A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503
PG & Research Department of History
M.A. Programme in History
OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM
SCHEME OF PROGRAMME AND SYLLABUS
(For the candidates admitted from 2023-2024 onwards)

Vision and Mission of the Department

Vision

To impact the society through education to the socially weaker section.

Mission

- Addressing the educational needs of the rural students.

- Preparing the students for a wide range of career by teaching a core set of transferable skill.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- Make the learners realise the transformative power of education.

- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.

- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.

- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.

- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

PROGRAMME OUTCOMES for M.A. Programmes

On the completion of the programme, the learners will be able to,

PO 1: Critically analyse historical, cultural, political, economic and social phenomena and find innovative solution for their complex issues.

PO 2: Gain mastery and competency in the domain specific knowledge.

PO 3: Develop critical, analytical, logical thinking and advanced research skills through the hands on research experience.

PO 4: Equip their knowledge to get through high profile competitive examinations, job selections and research opportunities.

PO 5: Cultivate the tendency for self-directed, lifelong and progressive learning.

PO 6: Find or build multiple career options with professional skill.

PO 7: Apply knowledge, skill and research aptitude in multiple personal, professional and social life.

PROGRAMME SPECIFIC OUTCOMES for M.A. History Programme

1. Mastery of Subject Knowledge.
2. Skill of Employment.
3. Ability to work (or) Serve.
4. Critical thinking.
5. Research talent (or) Spirit.
6. Interview technique and team spirit.
7. Language skill.

Curriculum Structure for PG Programmes (OBE-CBCS) - 2023

	Nature of Course	Total No. of Courses	Total marks	Total credits	Total credits for the Programme
Part – A	Core Course	13	1300	51	80 (CGPA)
	Elective Course	05	500	15	
	Extra Disciplinary Course	01	100	3	
	Core Industry Module (CIM)	01	100	3	
Part – B (i)	Skill Enhancement Course(SEC)	04	400	8	
Part – B (ii)	Ability Enhancement Compulsory Course (AECC) – Soft Skill	04	400	8	10 (Non CGPA)
	Internship / Industrial Activity	--	--	2	
	Total	**28**	**2800**	**90**	**90**
Value Added Course (VAC)		01	100	--	
Extra Credit Course - **MOOC / Field visit / Hands on Training**		--	--	Max: 4	

Part A component and Part B (i) will be taken into account for CGPA calculation for the postgraduate programme and the other components Part B and Part C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree

M.A. History

Course Structure: M.A. History (2023)

S. No.	Semester	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks for Pass			Hours/ Week	Credits
					CIA	EE	Total	CIA	EE	Total		
1	I	Core	23P1HYC1	Society and Economy in Ancient India upto 1206 C.E.	25	75	100	10	30	50	6	4
2		Core	23P1HYC2	State and Society in Tamil Nadu upto 900 C.E.	25	75	100	10	30	50	5	4
3		Core	23P1HYC3	World History from 1453 C.E. to 1789 C.E.	25	75	100	10	30	50	5	4
4		Elective	23P1HYEL1A/ 23P1HYEL1B	Principles and Methods of Archaeology/ Museology	25	75	100	10	30	50	5	3
5		Elective	23P1HYEL2A/ 23P1HYEL2B	History of U.S.A. from 1865C.E. to 1974 C.E/ Constitutional History of India from 1858 C.E. to 1950 C.E.	25	75	100	10	30	50	5	3
6		SEC 1	23P1HYSEC1	Fundamentals of Tourism	25	75	100	10	30	50	2	2
7		AECC 1	23P1HYAECC1	Communicative Skill and Personality Development	25	75	100	10	30	50	2	2
		Extra Credit		Field visit / Hands on Training	-	-	-	-	-	-	-	-
8	II	Core	23P2HYC4	Society and Economy in Medieval India from 1206 C.E. to 1757 C.E.	25	75	100	10	30	50	6	4
9		Core	23P2HYC5	State and Society in Tamil Nadu from 900 C.E. to 1565 C.E.	25	75	100	10	30	50	5	4
10		Core	23P2HYC6	History of Freedom Struggle in India from 1858 C.E. to 1947 C.E.	25	75	100	10	30	50	5	4
11		Elective	23P2HYEL3A/ 23P2HYEL3B	World History from 1789 C.E. to 1945 C.E. World Civilization upto 1453 C.E.	25	75	100	10	30	50	5	3
12		Elective	23P2HYEL4A/ 23P2HYEL4B	Archives Keeping Journalism	25	75	100	10	30	50	5	3
13		SEC 2	23P2HYSEC2	Cultural Tourism Resources of India	25	75	100	10	30	50	2	2
14		AECC2	23P2HYAECC2	Language Lab	25	75	100	10	30	50	2	2

M.A. History

S. No.	Semester	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks for Pass			Hours/ Week	Credits
					CIA	EE	Total	CIA	EE	Total		
15	III	Core	23P3HYC7	India Since 1947 C.E.	25	75	100	10	30	50	6	4
16		Core	23P3HYC8	State and Society in Tamil Nadu from 1565 C.E. to 1947 C.E.	25	75	100	10	30	50	6	4
17		Core	23P3HYC9	International Relations Since 1945 C.E.	25	75	100	10	30	50	5	4
18		CIM	23P3HYCIM	Indusitry Module - History of Imperial Cholas from 815 C.E to 1280 C.E	25	75	100	16	24	50	5	3
19		EDC	23P3HYEDC	Extra Disciplinary Course – Indian Administration	25	75	100	10	30	50	4	3
20		SEC 3	23P3HYSEC3	Natural Tourism Resource of India	25	75	100	16	24	50	2	2
21		AECC3	23P3HYAECC3	Research Methodology	25	75	100	10	30	50	2	2
		Internship / Industrial Activity (Carried out in summer vacation at the end of I Year – 30 hours)									-	2
		Extra Credit	MOOC (Massive open online course)		-	-	-	-	-	-	-	-
22	IV	Core	23P4HYC10	Historiography	25	75	100	10	30	50	6	4
23		Core	23P4HYC11	Contemporary Tamil Nadu Since 1947 C.E.	25	75	100	10	30	50	5	4
24		Core	23P4HYC12	History of Science and Technology	25	75	100	10	30	50	5	4
25		Elective	23P4HYEL5A/ 23P4HYEL5B	Human Rights and International System / Women in Indian Society	25	75	100	10	30	50	5	3
26		Core	23P4HYC13PR	Project with Viva Voce	25	75	100	10	30	50	5	3
27		SEC 4	23P4HYSEC4	Tourism Policy, Planning and development	25	75	100	10	30	50	2	2
28		AECC 4	23P4HYAECC4	Comprehensive Knowledge		100	100			50	2	2
					-	-	2800	-	-	-	-	90
		VAC	23P4HYVAC		-	100	100	-	50	50	SS	-
		Extra Credit	MOOC (Massive open online course)		-	-	-	-	-	-	-	-

