and governments in a number of selected countries.	K1
CO2	Differentiate the comparative understanding of different Constitutional models	K2
CO3	Interpret the various political processes, theories, and Governments in the United States and other countries	K3
CO4	Estimate the role of Judiciary, its organizational structure, its importance and about Judicial Review	K2
CO5	Analyze the role of different political parties, pressure groups and the second pillar of democracy and review the Rights and Duties of Democracy	K4 & K2

### Mapping with Programme Outcomes

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Distinction between State, Society, Association, Government, Community, Nation and Nationality, Meaning and Nature of Constitution, Classification – Aristotelian- Modern-Written and unwritten - Rigid and Flexible, Unitary and Federal-Constitutional changes (17)



**Unit II**

Theory of Separation of Powers - Kinds of Executives- Parliamentary -Presidential and Plural. (17)

**Unit III**

Legislature- Uni-cameral and Bi-Cameral Legislature – Merits and Demerits-Composition of Second Chambers - Powers and Function of the Legislature (17)

**Unit IV**

Judiciary: Organization-Importance of Judiciary – Independence of Judiciary - Judicial Review. (17)

**Unit V**

Political Parties- Pressure Groups- Public Opinion- Mass Media-Rights and Duties of Citizen– Direct and Indirect Democracy (18)

**Text Book**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	R.C.Agarwal	Political Theory	S.Chand & Company	2014
2	A.C.Kapur	Principles of Political Science	S.Chand & Company	2006

**Reference:**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Strong.C.F	Modern Political Constitution,	Rupa & Co., Calcutta, India	1963, Ed- I
2	Whear .K.C	Modern Constitutions	Oxford University Press, New York	1971
3	Dubey S.N	Refresher course in Political Science	Lakshmi Narain Agarwal	1998
4	O.P.Goyal	Comparative Government	Macmillan India Ltd., New Delhi	1985

**PEDAGOGY**

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

**SEMESTER I- FOUNDATION COURSE**  
**Introduction to Entrepreneurship**  
**SUBJECT CODE: NME18ES**

**CREDITS: 2**

**TOTAL HOURS:30**  
**LECTURE HOURS:26**  
**TUTORIAL HOURS:4**

**Unit I: (5hrs)**

**Nature of Entrepreneurship:** (3hrs)

Meaning-Definition-Need of Entrepreneurship-Characteristics of Entrepreneurship-Importance of Entrepreneurship to the nation.

**Activity:** Assignment, Interaction (2hrs)

**Unit 2: (5hrs)**

**Role of Entrepreneur:** (3hrs)

Factors influencing Entrepreneurship-Functions of Entrepreneurial management-Barriers to Entrepreneurship- Pros and cons of Entrepreneurship.

**Activity:** Quiz/Role play (2hrs)

**Unit 3:(5hrs)**

**Business and Environment:** (3hrs)

Types of Entrepreneurs-Styles of Entrepreneurship-Business Ethics and Social Responsibility of Business- Indian Business Environment.

**Activity:**50 Rupees Venture (2hrs)

**Unit 4:(5 hrs)**

**Creativity and Innovation:** (4hrs)

Identification of Business-Preparation of Business plan-Significance of Business plan-Components of Business plan- Feasibility study: (Innovative ideas for marketing)

**Activity:** Business Plan (2hrs)

**Unit 5: (5hrs)** (5hrs)

**Project:**

- **Interface with Successful Entrepreneurs**
- **Role of Financial Institutions/Supporting Agencies**

Note: Interface – 4 hrs

Presentation - 3hrs

## Reference Books

1. Entrepreneurial Development – Gupta CB & Srinivasan N.P, Sultan Chand & Sons, 6<sup>th</sup> Edition, 2005
2. Projects- Planning, Analysis, Financing, Implementation & Review- Prasanna Chandra, Tata McGraw Hill Publishing Co.Ltd, New Delhi, 2006

### Internal Pattern

<b>CIA 1 and II- 50 Marks(2 hrs) Each – 100 marks converted into</b>	<b>60 Marks</b>
<b>Activity (Quiz-5, Assignment-5, Business Plan-5, 50 Rs. Venture-5)</b>	<b>20 Marks</b>
<b>Project</b>	<b>20 Marks</b>
	-----
<b>Total</b>	<b>- 100 Marks</b>

### Question Paper pattern for CIA –

**Section-A( Paragraph answers-4 out of 6)     $4*5 = 20$  marks**

**Section- B(Essay type – 2 out of 3)         $2*15=30$  marks**

**Total= 50 marks**

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI20C03	HISTORY OF LATER MEDIEVAL INDIA	Theory	71	4	-	4

### Preamble

This course presents the social and cultural History of India during Mughal rule in India, their conquests, innovations in religion, art and architecture.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Examine the social structure, administration and concepts of co-existence among the Mughal rulers such as Babur, Humayun etc.	K1
CO2	Describes Afghan Interregnum and Sur Administration.	K2
CO3	Discuss the consolidation of empire under Akbar, his secular policy for the universal brotherhood.	
CO4	Illustrate the administration ensuing Akbar's rule to downfall of the Mughal empire and Marathas.	K3
CO5	Interpret the Culture and Administration during Mughals.	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	S	S	M
CO3	M	S	M	M	M
CO4	S	S	S	S	M
CO5	S	S	S	S	M

S- Strong; M-Medium; L-Low

### SyllabusI

#### Unit I

India on the eve of Babur's Invasion: Babur's Conquests –Humayun. (12)

#### Unit II

Afghan Interregnum- Sher Shah – Sur Administration (15)

#### Unit III

Akbar: Consolidation and Expansion – Ibadat Khana – Policies of Akbar –Administration-Din- i- lahi. (15)

#### Unit IV

Jahangir & Nur Jahan – Shah Jahan – Golden Age – Art & Architecture & Wars of Succession – Aurangzeb – Downfall of the Mughal Empire - Marathas-Shivaji. (14)

## Unit V

Literature – Architecture – Music – Painting -- Land Revenue System – Army and the Mansabdari System – Law and Justice – The Ruling Classes – Nobility – Merchants – Artisans – Position of Women – Architecture. (15)

### Maps

1. Akbar's Empire, 2. Aurangzeb's Empire. 3. Maratha Empire under Shivaji. 4. Carnatic wars

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Satish Chandra	History of Medieval India	Orient Blackswan	2007
2	Kundra	History of India	Kamal Arora Publishers, New Delhi	1997

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of India	Laxmi publications	2016
2	S.R.Sharma	Mughal Empire in India 1526- 1761 Part I	Stoddard Press	2007
3	Tripathi R.S	Rise and fall of Mughal Empire	Motilal Banarsidass, Delhi	1967
4	Burton Stein,	History of India	John Wiley & Sons	2010
5	Satish Chandra	Essays on Medieval Indian History	Oxford University Press	2003
6	Sharma, L.P	History of Medieval India, Konark	Konark Publishers	1987

### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI20C04	HISTORY OF MODERN INDIA UP TO 1857 CE	Theory	71	4	-	4

### Preamble

This course acquaint with the arrival of British East India Company till the Revolt of 1857 against the British.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explains the advent of the Europeans and Anglo-French Rivalry	K1 & K2
CO2	Computes the British Governors and their reforms	K3
CO3	Reviews the conflict between the Indigenous people and the British	K3
CO4	Criticize the contributions of Wellesley and Dalhousie	K4
CO5	Examining the causes and failures of 1857 uprising	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Coming of the Europeans: The Portuguese – The Dutch – Anglo-French Rivalry. British Ascendancy in Bengal: Battle of Plassey – Battle of Buxar. (14)

#### Unit II

Company's Rule in India: Robert Clive: Dual Government. Warren Hastings: Reforms & Impeachment– Trial of Nanda Kumar – Case of Chait Singh – Begums of Oudh –Regulating Act of 1773-Pitts India Act of 1784. Cornwallis: Permanent Settlement –Cornwallis Code & other reforms - Sir John Shore. (13)

#### Unit III

Anglo-Mysore Wars: Hyder Ali, Tipu Sultan – Anglo-Maratha Wars – Anglo-Burmese Wars – Anglo-Sikh Wars. (14)

#### Unit IV

Wellesley: Subsidiary Alliance System – Hastings & establishment of British Paramountcy: William Bentinck & his reforms – Charles Metcalfe -Ranjit Singh –Dalhousie: Doctrine of Lapse. (15)

#### Unit V

1857 Revolt: Causes – Outbreak – Spread – Failure –Impact. (15)

#### Map

1. British Empire under Wellesley.
2. Mysore wars.
3. British Empire under Dalhousie.
4. Places of 1857 Revolt.

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra	History of India	Kamal Arora Publishers, NewDelhi	1997
2	Grover B.L & Alka Mehta	A New Look at Modern Indian History	S.Chand & Co	2016

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of India	Laxmi Publications	2016
2	Mahajan V.D	India Since 1526	S.Chand &Company	1984
3	Tara Chand	History of Freedom Movement in India, Vols. I & II	Publications Division Ministry of Information & Broadcasting	2017
4	Dutta, K.K.	Comprehensive History of India, Vol. XI	Routledge	2015
5	Percival Spear	The Oxford History of Modern India	Oxford University Press	1978

#### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI20A02</b>	<b>ALLIED -INDIAN CONSTITUTION</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To create an awareness about the importance of the Constitution of India and to know about the working of the Constitution and its features such as Fundamental Rights, Fundamental Duties, Directive Principles of State Policy and the Governance of entire India and Party systems in India.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Examine the nature and features of the Constitution	K3
CO2	Interpret the working of the Executive and its powers and functions	K2
CO3	Illustrate the compositions, power and functions of the Indian Parliament	K3
CO4	Sketch the functioning of State Government	K3
CO5	Describe the role of various political parties and their role in making the democracy a success one	K2

### **Mapping with Programme Outcomes**

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Salient Features – Preamble – Fundamental Rights and Duties-Directive Principles of State Policy (18)

#### **Unit II**

Union Executive -President- Election and Removal – Vice President, Prime Minister - Council of Ministers (17)

#### **Unit III**



Union Parliament: Lok Sabha and Rajya Sabha- Composition- powers and functions- Speaker of Lok Sabha ,Judiciary-Supreme Court ,High Court-Judicial Review (18)

#### Unit IV

State Government – Governor; Chief Minister; Council of Ministers-State Legislature – Vidhan Parisad - Vidhan Sabha. (16)

#### Unit V

Party System in India – National and Regional Parties- Electorate: Meanings and Types of Suffrage. Constituency: Meaning – Types – Advantages and Disadvantages. Election: Direct and Indirect Election. Election Commission and Electoral reforms. (17)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Rangaswamy Belakavady	Indian Constitution	Satyashri Printers PVT LTD, Bangalore	2007
2	R.C.Agarwal	Political Theory	S.Chand & company, New Delhi	2014

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Hans Raj	Constitution of India,	Surjeet Publication, New Delhi.	1987
2	Pylee M.V	Constitution and Government of India	Chand & Co., New Delhi,	1984
3	Vakil & Shivaji	Indian Government and Politics	Sterling Publishing	1990
4	Poornima G R &Suresh Kumar MN	The Constitution of India	Sura publishers	2006
5	R. C. Agarwal	Constitutional Development and National Movement in India	S.Chand & Company, New Delhi	2002
6	Durga Das Basu	Introduction to the Constitution of India	Lexis Nexis Butterworths Wadhwa Nagpur	2008

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs. Pratheema

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI19C05	HISTORY OF MODERN INDIA FROM 1858 CE-1947 CE	Theory	56	4	-	4

### Preamble

This course is to enable the students to acquire knowledge on how India was brought under the British Crown, emergence of socio religious reform movements and the development of Indian Nationalism. To inculcate the knowledge about the values cherished in the freedom movement and to realize the role played by the freedom fighters against the alien rule.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Examine Queen's proclamation and Socio-religious Reform	K1& K2
CO2	Illustrate the Indian National Congress and its movements	K2
CO3	Appraise the aspects of Gandhian era	K4
CO4	Describe the incidents leading to Rise and Growth of Revolutionary Movements	K2
CO5	Examine the vigorous activities and attainment of Independence	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Queen's Proclamation – Transition from Company to Crown –Socio-religious Reform Movements and National Awakening – Brahma Samaj – Arya Samaj – Prathana Samaj – Theosophical Society – Aligarh Movement. (12)

#### Unit II

Indian National Movement: INC: Moderates – Extremists – Partition of Bengal –Swadeshi Movement – Birth of Muslim League – Surat Split – Minto-Morley Reforms –Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms –Diarchy . (10)

#### Unit III

Gandhian Era– Jallianwalabagh Massacre – Non-Cooperation Movement – Swaraj Party– Simon Commission – Civil Disobedience Movement – Gandhi –Irwin Pact – Round Table Conference and the Communal Award – Government of India Act of 1935 –Provincial Autonomy –1937 elections – Tripuri Crisis – Cripps Mission. (12)

#### Unit IV

Rise of the Left in Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Derozio – Jyotiba Phule – Narayana Guru.

(10)

#### Unit V

Quit India Movement – Subash Chandra Bose and Indian National Army – Royal Indian Naval Mutiny –Rahmat Ali and the Idea of Pakistan – Muhammad Ali Jinnah and Two Nation Theory–Shimla Conference –Cabinet Mission – Mountbatten Plan – Partition of India. (12)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Keswani.K.B	History of Modern India 1800-1984	Himalaya Publishing House, Bombay	1985
2	Agarwal R.C	Constitutional History of India and National Movement	S.S.Chand & Carnet, New Delhi	1986

#### Reference:

S.N	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra	Indian National Movement: The Long-term Dynamics	Har Anand Publications	2008
2	Bipan Chandra	History of Modern India	Orient Blackswan	2009
3	Majumdar. R.C	An Advanced History of India Part III	MacMillan	1988.
4	Sathianathaier. R	History of India Vol.III	S.Viswanathan, Madras,	1969
5	Percival Spear	History of Modern India	OUP	1978
6	Sumit Sarkar	Modern India	Springer	1989
7	Sugata Bose & Ayesha Jalal	Modern South Asia: History, Culture and Political Economy	Routledge	2017
8	Bipan Chandra	Nationalism and Colonialism in Modern India	Orient Blackswan	1981