Internship/ Industrial Activity:

Students must complete in-plant training in any industry or organization where a programme-related procedure is being used, and this training must be done during the summer vacation at the end of I Year.A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

Ability Enhancement Compulsory Course (AECC):
(Communicative Skill and Personality Development, Language Lab, Research Methodology and Comprehensive Knowledge)

Mode of Assessment for these courses is Viva-Voce examination.
Components of Evaluation:
Internal Marks : 25
External Marks : 75
Total   : 100

Field visit / Hands on Training:

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the I Semester.
Evaluation of visit report will be held at the end of II Semester.
Components of Evaluation:
Internal Marks : 25
External Marks : 75
Total   : 100

MOOC:

Massive Open Online Course is offered in the III and IV Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

Skill Enhancement courses (SEC) offered by the History Department

1. Fundamentals of Tourism
2. Cultural Tourism Resources of India
3. Natural Tourism Resources of India
4. Tourism Policy, Planning and development.

Extra Disciplinary Course (EDC) offered by the History Department
Indian Administration

A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS),POONDI, THANJAVUR DIST.
(NAAC Re-Accredited with A grade in 4ᵗʰ cycle)
Question Pattern for UG and PG Programmes
(For the students admitted from 2023 – 2024onwards)

Bloom's Taxonomy based Assessment pattern

Bloom's category	Section	Choice	Marks	Total
K1 to K6	A	Compulsory	10 x 2 = 20	
	B	Either / Or	5 x 5 = 25	75
	C	3 out of 5	3 x 10 = 30	

OBE QUESTION PATTERN

Total Marks: 75

CO	K Level	Q. No.	Questions
			**SECTION – A (10 x 2 = 20)** **Answer All the questions** (Two Questions from each units)
		1.	
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9.	
		10.	
			SECTION – B (5 x 5 = 25) **Answer All the questions** (One Question from each unit)
		11(a).	
			(OR)
		11(b).	
		12(a).	
			(OR)
		12(b).	
		13(a).	
			(OR)
		13(b).	
		14(a).	
			(OR)
		14(b).	
		15(a).	
			(OR)
		15(b).	
			SECTION – C (3 x 10 = 30) **Answer ANY THREE questions** (One Question from each unit)
		16.	
		17.	
		18.	
		19.	
		20.	

Bloom's Taxonomy Action Verbs

K1 Remember	K2 Understand	K3 Apply	K4 Analyze	K5 Evaluate	K6 Create
• Choose	• Associate	• Apply	• Advertise	• Agree	• Adapt
• Copy	• Classify	• Build	• Appraise	• Appraise	• Build
• Define	• Compare	• Calculate	• Analyze	• Assess	• Change
• Describe	• Contrast	• Change	• Assume	• Award	• Choose
• Discover	• Convert	• Choose	• Break down	• Choose	• Combine
• Duplicate	• Demonstrate	• Complete	• Categorize	• Compare	• Compile
• Enumerate	• Describe	• Construct	• Classify	• Conclude	• Compose
• Examine	• Differentiate	• Demonstrate	• Compare	• Convince	• Construct
• Find	• Discuss	• Develop	• Conclusion	• Criteria	• Create
• How	• Distinguish	• Discover	• Connect	• Criticize	• Design
• Identify	• Estimate	• Dramatize	• Contrast	• Decide	• Develop
• Label	• Explain	• Experiment	• Differentiate	• Deduct	• Discuss
• List	• Express	• Identify	• Discover	• Defend	• Elaborate
• Locate	• Extend	• Interview	• Dissect	• Determine	• Estimate
• Match	• Identify	• Interpret	• Distinguish	• Discriminate	• Formulate
• Memorize	• Illustrate	• Illustrate	• Discriminate	• Estimate	• Generalize
• Name	• Indicate	• Make use of	• Divide	• Evaluate	• Hypothesize
• Omit	• Infer	• Manipulate	• Examine	• Explain	• Imagine
• Recall	• Interpret	• Model	• Explain	• Find errors	• Improve
• Recognize	• Outline	• Modify	• Function	• Grade	• Integrate
• Relate	• Paraphrase	• Organize	• Inference	• Importance	• Invent
• Select	• Predict	• Paint	• Inspect	• Influence	• Make up
• Show	• Relate	• Plan	• List	• Interpret	• Maximize
• Spell	• Rephrase	• Prepare	• Motive	• Judge	• Minimize
• State	• Show	• Produce	• Order	• Justify	• Modify
• Tabulate	• Summarize	• Relate	• Point out	• Mark	• Originate
• Tell	• Translate	• Select	• Prioritize	• Measure	• Organize
• What		• Show	• Relationships	• Order	• Plan
• When		• Sketch	• Select	• Predict	• Predict
• Where		• Solve	• Separate	• Prioritize	• Prepare
• Which		• Use	• Simplify	• Prove	• Produce
• Who		• Utilize	• Subdivide	• Rank	• Propose
• Why			• Survey	• Rate	• Rearrange
			• Take part in	• Recommend	• Rewrite
			• Test for	• Reframe	• Role-play
			• Theme	• Select	• Solution
				• Summarize	• Solve
				• Support	• Substitute
				• Value	• Write

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	**23P1HYC1**	**Society and Economy in Ancient India Upto 1206 C.E.**	**6**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the early salient features of ancient civilizations.
2. To know the social change in early India.
3. To understand the scientific knowledge of the early Indian people.
4. To know the trade and maritime activities of the Indian people.
5. To understand the General cultural trends of the ancient people.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Sources - The Indus Civilization:– the extent – distinctive features – Trade and Commerce the major cities –Causes for decline. The Vedic age: Vedic culture – socio – economic patterns – later Vedic age – compare and contrast between Indus and Vedic civilization.	**18**
II	The Pre-Mauryan India: Social background for the origin of Buddhism and Jainism – The spread of the heterodox sects; – Socio-economic conditions under Magadhan imperialism - Impact of Foreign invasions. - The Mauryan Epoch: sources– Socio-economic and cultural activities – Asoka's Dhamma and reforms – Art and architecture - Society and Economy during the period Post Mauriyan period–Brahmanical revival under the Sungas–Rise of Mahayana Sect–Gandhara & Mathura Schools of Art.	**18**
III	The Gupta age: Society and Economy – development of Art and Literature – Development of Hinduism –progress in Science and Technology.	**18**
IV	North India from 7th to 12th century:Culture under the Pushyabhutis and the Maukaris –Harsha vardhana -Hiuen- Tsang – Religious development – social structure of the Rajputs – Trade and commerce – maritime activities – The contacts with the Arabs – Indian society on the eve of Mahmud of Ghazni's invasions.	**18**
V	The Deccan: The Sathavahanas: Society and Economy – Religion, Literature and Art; The early Chalukyas of Badami: Religion – Art and Architecture; The Rashtrakutas–The Hoysalas - Cultural contributions.	**18**

M.A. History

Textbook:
1. Kosambi, D.D   -   Culture and Civilization of Ancient India.
2. J.Dharmaraj
     D.Ebi James   -   History of India Vol.I (Up to 900 AD)

References:
1.Basham, A.L.   -   Aspects of Ancient Indian Culture.
2.Jha,D.N.   -   Ancient India – An introductory Outline.
3.Kosambi, D.D   -   Culture and Civilization of Ancient India.
4.Lallanji Gopal.   -   Economic Life in North India, 600-1000 C.E.
5. Majumdar,R.C.(ed)   -   History and culture of the Indian people (relevant   Volumes)
6.Majumdar,R.C   -   The Gupta Vakataka Age.
7.Mookerjee,R.K   -   The Gupta Empire.
8.Nilakanta Sastri,K.A.   -   A History of South India.
9.Nilakanta Sastri,K.A.   -   The Age of the Nandas and Mauryas.
10.Romila Thapar   -   Ancient India.
11.Romila Thapar   -   Ancient India's Social history.
12.Romila Thapar   -   Asoka and the Decline of the Mauryas

Web resources:
1.https://www.clearias.com/indian-history-chronology/

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember and follow clues, traces left by people who lived in the past.	**K1**
CO2	Understand the problems of their times, their legacy, literature, inventions and discoveries that slowly transformed human societies.	**K2**
CO3	Apply the concepts for contemplation and promoting universal brotherhood and harmony.	**K3**
CO4	Analyze the impact of foreign invasions on society and culture.	**K4**
CO5	Evaluate the contribution of Jainism and Buddhism to Indian Culture	**K5**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create
Mapping of Course Outcomes with Programme Specific Outcomes

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	**23P1HYC2**	**State and Society in Tamil Nadu upto 900 C.E.**	**5**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:
1. To identify the sources for the period of study.
2. To trace the evolution of state in the early historic period.
3. To study the social formation in the early period.
4. To study the nature of the state in ancient Tamilnadu.
5. To understand the nature- structure of society in the Pallavas period.

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	Land and people Sources: – Archaeological Epigraphically and Literary – Pre-history and Proto-history – Tribal beliefs and practices.	12
II	Evolution of State (C.E. 400-C.E.300):Tribalism to Culturalism: kinship and kingship – Political expansion:Three crowned monarchs – concept of territoriality – Chieftainship – Administrative institutions.	12
III	Social formation in Tamilnadu in the Sangam age: Sangam literature – Nature and Chronology–Physiographic divisions – Society and Economy– Religion and Art- Post– Sangam age: The Kalabhras – origin and spread – Political expansion – The question of Dark Age–Dominance of Jainism and Buddhism – Effects of the Kalabhra rule on the Tamil country.	15
IV	The Pallava and pandya age : (500-900 C.E.):Origin of the Pallavas – Nature of the Pallava State – Nature of the I Pandya State – Concept of territoriality – wars and consolidation of Power – issue of legitimization – Royal courts – Royal titles – Dharma, Dhana and Dhanda– Devadanas – Brahmadeyas – Administrative divisions – Emergence of local institutions –Bhakti concept.	18
V	Society in the Pallava – Pandya age (500-900C.E):Agriculture and irrigation – agrarian economy – Trade and commerce – Reaction to Jainism and Buddhism – Rise of Brahminism – Emergence of Bhakti movement – Temples and Monasteries – Philosophical trends – Learning and Education – Evolution of Art and Architecture under the Pallavas and the Pandyas.	18

Textbook:
1. Pillai,K.K. - Social History of the Tamils.
References:
1. Arunachalam.M - History of the Kalabhras.
2.Basham,A.L. - A Cultural History of India.
3.Chopra,P.N,Ravindran,T.K
 And Subramanian,N. - History of South India (Relevant volume)
4.Govindasamy,M. - The Feudatories of the Pallava Period.
5.Krishnasamy Pillai,A. - History of South India.
6.Mahalingam,T.V. - South Indian Polity.
7.Nilakanta Sastri,K.A. - A History of South India, The Pandyan Kingdom.
8.Pillai,K.K. - Social History of the Tamils.
9.Raman,K.V. - Pandiyar Varalaru (Tamil).
10.Sathiyanatha Iyer,R - A Political and Cultural History of India.
11.Srinivasan,K.R. - Cave temples of Pallavas, Temples of South
 India and Encyclopedia of Temples.
12. Subramanian,N. - History of Tamilnadu Sangam Polity.
13. Chitra Mahadevan - History and Culture of Tamil Nadu Vol.I

Web resources:
1.https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
2. https://www.msuniv.ac.in/Download/Pdf/fd93fa89901f4e9
Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the Sources of early tamil nadu	**K1**
CO2	Understanding the Evolution of State during C.E. 400-C.E.300	**K2**
CO3	Apply the Social formation in Tamilnadu during the Sangam age	**K3**
CO4	Analyze the Pallava and Pandiya age	**K4**
CO5	Evaluate the Emergence of Bhakti movement.	**K5**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

M.A. History

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1HYC3	World History from 1453 C.E to 1789 C.E	5	4