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Ms.N.Suganya

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI19C06	CONTEMPORARY INDIA	Theory	56	4	-	4

### Preamble

This course enable the students to understand the condition of India after attaining independence which further illustrates the political, economic, social condition of the contemporary India.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Recollect the immediate incidents of Post Independence.	K1
CO2	Illustrates the Nehru Era on Internal and External policies	K2
CO3	Enumerate the rise of Mrs Gandhi to Politics	K2
CO4	Examine the growth of non -Congress Government and revival Congress party	K3
CO5	Sketch the role of National Front Government and UPA	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Integration of Indian States – States Re-organisation – Constitution of India. (12)

#### Unit II

Nehru – Socialism – Five year plans – Lal Bahadur Sastri – Foreign policy – Pancha Sheel – NAM – Indo-Chinese War 1962 – Indo-Pakistan War – Tashkent Agreement. (11)

#### Unit III

Emergence of Mrs. Gandhi – Historical split of 1969 in Congress - Indo-Pakistan War of 1971 & Economic reforms – National Emergency – Simla Agreement. (11)

#### Unit IV

Morarji Desai – Janata Rule – Revival of Mrs. Gandhi 1980-84 – Rajiv Gandhi -1985-1990 – New Education Policy – 73<sup>rd</sup> & 74<sup>th</sup> Amendment – Science & Technology – SAARC – Indo-Srilankan Accord. (12)

#### Unit V

V. P. Singh & National Front – Mandal Commission – Narasimha Rao – Economic Reforms – United Front Government-1996 – BJP – Vajpayee Government 1998 – Indo-Pakistan Relations – SAARC – Indo Srilankan Relations. (10)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Keswani.K.B	History of Modern India 1800-1984	Himalaya Publishing House, Bombay	1985
2	Bipan Chandra et al	India Since Independence	New Delhi, Penguin Books	2008

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra	Indian National Movement: The Long-term Dynamics	HarAnand Publications	2008
2	Bipan Chandra	History of Modern India	Orient Blackswan	2009
3	Majumda R.C et al	An Advanced History of India	Laxmi Publicatins	2016
4	Sathianathaier.R	History of India Vol.III	S.Viswanathan	1969
5	Bipan Chandra	Nationalism and Colonialism in Modern India	South Asia Books	1979
6	Aparna Basu	Essays in the History of Indian Education	Concept	1982
7	Ramachandra Guha	India After Gandhi	Harper Perennial	2008

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary & Ms.N.Suganya

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI19A03</b>	<b>ALLIED – INDIAN GEOGRAPHY</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

The course enables the students to understand and identify the geographical features, various resources, population, etc., of India.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	know the physical Geography of India	K1
CO2	Illustrate on Agricultural and water resources in India	K2
CO3	Discuss on Mineral and Industrial resources of India	K2
CO4	Sketches the population and Transportation in India	K2
CO5	Assess the development of Transport, Communication and International Trade	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	L	M	M	M	L
CO2	L	M	M	M	L
CO3	L	L	L	M	L
CO4	L	M	M	L	L
CO5	L	L	M	M	L

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Location – physiography – soil - climate – drainage - natural vegetation - classification of resources **(18)**

#### **Unit II**

Agricultural and water resources: Food crops: rice and wheat. Cash crops: cotton, sugarcane, tea, coffee and tobacco. Role of green revolution in Indian agriculture - Water resources: irrigation – types and multipurpose projects. **(18)**

#### **Unit III**

Mineral and industrial resources: classification of mineral resources – distribution of iron ore, mica, manganese and bauxite. Power resources: coal and petroleum. Industries: iron and steel, sugar, cement, cotton textiles, engineering and chemical industries. **(18)**

#### **Unit IV**

Population: growth, distribution and density, Population problems and policies. Transport: land, water and air. – India’s foreign trade. **(16)**

## Unit V

Transport and Communication: Road Transport - Air Transport - Rail Transport –Water Transport. International Trade: India’s Import and Export and Indian Ports (16)

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majid Hussain	Geography of India	Tata Mcgraw Hill Publishing company Ltd. New Delhi.	2008
2	Prithvish Nag & Smita Sengupta	Geography of India	Coreept Publishing Company, New Delhi.	2002

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Singh.R.L.	India - A Regional Geography.	NGSI. Varansi	1971
2	Sharma T.C.	India – An Economic & Commercial Geography	Vikas Publishing House Pvt. Ltd. – New Delhi.	2003
3	Gopal Singh	A Geography of India	Atmaram & sons, New Delhi	1970
4	Kullar D. R.	India – A Comprehensive Geography	Kalyani Publishers, New Delhi.	2010

### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Ms.N.Suganya.

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI19SB01</b>	<b>ECO TOURISM</b>	<b>Theory</b>	<b>41</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **Preamble**

The course will impart some of the basic concept of eco tourism

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Understand the definition, meaning of Eco system	K1
CO2	Analyze the concept and principles of Eco tourism	K2
CO3	Examine environmental education and legislation	K2
CO4	Appraise the initiatives taken through National and International policies in promoting eco tourism	K3
CO5	Assess the role of community in Eco tourism, marketing Eco tourism	K2

### **Mapping with Programme Outcomes**

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit - I**

Fundamentals of Ecology: Basic Laws & ideas in Ecology- Biodiversity and its Conservation-Pollution- Relationship between Tourism & Ecology. (8)

#### **Unit II**

Definition of Eco Tourism – Evolution, Principles, Mass Tourism Vs Ecotourism - Typology of Eco-tourists - Ecotourism Activities & Impacts - Qubec Declaration 2002 - Kyoto Protocol 1997 - Oslo Declaration 2007. (8)

#### **Unit III**

Environmental Education and Legislation ,Ecotourism Development - Sustainable Ecotourism - Socio-economic Development - Ecotourism Policies, Planning and Implementation - Eco-friendly Facilities and Amenities. (9)



#### Unit IV

Responsible ecotourism- Ecotourism Programming -Conservation of Ecotourism - Protected Area Management through Ecotourism- Community Participation - Types of Participation, Issues and Challenges. (8)

#### Unit V

Role of the International Ecotourism Society -Ecotourism Development Agencies- UNESCO,UNWTO, UNDP, WWF - Department of Forest and Environment - Government of India, ATREE, EQUATIONS), ITDC(Indian Tourism Development Corporation), TTDC (Tamilnadu Tourism Development Corporation Ltd). (8)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	P.C. Sinha	The Encyclopedia of Eco Tourism	Anmol Publications, New Delhi	2003
2	Ramesh Chawla	Ecotourism and Development	Sumit Enterprises, New Delhi	2006

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	David B. Weaver	The Encyclopedia of Eco Tourism	CABI	2003
2	Prabhas Chandra	International Eco Tourism, Environment Rules and regulations	Kanishka Publications, Delhi	2003
3	Prabhas Chandra	Global Eco tourism, Codes, protocols and Charter	Kanishka Publications, Delhi	2003
4	Shashi Prabha Sharma	Tourism and Environment	Kanishka Publishers	2006
5	Satish Chandra Nigam	Ecotourism and Sustainable Development	Rajat Publications, New Delhi	2006
6	Weaver, D.	The Encyclopedia of Ecotourism	CABI Publication	2001
7	Fennel, D. A.	Ecotourism policy and planning	CABI Publishing, USA	2002
8	Sukanta K Chaudhury	Cultural, ecology and sustainable development	Mittal, Delhi.	
9	Ralf Buckley	Environment impacts of ecotourism,	CABI, London	2004

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.S.Shobana

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI19SBP1	ECO TOURISM	Practical	45	-	-	2

### Preamble

The course will impart some of the basics of eco system and its conservative measures in protecting the environment through field visit.