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the process of Europe changing in Transition
2. To understand the religious ways of Europe in the 17th century and their impact on political History of Western Europe.
3. To trace the history of Enlightened despots in Europe.
4. To survey the history of commercial revolution in "Western Europe and consequent European expansion in Asia.
5. To survey the cultural trends in all their aspects.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	The beginning of Modern World – Geographical Discoveries -Renaissance – Humanism –Reformation – Counter Reformation – Colonialism – The emergence of nation states – Charles V and Philip II.	15
II	The Thirty years war – Treaty of Westphalia – Colonialism of England and France – Netherlands – The Dutch War of Independence – Rise of Sweden & Prussia – Absolute Monarchies in France – Henry IV, Louis XIV.	15
III	Rise of Russia – Peter the Great, Catharine II – The Enlightened despotism – Frederick the Great of Prussia – Joseph II of Austria.	15
IV	Growth of Parliamentary institutions in England – Struggle between Parliament and Stuarts – Glorious Revolution – Bill of Rights, Commercial rivalry in Western Europe – Mercantilism – European expansion in Asia.	15
V	Cultural trends in Europe – Baroque Age – Literature – Art – Architecture –– The Age of Enlightenment- (Scientific theories and progress of the world)	15

Textbook:

1. MajumdharR.K.&
SrivastavaA.N.   -   History of Medieval and Modern World (1500-1950)

References:
1. Andersan   -   Europe in the 18th century
2. Arun Bavacany   -   History of Europe
3. Hayest Moon   -   Modern History
4. Fergusson   -   Europe in Transition
5. Ogg.D   -   Europe in 17th century

Web resources:
1. https://ddceutkal.ac.in/Syllabus/MA_history/Paper_03.pdf

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the process of Europe changing in Transition	K1
CO2	Understand the religious ways of Europe in the 17th century and their impact on political History of Western Europe.	K2
CO3	Apply the history of Enlightened despots in Europe.	K3
CO4	Analyzethe history of commercial revolution in "Western Europe and consequent European expansion in Asia.	K4
CO5	Evaluate the cultural trends in all their aspects.	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

M.A. History

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1HYEL1A	**Major Elective – I Principles and Methods of Archaeology**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization		
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability		
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√	
		Relevant to Global development need	√	Addresses Professional Ethics	√	

Course Objectives

The main objectives of this course are to:

1. To study the scope of the Archaeology and history of archaeology of India.
2. To involve the student in understanding the field methods of exploration.
3. To understand the field method of excavation.
4. To study the methods of recording the data and scientific dating method.
5. To understand the preservation, conservation techniques.

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	Archaeology: Meaning – Definition – Scope – Kinds of Archaeology – Archaeology and other sciences – History of Archaeology in India.	15
II	Field method-I:Exploration – Surveying – Aerial survey – Mapping – Photography – Aerial Photography – Surface indications – Scientific instruments in explorations.	15
III	Field method-II: Archaeological excavations – Excavation equipment's – Method of excavations – Principle of Stratigraphy – Kinds of excavations – Underwater Archaeology- Visit to Archaeological excavated sites-Gangaikondacholapuram, Darasuram, Arikkamedu, Kodumanal and Keezhadi.	15
IV	Recording of excavations: Three-dimensional measurement – Recording of antiquities and pottery – Interpretation of archaeological data – Scientific dating methods – Pottery types in India.	15
V	Archaeological Reporting and Publications: Reporting excavation – Archaeological publications – Conservation of monuments – Preservation of antiquities – their importance and techniques.	15

Textbook:
1. Raman, K.V.   -   Principles and methods of Archaeology
2. Gorden Childe   -   An Introduction to Archaeology

References:

1. Atkinson,R.J.C.   -   Field Archaeology
2. Brothwell and Higs   -   Science in Archaeology
3. Dikshit, S.K.   -   An Introduction to Archaeology
4. Ekambaranathan.A
    and Ponnusamy.A.   -   Tolliyal Agalaivu Nerimuraigal (Tamil)
5. Kenyon   -   Beginnings in Archaeology
6. Lourier,F.E.   -   Dating the Past
7. Marshall,J.   -   Conservation Manual
8. Sankalia, H.D.   -   Indian Archaeology Today
9. Wheeler, R.E.M.   -   Archaeology from the Earth.
10. Sridharan   -   Excavated sites in Tamil Nadu.
11. Rajah, K   -   Understanding Archaeology

Web resources:
1.https://egyankosh.ac.in/bitstream/123456789/41325/1/Unit-1.pdf
2. https://www.youtube.com/watch?v=bxG-xdfJkyg

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the History of Archaeology in India	K1
CO2	Understand the Aerial survey, Mapping, Photography.	K2
CO3	Apply the Method of excavations.	K3
CO4	Analyze the Scientific dating methods	K4
CO5	Evaluate the Archaeological Reporting and Publications	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	**23P1HYEL1B**	**Major Elective – I** **Museology**	**5**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the definition and scope of Museology.
2. To know the important Museums of the World.
3. To know the Museum architecture.
4. To study the preservation and conservation techniques.
5. To know about National and Tamilnadu Archives.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Museum and Museology: Definition of Museum – Scope of Museology – Aims and Functions of Museums – Types of Museums – Functions of Museum Keeper and other functionaries.	15
II	Important museums: A History of Museums – Important Museums of the World – Indian Museums – their significance, locations – Rare collections –	15
III	Museum display: Museum Architecture – Kinds of Display – Primary and Secondary display – Display techniques – Varying materials and techniques – Museum Exhibition – Mobile exhibition.	15
IV	Preservation and conservation techniques: Need for preservation and conservation – Legislation on the protection of monuments – Conservation of Museum exhibits – Importance of conservation methods – varying techniques Visit to Thanjavur, Pudukkottai, Chennai Museum.	15
V	National Archives of India: History – Organizations – Functions – Powers – Tamilnadu Archives – Private Archives – British Museum Library – India Office Library, London – Archives.	15

Textbook:
1. Dilip Kumar Roy   -   Museology : Some Cute Points
References:

1. Jenkinson, Hilary   -   A Manual of Archives Administration.
2. Sundarrajan   -   Tamil Nadu Archives.

Web resources:
1.**https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001546/M024843/ET/1510308960P15-M01-Museum-Meaning,Definition,ScopeFunction-ET.pdf**
2. https://www.academia.edu/36177324/MUSEOLOGY
Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the Aims and Functions of Museums	K1
CO2	Understand the A History of Museums.	K2
CO3	Apply the Kinds of Display	K3
CO4	Analyze the Need for preservation and conservation	K4
CO5	Evaluate the National Archives of India	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1HYEL2A	**Major Elective – II** **History of the USA from 1865 C.E. to 1974 C.E.**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need		Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	

Course Objectives

The main objectives of this course are to:

1. To study the Civil War and Reconstruction.
2. To study the growth of Big Business in USA.
3. To understand the New Deal Policy of Roosevelt.
4. To know the importance of SEATO.
5. To know the Watergate Scandal.

SYLLABUS		
Unit	Content	No. of Hours
I	Reconstruction during the Post Civil War period: The South after the war–Lincoln's plan–The Radicals and Andrew Johnson – Black Reconstruction – Legacy of Reconstruction.	15
II	The Rise of the Big business: Social changes in the industrial Era. Theodore Roosevelt 1901-1909. Domestic policy – Foreign Policy.	15
III	Woodrow Wilson 1913-21: Domestic Reforms – New freedom – Foreign affairs, F.D.Roosevelt 1933-45 and the New Deal, U.S.A. Foreign Policy between the World Wars.	15
IV	U.S.A. and the Second World War : Administration of Harry S. Truman 1945-53. Administration of Eisenhower 1953-1961 Domestic Policy – Foreign Policy – SEATO., J.F. Kennedy 1961-1963, Domestic Policy – Foreign affairs.	15
V	Lyndon B.Johnson: Domestic policy – the Great Society – Foreign affairs – involvement in Vietnam War. Nixon 1969-74: Domestic Policy – New Federalism – Watergate scandal – Foreign affairs – Nixon Doctrine.	15

Textbook:
1. C.P. Hill - A History of the United States.
2. K. Rajayyan - A History of the United States.

References:
1. K. NambiArooran - History of the U.S. (in Tamil)

Web resources:
   1. https://en.m.wikipwdia.org/wiki/History_of_the_United_States
   2. https://en.m.wikipedia.org/wiki/United_States

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

CO Number	CO Statement	Cognitive Level
CO1	Understanding the back ground of the subject	K1, K2
CO2	Understanding the growth of Big Business	K2, K3
CO3	understand the New Deal Policy of Roosevelt and Foreign affairs	K2, K4
CO4	know the importance of NATO and SEATO	K2, K4
CO5	know the Watergate Scandal.	K2, K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
              K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1HYEL2B	**Major Elective – II** **Constitutional History of India from 1773 C.E. to 1950 C.E.**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1.To know about the Company rule administrations.
2.To know about the Charter Acts
3.To study the Montagu-Chelmsford Reforms of1919
4.To study the IndiaActof1935
5.To study the AugustOffer1940

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	The Company Rule - RegulatingActof1773– Pitt'sIndia Act 1784 - CharterAct-1793	15
II	Charter Act of 1813 – Charter Act of 1833 - Charter Act of 1853 - Queen Victoria's Proclamation of 1858 - Indian Councils Act of 1861 - Establishment of High Courts –Indian Councils Act of 1892	15
III	Indian Council Act 1909 - Communal representation – Muslims - Montagu-Chelmsford Reforms of1919– Bicameralisms - State central subjects Dual Government System – Members of councils – Seats for Anglo Indians and Sikhs.	15
IV	Simon Commission, Nehru Report, Round Table Conferences – Poona pact - Communal Award – Government of India Act of 1935 - Its longest and last constitutional measures – Bicameralism six provinces – Legislature enlarged – Powers dividing – Abolished Diarchy – RBI – Federal court.	15
V	AugustOffer1940,CrippsMission– C.R Formula –Cabinet Mission-1946, - June 3 rd Plan – Constituent Assembly-1946,Indian Independent Act-1947	15

Textbook:
1. Bipan Chandra.   -   Communalism in Modern India (2ndedn).
2. Arun KThiruvengadam.   -   The Constitution of India: A Contextual Analysis.

References:
1. BipanChandra.   -   Nationalism and Colonialism in Modern India.

2. Bidyut Chakrabarty, i   -   Constitutional Democracy in India
3. B. Chaube   -   Making of Indian working of Indian Constitution
4.Abhinav Chandrachud   -   Constitution of India.

Web resources:
  1. https://byjus.com/free-ias-prep/ncert-notes-regulating-act-1773/
  2. https://unacademy.com/content/mppsc/study-material/history/the-charter-act-1853/
  3. https://www.insightsonindia.com/polity/indian-constitution/historical-underpinnings-and-evolution/crown-rule-1858-1947/indian-councils-act-1861-1892/
  4. https://unacademy.com/content/railway-exam/study-material/polity/queen-victorias-proclamation-1858/#:~:text=...Read%20full-,Answer%3A%20Queen%20Victoria's%20Proclamation%20(1858)%20was%20declared%20openly%20by,be%20it%20social%20or%20economic.

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

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

CO Number	CO Statement	Cognitive Level
CO1	**Described the East Indian Company rules**	**K1,K2**
CO2	**Explained the** Charte Act of 1853 - Queen Victoria's Proclamation of 1858	**K2,K4**
CO3	**Elaborate the** Montagu-Chelmsford Reforms of1919	**K1,K4**
CO4	**Estimate the** IndiaActof1935	**K4,K5**
CO5	**Analyzed of** ConstituentAssembly-1946	**K4**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
       K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	2	3	3
CO2	3	3	3	3	3	2	3
CO3	2	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3
CO5	3	3	2	3	3	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1HYSEC1	**Skill Enhancement Course - Fundamentals of Tourism**	2	2

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

> 1. To understand the history and types of tourism.
> 2. To understand the different tourism systems.
> 3. To know the travel motivation.
> 4. To know the various transport modes.
> 5. To study the roles of WTO, WTTC, ITDC etc.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Brief history of tourism – Types and Forms of Tourism - Inter– regional and Intra Regional tourism - domestic, international tourism- Socio cultural and Economic impacts of Tourism - Environmental Impacts - Origin of Travel Motivation - - Different Travel Motives.	15
II	Tourism & Cultural Relationships- Cultural Exchanges, Relationship between Human Life and Travel-Growth of Social Tourism - Transport- Modes of transportation – Roles and Functions of United Nations -World Tourism Organization(WTO) – Ministry of Tourism - Govt. of India, India Tourism Development Corporation(ITDC).	15