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### PRACTICAL PAPER:

During the third Semester all the students will have to undergo a field study tour to various eco tourism spots and submit their report carrying 100 marks (4 credits) in the fourth semester. The students will have to give presentation based on their reports before a duly constituted board of faculty members.

In practical classes a split-up of hours for practical paper(odd semester) i.e. for total 15 hours, 10 hours to be used as field study and rest of the 5 hours to be used for report writing and submission. For the (even semester) i.e. for total 30 hours, the split up are 10 hours field visit and the remaining 20 hours to be used for report and Project submission.

1. Designing awareness posters on conservation and promotion of eco tourist spots in Coimbatore.
2. To create experimental videos on eco tourism.
3. Documentary on sensitizing important eco tourist spots.
4. Spotting, visiting eco tourist spot & report writing

**ECO-TOURISM SPOTS:** Ecotourism Projects –Wild life sanctuaries in Tamil Nadu , History of Periyar Dam, Periyar National Park, Thenmala, *Sathiamangalam Tiger Reserve, National Deer Park, Mudumalai Sanctuary*, Indira Gandhi Wild Life Sanctuary, Ooty Botanical Garden, and Waterfalls, Sim's Park, Aliyar Dam, Kodiveri Dam, Annaikatti, Mannavanur(Kodaikanal).

### PEDAGOGY

Observation through field visit and report writing

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.S.Shobana

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI19C07</b>	<b>HISTORY OF EUROPE FROM 1789CE-1871CE</b>	<b>Theory</b>	<b>56</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **Preamble**

To enable the students to understand the political changes of Europe since the French Revolution

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Analyse the causes and impacts of French Revolution	K1
CO2	Explain the rise and fall of Napoleon	K2
CO3	Describe about Vienna Congress and Diplomatic role of Metternich.	K2
CO4	Discuss the post Vienna Revolutions in Europe	K2
CO5	Illustrate on the rise of Nationalism- Unification of Italy and Germany	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	M
CO4	M	M	M	M	M
CO5	M	M	M	M	M

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

The French Revolution-Causes-The Ancient Regime-Impact (10)

#### **Unit II**

Rise of Napoleon-Conquests of Napoleon-Napoleon as Emperor-Fall of Napoleon (10)

#### **Unit III**

Congress of Vienna and Concert of Europe-Restoration, Legitimacy, Balance of Power-Holy Alliance-Quadruple Alliance-Role of Metternich (12)

#### **Unit IV**

Europe after Vienna-1830 Revolutions in Europe-1848 Revolutions in Europe-Napoleon III (12)

#### **Unit V**

Rise of Nationalism-Unification of Italy - Cavour, Mazzini, Garibaldi, Victor Immanuel-Unification of Germany - Otto Van Bismarck (12)

**Text Book**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K.L Khurana	Modern Europe	Lakshmi Narain Agarwal	1994
2	Rao B.V	History of Modern Europe (1450-1850)	Sterling Publishers Pvt Ltd.	2018

**Reference:**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	M. E. Barlen	The foundations of modern Europe, 1789-1871	Bell	1968
2	Grab, Alexander.	Napoleon and the Transformation of Europe	Palgrave Macmillan	2003
3	Lee Stephen.J	Aspects of European History (1789-1980)	Routledge	2008
4	Briggs Asa, Clavin Patricia	Modern Europe, 1789-Present	Routledge	2014
5	R F Leslie	The age of transformation, 1789-1871	Blandford Press	1964

**PEDAGOGY**

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Ms. N. Suganya.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI19C08	HISTORY OF TAMIL NADU UP TO 1565 CE	Theory	56	4	-	5

### Preamble

The course enables the student to cherish the political changes in Tamil land since Sangam age up to 1565

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Examine the Geography and sources of Tamil Land .	K1 & K2
CO2	Analyze the rule of Kalabras, Pallavas and Cheras.	K2
CO3	Examine the administration of Cholas and later Cholas.	K3
CO4	Illustrate the reign of Pandyan Empire and invasion of Sultans.	K2 & K3
CO5	Discover the condition of Tamilagam under Vijayanagar.	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	M	M
CO2	M	M	M	M	M
CO3	M	M	M	M	M
CO4	M	M	M	M	M
CO5	M	M	M	M	M

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Geography of Tamil Country –Sources – Sangam Age: Political and Economic Conditions. (10)

#### Unit II

Khalabhras – Pallavas – MahendraVarman, NarasimhaVarman-I, Nandhi Varman Cheras and their administration (10)

#### Unit III

Cholas – Rajaraja I – Rajendra I – Chola – Chalukya relations – Local Administration (12)

#### Unit IV

Second Pandya Empire – Maravarman Sundara Pandyan – Malik Kafur Invasion. (12)

#### Unit V

Marco Polo's Account –Sultanate of Madurai, Tamilagam under Vijayanagar – Battle of Talaikotta. (12)

#### Text Books

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Subramaian, N.,	Social and Cultural History of Tamilnadu (Upto A.D. 1.336)	Ennes Publication, Udumulpet.	1973
2	K. Rajayyan	Tamil Nadu, a real History	Ratna Publications,	2005

#### Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Gopalan, R.,	Pallavas of Kanchi.	University of Madras	1928
2	NilakantaSastri, K. A.,	The Cholas	University of Madras	2000
3	Pillay, K.K.,	A Social History of the Tamils, Tamilnadu History –Its People and Culture (in Tamil)	University of Madras	1975
4	Raju Kalidas	History and Culture of the Tamils: From Prehistoric Times to the President's Rule	Vijay Publications	1976

#### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Ms. N. Suganya.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI19A04	INDIAN CULTURE AND HERITAGE	Theory	86	4	-	5

### Preamble

This course presents the History of Indian heritage and culture, analyzing the special features of the Indian society and makes them to understand the growth of art and architecture in various places and its spread to all over the world.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Analyze the significance and characteristics in Indian society through the ages	K1 & K2
CO2	Illustrate on Indian religion and philosophy in Vedic period.	K2
CO3	Analyse on the script and languages in India	K3
CO4	Differentiate the various types of architectural methods and Art forms.	K2 & K3
CO5	Identify the spread of Indian painting and cinemas.	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	S	S	M	M
CO4	S	S	S	M	M
CO5	S	S	S	M	M

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit - I

Indian Culture: An Introduction- Characteristics of Indian culture, Significance of Geography on Indian Culture- Society in India through ages- Ancient period- varna and jati, family and marriage in India, Contemporary period; caste system and communalism. (18)

#### Unit II:

Religion and Philosophy in India- Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimamsa school of Philosophy. (16)