Textbook:

1. Swain,S.K.&Mishra,J.M.(2012).TourismPrinciples&Practices,OxfordUniversityPress,New Delhi.
2. BhatiaA.K.(2002),InternationalTourismManagement,SterlingPublishers,NewDelhi.
3. Goeldner,C.R.&BrentRitchie,J.R.(2006).Tourism,Principles,Practices,Philosophies.JohnWileyandSons,NewJersey.
4. Gee,ChuckY.,JamesC.Makens,,andDexterJ.L.Choy.(1997).TheTravelIndustry,VanNostrand Reinhold, NewYork.
5. Youell,R.(1998).Tourism-AnIntroduction.AddisonWesleyLongman,Essex.
6. Seth,P.N.,(1999) Successful Tourism Management(Vol1&2)
7. Jagmohan Negi, Tourism and Travel: Concepts and Principles

References:
1. Page Stephen J. Brunt Paul, Busby Graham and Cornell .J (2007). Tourism: Modern Synthesis.Thomson Learning. London. U.K.
2. Michael M. Coltman. (1989). Introduction to Travel and Tourism- An International Approach.Van Nostr and Reinhold, New York.
3. BurkartA.J.,MedlikS.(1992).Tourism-Past,PresentandFuture.Heinemann,London.
4. Roday.S,Biwal.A&Joshi.V.(2009).TourismOperationsandManagement,OxfordUni versityPress,NewDelhi.

Web resources:
1. **https://en.m.wikipedia.org/wiki/Tourism_in_Tamil_Nadu**
2. **https://en.m.wikipedia.org/wiki/Tourism_in_India**

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understanding the basic, types and forms of tourism.	K1, K2
CO2	Understanding the theories and environment impact of tourism.	K2, K4
CO3	Knowing the travel motivation and its importance.	K2, K4
CO4	Knowing the transport modes.	K2, K4
CO5	Understanding about the works of WTO, ITDC etc.	K2, K4, K5

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P1ENAECC1	**Ability Enhancement Compulsory Course - COMMUNICATIVE SKILL AND PERSONALITY DEVELOPMENT**	2	2

Learning Objectives	
LO1	To cultivate positive personality traits for successful life
LO2	To groom Winning Attitude among the learners.
LO3	To assist the learners to identify their own potential and realize their aspirations.
LO4	To enable a holistic development.
LO5	To facilitate optimum means of improving personal performance.

Details

UNIT 1

Personality- Definition.

Determinants of Personality.

Personality Traits.

Developing Effective Habits.

Self Esteem (Freud and Erikson).

Dos and Don'ts to develop positive self esteem.

Interpersonal Relationship.

Projecting Positive Body Language.

UNIT 2

Presentation Skills – Opening, ending, Handling nerves, Handling audience, Power of Story telling, Visual aids, Question and answer session

Conflict Management.

Change Management.

Stress Management.

Time Management.

Decision Making Skills.

Leadership Qualities of a Successful Leader.

Attitudes – Positive Attitudes.

Course Outcomes		
Course Outcomes	completion of this course, students will;	
CO1	Gain self confidence and broaden perception of life.	PO2
CO2	Maximize their potential and steer that into their career choice.	PO1, PO2
CO3	Enhance one's self image & self esteem.	PO4, PO5

| CO4 | ...entify the diversity of social situations and prepare themselves to ace them | PO4, PO5, PO6 |
| CO5 | Find a means to achieve excellence and derive fulfilment. | PO8, PO9 |

Text Books	
1.	Hurlock.E.B (2006) : Personality Development, 28th Reprint. New Delhi: Tata McCraw Hill.
References Books	
1.	Stephen. P.Robbins and Timothy. A. Judge (2014) : Organisation Behaviour.16thEdition.Prentice Hall.
2.	Andrews, Sudhir. How to Succeed at Interviews. 21st (rep) New Delhi. Tata McGrew Hill 1988.
3.	Lucas, Stephen. Art of Publication. New Delhi. Tata McGrew Hill. 2001.
4.	Kumar, Pravesh. All about Self Motivation. New Delhi. Goodwill Publication House. 2005**.**
Web sources	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYC4**	**Society and Economy in Medieval India from 1206 C.E. to 1757 C.E.**	**6**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:
1. To trace the Islamic influence of Hinduism and Vice versa.
2. To reveal socio-economic and cultural changes occurred in the Decanis kingdoms.
3. To understand the impact of Western contact with India.
4. To study the Salient features of the Western and Eastern influence.
5,To highlight the influence of Bakthi movement on Indian Society.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Sources of Medieval Indian history - Sultanate: Society and Culture – Economic policy of the Sultans – Agrarian Structure– Trade and commerce – Crafts, Industry and Technology under the Sultanate – Influence of Islam on society.	**18**
II	Deccan: Society under the Chalukyas and Hoysalas – Temple Architecture under the Chalukyas, the Hoysalas and the Kakatiyas: Bahmani Kingdom: Literature – Education and Architecture: Vijayanagar Empire: Socio-Economic life –Religion and Art – Literature.	**18**
III	Mughal Empire: Society, Social structure–Hindu–Muslim relations–Religious policy of the Great Mughals–Sikhism.	**18**
IV	Economic structure of the Mughal period: Land and Agrarian System – Peasant Protests(Jats and Satnamis) – Growth of urban centers – Industry and Economy – Revenue administration – Trade and Commerce – The Mughals and the European trading companies – Economy under the Marathas.	**18**
V	Culture under the Delhi Sultanate and the Mughals: Literature and Education in Medieval India; Muslim mystic movements – Bhakti movement: Development of Art and Architecture – advent of Europeans.	**18**

Textbook:

1.Gupta,N.S.   -   Industrial structure of India during the Medieval period.

2. prof.J.DHARMARAJ

        D.EBI JAMES   -   History of India VOL.II (900 – 1761 – 1761 AD)

References:

1.   Fergusson James   -   History of Indian and Eastern Architecture

2.	Habib,M.D.	-	Politics and Society in Early Medieval India.
3.	Havell, E.B	-	Indian Architecture.
4.	Irfan Habib	-	Land Revenue system during Mughal India.
5.	Ishwari Prasad	-	A short History of Muslim rule in India: The Mughal Empire.
6.	Kosambi,D.D.	-	An Introduction to the study of Indian History.
7.	Lane-Poole,S.	-	Muhammadan Dynasties.
8.	Moreland,W.H.	-	A study in Indian Economic history.
9.	Mukherjee,R.K.	-	Economic History of (1600-1800), India.
10.	Nurul Hasen	-	Thoughts on Agrarian Relations in Mughal India.
11.	Pandey,A.B.	-	History of Early Medieval India.History of Later Medieval India.
12.	Sardesai,G.S.	-	The Main Currents of Maratha History.

Web resources:
1. **https://ddceutkal.ac.in/Syllabus/MA_history/Paper_14.pdf**
2. **https://www.clearias.com/indian-history-chronology/**

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Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the Islamic influence of Hinduism and Vice versa.	K1
CO2	Understand the socio-economic and cultural changes occurred in the Deccanic kingdoms.	K2
CO3	Apply the impact of Western contact with India.	K3
CO4	Analyze the Salient features of the Western and Eastern influence.	K4
CO5	Evaluate the influence of Bakthi movement on Indian Society.	K5

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYC5**	**State and Society in Tamil Nadu from 900 C.E. to 1565 C.E.**	**5**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know about the source of literary and lands, taxes and revenues.
2. To understand the Cholas economic development and caste system.
3. To know about the formation of Pandiya empire sources and society,.
4. To know about the socio-economic condition in pandiyas period religious condition.
5. To know about the formation of vijayanagar empire and Muslim invasions, sultanate.

Unit	Content	No. of Hours
I	The Chola characteristic of State system(C.E.900-1200 C.E.):Sources: Archeological, Literary, and Epigraphic 'Centralized State', 'Segmentary State', 'Imperial wars, concept of land Devadana Temple – Meykiritis – Codification of Tirumurais – Inter and Intra state Relations – Matrimonial Diplomacy – Punitive Expeditions – Colonization of South-East Asia Administration: Divisions – Royal titles – Courts – Officials – Advisers – Dispensation of Justice – Revenue system and taxes.	15
II	Society in the Chola times: Economic Development: Agriculture and irrigation– Reclamation–Land Tenures–Industries and Trade–The village self-governing institutions– Endowments Social structure: Caste system–Valangai – Idangai divisions – slavery– position of women–Social life; Religion: Sects of Saivism and Vaisnavism, Jainism, and Buddhism– Bhakti movement and Temple Culture – Mathas – Temple urbanism – Literature – Philosophy – Art and Architecture.	15
III	State in the Pandya Imperial Age: Sources: Archaeological Epigraphic and Literary,– Foreign notices-Decline of the Cholas–Hoysala and Sri Lankan Intervention–Emergence of Imperial Pandyas: Consolidation of Power–Territoriality–Administration: Village committees– Civil wars – Muslim invasions.	15
IV	Society in the period of the Second Pandyan Empire: Social structure–Caste system– Valangai and Idangai problem–Slavery–position of women–Economic Development: Peasant economy Revenue system and Taxes – Trade and guilds, Development of religion and religious institutions – Literary legacy – Art and Architecture.	15

V	State and Society (C.E.1325-1565C.E.): Imperial Decline–Muslim invasions and its impact–Consolidation of Sultanate-Mabarregion–Madurai Sultanate–The Hoysalas–Vijayanagar rule in the Tamil country–the end of Madurai Sultanate –Revival of casteism and Hinduism.	15

Textbook:
1. Karoshima,N. - South Indian History and Society
2. NilakantaSastri,K.A. - A History of South India, The Pandyan Kingdom

References:
1. Basham,A.L. - A Cultural History of India
2. Chopra, P.N, Ravindran,
   T.K. and Subramanian,N. - History of South India (Relevant volume)
3. JouveauDubreuil,G. - Dravidian Architecture
4. Sivaramamurthy,C. - South Indian Bronzes.
5. Subramanian.P. - Social History of Tamils (1707-1947)
6. ChitraMahadevan - History and Culture of Tamil Nadu – (Vol.2)

Web Sources :
https://www.jagranjosh.com/general-knowledge/chola-administration-1406105132-1
https://www.preservearticles.com/notes/short-notes-on-revenue-system-during-chola-dynasty/11902
https://byjus.com/free-ias-prep/pandya-dynasty/
https://www.indianetzone.com/51/taxes_during_pandyan_rule.htm
https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Described the later Chola sources and administration systems	K1,K2
CO2	Elaborate the Chola economic, religious conditions	K2
CO3	Explained the Second Pandiya sources, invasions and civil war	K2,K5
CO4	Classified the land revenues and art and architectures	K2,K5
CO5	Discuss about the decline of pandiyas, formation of Madurai sultanate	K2,K4

Cognitive Level:K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;

K5 – Evaluate; **K6 –** Create

Mapping of Course Out comes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3
CO2	3	2	3	3	3	3	3
CO3	3	3	3	2	3	3	3
CO4	2	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYC6**	**History of Freedom Struggle in India from 1858 C.E. to 1947 C.E.**	**5**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know about Colonialism, Nationalism.
2. To understand the origin of the Indian National Congress and its policies and programmes.
3. To know about Gandhian policies, programmes, constitutional development.
4. To understand Nationalist Movement in the final phase.
5. To understand the partition and Indian Independence.

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	Genesis of Nationalism: Factors – Vice regal attitude – Colonial Economy – Administrative measures. Relations with Princely States – Socio-cultural background of Indian Nationalism; Provincial Political Associations – Birth of Indian National Congress.	15
II	Moderate and Extremist policies : Swadeshi movement. Surat Congress split – Rise of Extremism – Annie Besant and Home Rule movement – Growth of Representative Institutions up to 1909.	15
III	Mass nationalism: Gandhian Era – Muslim League – Khilafat – Popular ministries in the Provinces – Non-Cooperation – Peasant Movement – Constructive programme – Civil disobedience – Simon commission – Round Table conferences – Gandhi – Irwin Pact – Government of India Acts of 1919 and 1935.	15
IV	Nationalist Advances towards independence – Second World War and Indian Politics – Quit India movement – Subhas Chandra Bose and Indian National Army – Cabinet mission – Communal problems – Mountbatten plan – Partition of India.	15
V	Mountbatten plan – Partition of India - Transfer of Power- India Independence Act of 1947 – The role Press in Freedom Movement.	15

M.A. History

Textbook:
1. Vengatesan.G   -   History of Indian Freedom Struggle

References:
1. Brown Judith   -   Gandhi's Rise to power-Indian Politics Peasant
                                                Struggles in India.
2. Gopal,S.   -   British Policy in India 1858-1905.
3. Low,D.A.   -   Studies in Modern Asian History.
4. Sumit Sarkar.   -   Modern India 1885-1947.
5. Srinivas,M.N.   -   Social Change in Modern India.
6. Guha, Ranjit   -   Subaltern Studies I:Writings on South Asian History
                                                and Society.
7. Vengatesan.G   -   History of Indian Freedom Struggle
8. Bipan Chandra,
Amales Tripathi,
Barun De   -   Freedom Struggle
9. Grover R.L. &Grover   -   Constitutional Development & National Movement.