### Unit-III

Indian Languages and Literature - Evolution of script and languages in India: Harappan Script and Brahmi Script- Short History of the Sanskrit literature: The Vedas, The Brahmanas and Upanishads & Sutra, Epics: Ramayana and Mahabharata & Puranas- History of Buddhist and Jain Literature in Pali, Prakrit and Sanskrit-Sangam literature. (18)

### Unit-IV

Brief History of Indian Arts and Architecture - Indian Art & Architecture: Gandhara School and Mathura School of Art; Medieval Architecture and Colonial Architecture. (18)

### Unit-V

Indian Painting Tradition: ancient, medieval, modern Indian painting - Divisions of Indian classical music: Hindustani and Carnatic, Dances of India: Classical and Regional. (16)

#### Text Books

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Valluru Prabhakaraiah	Indian Heritage and Culture	Neelkamal Publications pvt.Ltd	2013
2	Chopra.J.K	Indian Heritage and Culture	Unique Publishers	2013

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	D D Kosambi	The Culture and civilization of Ancient India in Historical outline	Vikas Publishers Pvt Ltd	2007
2	Chaudhuri, Kirti N	Trade and Civilization in the Indian Ocean	CUP	1985
3	Malekandathil, Pius	Maritime India: Trade, Religion and Polity in the Indian Ocean	Primus Books	2010
4	McPherson, Kenneth	The early Maritime Trade of the Indian Ocean	OUP	1993
5	Christie, J.W.	State formation In early Maritime Southeast Asia	BTLV	1995

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Ms. N. Suganya.



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI18C09</b>	<b>HISTORY OF EUROPE FROM 1871 CE-1945 CE</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

This course enables the students to learn about the History of Europe between the two World Wars and contribution of leaders to develop their country.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Describe about the condition of Europe on the Eve of First World War.	K1
CO2	Assess the Causes and important events in the First World War	K2
CO3	Analyse the condition of Europe during the War period	K3
CO4	Estimate the rise of Totalitarianism in various countries	K3
CO5	Analyze the causes for the outbreak of Second World War and its impact	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	S	S	S
CO4	M	M	S	S	S
CO5	M	M	S	S	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Europe on the Eve of World War I-Treaty of Berlin-Balkan Wars-Year of Armed Peace. **(18)**

#### **Unit II**

World War I-Causes-Entry of US into World War I-Results - Paris Peace Conference  
Treaty of Versailles **(16)**

#### **Unit III**

Europe between the Wars-The Russian Revolution-League of Nations-Great Depression-  
Inter War Alliances **(18)**

**Unit IV**

Rise of Totalitarianism-Rise of Hitler - Germany-Rise of Mussolini - Italy-Stalin-Russia-  
Mustafa Kamal Pasha - Turkey-Tojo Hideki – Japan (18)

**Unit V**

World War II-Causes-US entry into the War - Pearl Harbour-Ravages of War (16)

**Text Book**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K.L Khurana	Modern Europe	Lakshmi Narain Agarwal Agra	1994
2	Rao B.V	History of Modern Europe (1789 – 2013)	Sterling Publishers Pvt Ltd.	2014

**Reference:**

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Southgate G.W	A Textbook of Modern European History 1789- 1960	J.M.Dent & Sons Ltd. Bedford Street, London	1966
2	Ketelby, J.D.M	A History of Modern Times from 1789	George G.Harrap & Co, Bombay	1973
3	Taylor, A. J. P	The Struggle for Mastery in Europe: 1848–1918	Oxford University Press	1971
4	C.D.Hazen	Modern Europe (1789 Onwards)	S.S.Chand & Co, NewDelhi	1986
5	Briggs Asa, Clavin Patricia	Modern Europe, 1789- Present	Pearson Educational Limited	1997

**PEDAGOGY**

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya.,

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI18C10	HISTORY OF TAMIL NADU FROM 1565 CE -1947 CE	Theory	101	4	-	5

### Preamble

To impart the knowledge about the administration, socio – economic condition of Tamilagam under Nayaks and Poligars and the role of local rulers for the freedom struggle.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Illustrate the condition of Tamilagam under the reign of Nayaks and Sethupathis	K1
CO2	Assess the condition of Tamilagam at the Advent of Europeans	K2
CO3	Interpret the rise of Poligars and the Rebellions against the British	K3
CO4	Estimate of political organizations and the administrative policy of British.	K3
CO5	Analyze the role of Tamilagam in the Freedom Struggle	K4

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	S	S	S
CO4	M	M	S	S	S
CO5	M	M	S	S	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Tamilagam under Nayaks and Marathas –The Sethupathis of Ramnad (20)

#### Unit II

The Carnatic Nawabs –Advent of the Europeans – Anglo – French rivalry - The Carnatic Wars. (20)

#### Unit III

Rise of Poligars – Veera Pandiya Kattabomrnan –The Maruthu Brothers – South Indian Rebellion of 1801 – Vellore Mutiny of 1806 (20)

#### Unit IV

Early Political Organizations –MNA-MMS-Tamil Nadu under the British Rule – Administrative and Revenue changes (20)

#### Unit V

Role of Tamil Nadu in the Freedom Struggle –Early Nationalists-Radical Nationalists-Congress-Rajaji’s Ministry, 1937-Gandhian Influences in the National Movement. (21)

**Text Book**

S.No	Author	Title of the book	Publisher	Year of publication
1	Rajayyan K	History of Tamil Nadu, 1565-1982	Raj Publishers	1982
2	N. Subramanian	Social and Cultural History of Tamil nadu (A.D.1336 – 1984)	Ennes Publication, Madurai	1973

**Reference :**

S.No	Author	Title of the book	Publisher	Year of publication
1	Nilakanta Sastri, K.A	History of South India	Oxford University Press	1997
2	Rajayyan, K	South Indian Rebellion, The First War of Independence, 1800-1801.	Kalinga Publications,	1999.
3	Chithra Madhavan	History and Culture of Tamil Nadu: vol.2: Circa 1310-1885	D.K. Print World Ltd; 1 edition	2006
4	Arooran, Nambi. K	Tamil Renaissance and Dravidian Nationalism, 1905-1944	Koodal	1980
5	N.Rajendran	National Movement in Tamil Nadu, 1905-14	Oxford university Press	1994
6.	Baker C.J.	The Politics of South India 1920-1937	Cambridge.	1976

**PEDAGOGY**

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI18E01</b>	<b>ELEMENTS OF HISTORIOGRAPHY</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

To understand the concept of Historical Theories and to highlight the relevance of history in contemporary world

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Illustrate the meaning, scope and nature of History	K1
CO2	Integrate the philosophy and theory of History	K2
CO3	Sketch the uses and abuses of Historical writing	K3
CO4	Analyze the interpretation of History	K3
CO5	Assess the contribution of eminent Historians	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

History: Its Meaning, Definitions of History, nature and scope. (14)

#### **Unit II**

History and Allied subjects - Relationship of History with politics-Geography-Economics - Literature- Sociology Branches of History-Political, Social, Economic, Cultural and Constitutional (18)

#### **Unit III**

Study of History: Uses of history-Abuse of History-Lessons of History-Limitations of History -History – a science or an art. (18)

#### Unit IV

History of History Writing: Beginning - Greek and Roman Historiography: Herodotus-Thucydides-Livy-Tacitus. (18)

#### Unit V

Historiography in India- Some Eminent Historians and Their Contributions, Kalhana-Ibn Kaldhun- Jadunath Sarkar- Nilakanta –Sastri (18)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Subramaniam N	Historiography	N.S. Publications	1973
2	Rajayyan K	History in Theory and Method	Raj Publications	1979

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Sheik Ali B	History in Theory and Method	Trinity Press	2015
2	Manickam. S	Theory of History	Clio Publications	2003
3	Sreedharan. E	A textbook of Historiography	Orient Longman Publishers	2004
4	Sen S.P	Historians and Historiography in Modern India	Institute of Historical Studies	1973

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
SB18TR02	TOURISM RESOURCES IN INDIA	THEORY	41	4	-	4

### **Preamble**

The Course will impart the vast tourist resources of India, conceptualize a tour itinerary based on verity of themes and will identify and manage emerging tourist destinations of India

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Sketch the History of Travel and Tourism through the ages	K1
CO2	Illustrate the various tourist products and resources of India	K2
CO3	know about various tourism circuits and destinations of South Indian Tourism	K2
CO4	Analyse the various manmade tourist resources of India	K3
CO5	Assess the flourishing tourist destinations of India	K2

### **Mapping with Programme Outcomes**

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Travel and Tourism through the ages: Early travel, 'Renaissance and age of grand tours', emergence of modern tourism, factors affecting growth of tourism (9)

#### **Unit II**

Tourism products: Definition, Types and unique features - Tourism resources of India - Natural, Socio cultural, and Diversities in Landform & Landscape (8)

### Unit III

Major tourism circuits of India: Inter State and Intra-State Circuits - Religious Circuits - Heritage Circuits - Wildlife Circuits. Cases of select destinations - Kerala, Tamil Nadu, Karnataka and Andhra Pradesh (8)

### Unit IV

Manmade resources: Adventure sports - Commercial attractions - Amusement Parks – Gaming - Shopping –Live Entertainments - Supplementary accommodation - House boats - Tree houses - Home stays - Tourism by rail - Palace on wheels - Deccan Odyssey & Golden chariot. (8)

### Unit V

Emerging Tourism Destinations of India: Rural Tourism - Golf Tourism - Wine Tourism - Camping Tourism - Medical Tourism - MICE Tourism -Pilgrimage Tourism. (8)

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	A K Bhatia	Tourism Development: Principles and Practices	Sterling	2004
2	A. K Bhatia	The Business of Tourism Concept And Strategies	Sterling	2016

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Manoj Dixit	Tourism Products	New Royal Book& Co	2002
2	Norman Douglas	Special Interest Tourism	John Wiley	2002
3	Robinet Jacob	Indian Tourism Products	Abhijeet Pub	2007
4	Sarina Singh	Lonely Planet India	Lonely planet	2003
5	Stephen Ball	Encyclopedia of Tourism Resources in India,	B &H publishers	2007

### PEDAGOGY

**Lecture, Exercises (group and individual)**

**Course Designers:** Dr (Mrs). K.Arul Mary, Dr.S.Kamini, Dr. Hemalatha



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
SB18TRP2	<b>TOURISM RESOURCES IN INDIA</b>	Practical	45	-	-	2

### **Preamble**

The course will impart the practical knowledge on categorizing tourism industry for promoting economic standards of the skilled and unskilled workers in and around tourist spot

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### **PRACTICAL ACTIVITIES:**

During the fifth Semester all the students will have to participate in a field study tour that will be arranged by the department. This enables students to analyze the existing infrastructure and amenities of tourism development and examine future prospects in tourism promotion. Students have to involve in pre tour and post tour reporting and finally submit a tour report

1. Identification of different tourist destination
2. Categorization of tourism industry
3. To visit various tourist sites and observe their importance
4. Analyse the role of tourist industry in promoting the economic standards of the skilled and unskilled workers in and around tourist spot

### **PEDAGOGY**

Observation through field visit and report writing

**Course Designers:** Dr (Mrs). K.Arul Mary, Dr.S.Kamini, Dr. Hemalatha

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
NM13IS1	<b>INFORMATION SECURITY (LEVEL I)</b>	<b>Theory</b>	<b>26</b>	<b>4</b>	<b>-</b>	<b>Grade</b>

### **Preamble**

This course aims on introducing the theory and practice of designing and building secure computer systems that protect information and resist attacks. It covers all aspects of cyber security including network security, computer security and information security.

### **Syllabus**

#### **Unit I**

**(5)**

Information security: History of IS-What is security?-characteristic of IS-components of I system –security system life cycle model.

#### **Unit II**

**(6)**

Cryptography: Concepts and techniques-Plain text and cipher text- Encryption principles- Cryptanalysis. Authentication methods-passwords-keys versus passwords-Attacking Systems via passwords-Password verification

#### **Unit III**

**(5)**

Fire walls: Viruses and worms- Digital rights management-What is firewalls- Types of Fire wall-Design Principles of Firewall

#### **Unit IV**

**(5)**

Hacking: Hacker hierarchy-password cracking-Phishing- Network Hacking- Wireless hacking

#### **Unit V**

**(5)**

Case studies: DNS,IP SEC- Social media

### **Text Book**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Dr.Michael E. Whitman, Herbert J. Mattord	Principles and Practices of Information Security	Course Technology Cengage Learning	4 <sup>th</sup> edition, 2012
2	Atul Kahato	Cryptography and Network Security	McGraw Hill Education	3 <sup>rd</sup> Edition 2012
3	William Stallings	Network Security Essential Applications and standard	Prentice Hall	2 <sup>nd</sup> Edition 2009
4	Devan N. Shah	Information Security Principles and Practice	Wiley India	2009

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI16AC1</b>	<b>ALC - MAKERS OF MODERN INDIA</b>	<b>Theory</b>	-	-	-	<b>5</b>

### **PREAMBLE**

To make them understand the importance of the builders of our nation.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Know about early social reformers of India	K1
CO2	Discuss the role played by the freedom fighters in attaining independence	K2
CO3	Analyse the contribution made by various intellectuals in India	K3
CO4	Appraise on the role of freedom fighters in Tamil Nadu	K3
CO5	Cherish the contribution of women personalities in developing India	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Raja Ram Mohan Roy – Swami Vivekananda – Dr. B.R.Ambedhkar – Dr.S.Radhakrishnan.

#### **Unit II**

Balagangadhar Tilak – Sardar Patel – Rajaji – Subhas Chandra Bose.

#### **Unit III**

Tagore – J.R.D. Tata – Homi Bhaba – Vikram Sarabhai.

#### **Unit IV**

E.V.R.Periyar – Bharathi – Annadurai – C.Subramaniam.

#### **Unit V**

Panditha Ramabai – Sarojini Naidu – Lakshmi Sehgal – Muthulakshmi Reddy.

**Text Book**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Ramachandra Guha	Makers of Modern India	Penguin	2012
2	ICHR	Makers of Modern India,	ICHR, New Delhi	1973

**Reference:**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Government of Tamil Nadu	Who is who of Freedom Fighters in Tamil Nadu,	Madras	1975
2	Institute of Historical Studies	Dictionary of National Biography,	Calcutta, Ed –I	1976

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI16AC2	ALC - HISTORY OF LABOUR MOVEMENT IN INDIA	Theory	-	-	-	5

### Preamble

To impart the knowledge about the History of Labour Movement in India

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explore the impact of world war on labour movement	K1
CO2	Discuss the impact of Russian revolution on labours	K2
CO3	Analyse the role played by different labour organizations	K3
CO4	Appraise the role of trade union movement in India	K3
CO5	Explain the labour legislative measures in India	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

British Labour movements and their impact on Indian labour – First World War & its impact

#### Unit II

Russian Revolution and its impact on Indian labour – labour agitations UP

#### Unit III

International labour organization: The international federation of trade union and their echo in India.

#### Unit IV

II World War – a new turn in the trade union movement – Role of V.V. Giri and M.N. Roy

#### Unit V:

Labour welfare measures in independent India – Labour Unions in Tamil Nadu and their role in local politics.

**Text Book**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	B. Shiva Rao	The industrial worker India	London	, 1939.
2	M.N. Roy	Indian labour & post war reconstruction	Lucknow	1943

**Reference:**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	V.V. Giri	Labour problem in Indian industry	Bombay	1959
2	V.B. Singh	Economic history of India (1857 – 1956)	Bombay	1965
3	V.B. Karnik	Indian Trade Unions- A survey	Bombay	1960

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI18C11</b>	<b>HISTORY OF USA FROM 1900 CE - 1945 CE</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

This course enables the students to acquire knowledge about the history of United States of America from the industrial developments, policies and its role between the two world wars.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Describe the Industrial developments and rise of big business in USA.	K1
CO2	Assess the role of America in the First World War.	K2
CO3	Analyse the American Expansionism and Imperialism and the policy with their neighbours.	K3
CO4	Estimate the causes for the Great Economic Depression.	K2
CO5	Illustrate the role of America in the Second World War.	K4 & K2

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	M	M	S
CO2	M	M	M	M	S
CO3	M	M	M	M	S
CO4	M	M	M	M	S
CO5	M	M	M	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Industrial development and progressive movement - Factors responsible for industrial development – Labour Movement –Rise of Big business and its impact –agricultural Boom and its effects – Progressive Movement under Theodore Roosevelt, William Howard Taft, Wilson.

**(18)**

#### **Unit II**

America in First World war- Belligerency to war-Treaty and the League

**(16)**

### Unit III

American Expansion and Imperialism Factors responsible for American Expansionism and Imperialism-U.S. and her neighbors Big Stick, Dollar Diplomacy -Pacific and Europe (16)

### Unit IV

The Great Economic Depression- New Deal- Inter war period - Foreign Policy-U.S. and Second World War (18)

### Unit V

U.S.A and II World War – Dawes Plan-Washington Conference-Appeasement- USA and the UN- Planning a New World Order. (18)

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	V.M.Krishnamurti	History of U.S.A.	Ennes Publications	1980
2	K.Rajayyan	History of the USA	Raj Publications ,Madurai	1981

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	P S Joshi & S V Gholkar	History of United States of America 1900- 1945	S Chand Publication	1980
2	Rumki Basu	The United Nations: Structure & Functions of an International Organization	Sterling Publishers	1993
3	Thomas H.Johnson	The Oxford Companion to American History	Oxford University Press	1966
4	Morison & J.Commegeer	Growth of American Republic – Vol. II	Oxford University Press	1980
5	Richard B.Morris	Encyclopedia of American History	Universal Book Stall, New Delhi	1953

### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr. (Mrs). K.Arul Mary, Mrs.K.Vidhya



<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI18C12</b>	<b>HISTORY OF FAR EAST SINCE 1900 CE</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

This course enables the students to acquire knowledge about the History of Far East and the socio-political changes since 1900 C.E

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Analyse the policies and reforms of China under Manchu dynasty	K1
CO2	Discuss about the causes and results of the first world war	K2
CO3	Describe the functions of Kuomintang party under Dr.Sun Yat Sen and Mao	K3
CO4	Estimate the rise of Militarism and the causes and Reorganization of Japan after second world war	K3
CO5	Analyze the condition of China after Mao and the developments in the field of Science and technology.	K4

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	M	S	S
CO2	M	M	M	S	S
CO3	M	M	M	S	S
CO4	M	M	M	S	S
CO5	M	M	M	S	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Advent of Europeans – Open Door Policy – Hundred Days of Reforms – Boxer Rebellion – The Revolution of 1911 – Yuan Shi Kai’s Presidency. **(18)**

#### **Unit II**

Anglo Japanese Alliance 1902 – The Russo – Japanese War – Japan and the First World War – Washington Conference **(16)**

#### **Unit III**

Dr. Sun Yat Sen and the Kuomintang Party – China under Mao – Communist China’s Foreign Policy **(16)**

#### **Unit IV**

Rise of Militarism – Manchurian Crisis – II Sino Japanese War – Japan and the Second World War – Post War Japan – Mac Arthur and Occupation – Reorganization of Japan. **(18)**

## Unit V

China after Mao – Contemporary China – Contemporary Japan – Relations with America  
– Science and Technological Developments (18)

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Jain and Shivakumar	History of Japan	S. Chand & Company Ltd., New Delhi	1978
2	Jain and Shivakumar	History of China	S. Chand & Company Ltd., New Delhi	1978

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	H.M. Vinacke	A History of the far East in Modern Times	Allen & Unwin Ludhiana, New Delhi	1959
2	Clyde and Beers	The far East Prentice	Hall of India Private Limited, New Delhi	1974
3	Claude Buss	History of far East	Macmillan publishers, New York	1955
4	Latourette	History of far East	Mac Millian Limited, London	1964

### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI18C13</b>	<b>HUMAN RIGHTS</b>	<b>Theory</b>	<b>86</b>	<b>4</b>	<b>-</b>	<b>5</b>

### **Preamble**

This course enables the students to create awareness about the significance of Human Rights as an academic discipline and its utility in enhancing the quality of human lives.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Define the nature, evolution of human rights and major conventions.	K1
CO2	Discuss about the Fundamental rights and Duties	K2
CO3	Make awareness about the importance of Public Interest Litigation	K3
CO4	Discuss about the Children and Women rights.	K3
CO5	Analyze the role of different organizations for Human Rights	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Human Rights : Concept and Theories– Evolution of Human Rights- U.N Universal Declaration- Major UN Conventions and Instruments. (18)

#### **Unit II**

Indian Constitution -Human Rights as Fundamental Rights, and Duties- Directive Principles of State Policy – Protection of Human Rights Act 1993-Human Rights Commissions- powers and function- Judiciary and Human Rights. (18)

#### **Unit III**

Legal Aid – Public Interest Litigation- Right to Information - Right to Privacy –

Freedom of Press – Human Rights and Refugees.

(16)

#### Unit IV

Indian Legislation relating to Women and Children – Right to inheritance –Divorce-Remarriage- Contemporary issues – Child Labour – Bonded Labour - Female foeticides. (16)

#### Unit V

National, International Organizations, Non Governmental Organizations- Education and Human Rights- Mechanism for enforcement of Human Rights –UN Commission for the Human Rights (18)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Sivagami Paramasivam	Human Rights- A Study	Sriram Computer Printers	1998
2	Mohanasundaram	Human rights: Theories and Practice	Concept Publishing Company	2013

#### Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Chiranjivi J. Nirmal	Human Rights in India	Oxford Universities Press	2002
2	Gopal Bhargava	Human Rights	Kalpaz Publications	2003
3	Sharma H.C	Politics and Human Rights Book	Book Enclave Publishers	1999
4	Srivatsava.A	Global Human Rights	Indian Publishers Distributors	2003

#### PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr. (Mrs). K.Arul Mary, Mrs.K.Vidhya

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI18E02	INDIAN ARCHAEOLOGY	Theory	101	4	-	5

### Preamble

The students will be able to acquire knowledge on the basic and important factors of Archaeology. Learner will also get enlightened on ancient cultures, Epigraphy, Numismatics etc., which stimulate more interest in history.

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Identify the Scope and Aims of Archaeology	K1
CO2	Classify the Principles and methods of Excavations	K2
CO3	Demonstrates the Ancient cultures of India and Tamil Nadu	K3
CO4	Discover the importance of Epigraphy and its elements	K3
CO5	Sketch the importance of Numismatics	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Definition – Scope and Aims of Archaeology – Archaeology and Other Sciences – Geology – Geography – Anthropology – New Archaeology – Environmental – Under 1water Archaeology. (20)

#### Unit II

Principles of Exploration and Excavations – Methods of Excavation and Dating - Types of Pottery and their Importance (20)

#### Unit III

Stone Age Cultures – Paleolithic – Neolithic – Indus Valley Civilization – Chalcolithic Culture – Iron Age Culture – Megalithic Culture – Important Sites – Archaeology of Tamil Nadu – Arikamedu – Adichanallur – Poompuhar. (21)

#### Unit IV

Epigraphy and its' importance – Brahmi Scripts – Asokan Script – Tamil Brahmi Script – Types of Inscriptions with special reference to Tamil Nadu – Copper Plate Grants its' nature and importance. (20)

#### Unit V

Numismatics and its' importance – Punch Marked coins – Coins of Greeks – Romans – Guptas – Sangam Rulers – Imperial Cholas – Pandyas and Vijayanagar. (20)

#### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K. Krishnamurthy	Introducing Archaeology	Ajantha Publications	1995
2	R Venkatraman	Indian Archaeology – A Survey	Ennes Publications	1985

#### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K.Rajan	Understanding Archeology Field Methods, Theories & Practices	Manoo Pathipagam	2016
2	-do-	Early Writing System- A Journey from Graffiti to Brami	Pandya Nadu centre for Historical Research	2015
3	-do-	Tholiyal Nokkil Sangakalam	Vulaga Tamilaaraitchi Niruvanam	2010
4	-do-	Kalvetiyal	Mano Pathipagam	2012
5	T.S.Sridhar	Rock Art of Tamil Nadu	Dept of Archeology, Tamil Nadu	2005
6	Upinder Singh	A History of Ancient & Early Medieval India from the stone age to the 12 <sup>th</sup> Century	Pearson	2009
7	James Fergusson	Archaeology in India with Special Reference to the Works of Babu Rajendralala Mitra, Asian	Educational Services New Delhi	1999
8	Kosambi D.D.	Indian Numismatics	Orient Longman, New Dehi	1992
9	K V Raman	Principles and methods of archaeology	Parthajan Publications, Madras	1986

#### PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya.,

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>HI16AC3</b>	<b>ALC - HISTORY OF EDUCATION IN INDIA</b>	<b>Theory</b>	-	-	-	<b>5</b>

### **Preamble**

To make them learn about the progress of education in India.

### **Course Outcome**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Explore the origin of Education in ancient India	K1
CO2	Discuss the development of education during Medieval age and introduction of Western Education	K2
CO3	Analyse the role played by British government in the promoting education in India	K3
CO4	Appraise on the role of various Educational commissions	K3
CO5	Explain the importance of Sarva Shiksha Abhiyan and different schemes under Government of India	K3

### **Mapping with Programme Outcomes**

<b>CO Number</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Education in Ancient India – Brahmanical – Buddhist – Centers of Education – Female Education.

## Unit II

Islamic Education – Maktabas- Madrasas- Western Education Missionary efforts – Macauley’s minutes- The filtration Theory.

## Unit III

Woods Despatch – Hunters Commission- Indian University Act – The Swadeshi Movement and Educational development

## Unit IV

Growth of education under diarchy – Under provincial autonomy -Sergent Report – Dr Radha Krishnan commission – U.G.C

## Unit V

A.C.Mudhaliar – The Kothari Commission – New Education policy – Chattopadhyaya commission – Acharya Ramamurthy commission – Topazmajumdar committee Report – compulsory elementary Education – Sarva Siksha Abiyan – Problems Confronted – Challenges Ahead.

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bharathi Sharma	History of Indian Education,	Vohara Publication, New Delhi , Ed-I	2004
2	Shukla, P. D.	Administration of Education in India	Publishing House, Pvt. Ltd., Delhi, Ed- I	1993.

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Pratap Bhanu	Aims of Education in India,	Ajantha Publication, New Delhi, Ed- I	1990,
2	V C Kulandaiswamy	Higher Education in India,	Viva Books Pvt Ltd, New Delhi, Ed-I	2003,
3	Agarwal	Landmarks in the History of Modern Indian Education	Vikas Publication, Delhi, Ed- I	1984,

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya



COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
HI16AC4	ALC - PANCHAYAT RAJ IN INDIA	Theory	-	-	-	5

### Preamble

To impart knowledge about the functioning of Panchayat Raj in India

### Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explore the Concept of Panchayat Raj.	K1
CO2	Discuss the development of decentralization in India.	K2
CO3	Sketch the evolution of Panchayat Raj in Tamil Nadu.	K3
CO4	Appraise on the role of Panchayat Raj in Community development.	K3
CO5	Explain the importance of 73 <sup>rd</sup> and 74 <sup>th</sup> Amendment.	K3

### Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	M	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	M	M	S	M	S
CO5	M	M	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit – I

The concept of Panchayat Raj, the views of Mahatma Gandhi and Sarvodaya leaders

#### Unit II

Evolution of democratic de-centralization in India, since 1947 – constituent assembly

#### Unit III

The evolution of Panchayat Raj in Tamilnadu since 1950 – The two tier and & three tier system.

#### Unit IV

Problem of Panchayat administration and management - Panchayat Raj and community development Programme

## Unit V

Panchayat as tools of socio – economic change-73<sup>rd</sup> &74<sup>th</sup> Amendment

### Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Subrata K. Mitra	Making Local Government Work: Local elites, Panchayati raj and governance in India	Cambridge University Press	2001
2	Ganapathi Palanithurai,	Dynamics of New Panchayati Raj System in India	Concept Publishing Company, New Delhi	2010

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Sriram Maheswari -	Local Administration in India	Orient Longman,	1971
2	Venkatesan G	Development of Local self Government	Rainbow Publications,	1983
3	B.Maheshwar	Studies in Panchayat Raj	Metropolitan Publication, New Delhi	1968

**Course Designers:** Dr (Mrs). K.Arul Mary, Mrs.K.Vidhya