Web resources:
1.https://byjus.com/govt-exams/movements-indian-freedom-struggle-list/
2. https://www.clearias.com/indias-struggle-for-independence/

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment,PPT presentation, Quiz, Group Discussion, e-content Seminar.

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

CO Number	CO Statement	Cognitive Level
CO1	Rememberthe Socio-cultural background of Indian Nationalism	**K1**
CO2	Understanding the Rise of Extremism	**K2**
CO3	Apply the Government of India Acts of 1919 and 1935	**K3**
CO4	Analyze the Quit India movement	**K4**
CO5	Evaluate the India Independence Act of 1947.	**K5**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create
Mapping of Course Outcomes with Programme Specific Outcomes

PSO\CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYEL3A**	**Major Elective – III World History from 1789 C.E to 1945 C.E**	**5**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the circumstances leading to the then rise of noble ideas in the beginning of the 18th Century, which played a great role in the future History of the world.
2. To understand the growth of liberal and socialist ideas and the impact.
3. To study the impact of the colonialism and imperialism on the South East Asia and Africa.
4. To study the rise of communist revolution in Russia and its impact.
5. To trace the circumstances leading to the First World War

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	Condition of France on the eve of the French Revolution – The French Revolution – Napoleon Bonaparte – The Vienna Settlement and the Concert of Europe – The Revolutions of 1830 and 1848.	**15**
II	Growth of Liberalism in Western Europe – Parliamentary Democracy in United Kingdom – Industrial Revolution – The rise of Socialism – Labour movement in Europe – France under Napoleon III – Nationalism in Italy , Germany – The American Civil War.	**15**
III	Colonialism and Imperialism in East Asia, and South Africa in the 19th and 20th centuries: The modernization of Japan – Meiji Restoration –Constitution of 1890; China under the Manchus– Opium war – Taiping Rebellion – Boxer Rebellion – Revolution of 1911; -European imperialism in South Africa.	**15**
IV	Russia under the Tsars – Alexander II – Nicholas I – Russian Revolution: Causes, Course and results.	**15**
V	The Eastern Question – The Diplomatic Alliance in Europe – The first World war – The Paris Peace settlement– Nazism, Fascism – Second World War – UNO.	**15**

Textbook:

1. MajumdarR.K. & SrivastavaA.N. - History of Medieval and Modern World(1500-1950)

References:

1. Carlyle - The French Revolution

2. Clyde,P.H. & Beers, B.F.   -   The Far East
3. Fisher, H.A.L   -   Napoleon Bonaparte
4.Grant and Temperley   -   Europe in the 19th and 20th centuries
5. Hall,D.G.E   -   A History of South East Asia
6.Hayes, C.J.H.   -   A Political Cultural History of Europe
7. Hazen,C.D.   -   Modern Europe since 1789
8. Headlaw,J.W.   -   Bismarck and the Foundation of the German Empire
9. Johnson   -   The Colonization of Africa.
10. Ketelbey, C.D.M.   -   A History of Modern Times since 1789
11. Latourette,K.S.   -   Development of China, Development of Japan
12. Rao,B.V   -   History of Modern Europe; World History
13. Trevelyan,G.M.   -   Garibaldi
14. Thayer,W.R.   -   The Life and Times of Cavour.

Web resources:

1. https://r.search.yahoo.com/_ylt=AwrOulBCsV9kQZIVNc1XNyoA;_ylu=Y29sbwNncTEEcG9zAzIEdnRpZA
   NBREVOR1QyXzEEc2VjA3Ny/RV=2/RE=1684021698/RO=10/RU=https%3a%2f%2fwww.britannica.com
   %2ftopic%2fhistory-of-Europe%2fThe-age-of-revolution/RK=2/RS=ELU9i9GAenkoCJKT7KHzupWp_cU-

2. https://r.search.yahoo.com/_ylt=AwrOulBCsV9kQZIVOc1XNyoA;_ylu=Y29sbwNncTEEcG9zAzQEdnRpZ
   ANBREVOR1QyXzEEc2VjA3Ny/RV=2/RE=1684021698/RO=10/RU=https%3a%2f%2fwww.researchgate.
   net%2fpublication%2f340461643_HISTORY_OF_EUROPE_FROM_1789_TO_1945_AD/RK=2/RS=i8h0DY
   QRldlnComGdixHdFNUXzM-

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the circumstances leading to the then rise of noble ideas in the beginning of the 18th Century, which played a great role in the future History of the world.	**K1**
CO2	Understand the growth of liberal and socialist ideas and the impact.	**K2**
CO3	Applythe impact of the colonialism and imperialism on the South East Asia and Africa.	**K3**
CO4	Analyze the rise of communist revolution in Russia and its impact.	**K4**
CO5	Evaluate the circumstances leading to the first World War.	**K5**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

M.A. History

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYEL3B**	**Major Elective – III World Civilization upto 1453 C.E.**	**5**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need		Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To study the features of the earliest civilizations of the world.
2. To understand the Greek civilization and its legacy.
3. To study the contributions of Romans to world civilizations.
4. To trace the rise of Major religions and their impact.
5. To understand the features of the medieval socio-economic institutions.

SYLLABUS		
Unit	Content	No. of Hours
I	The earliest Centres of Civilization: The Egyptian, Sumerian, Chinese Civilization.	15
II	Greek Civilization: City States, Political experiments. Age of Pericles – Legacy of Greece.	15
III	Roman Civilization : Roman Empire – Augustan age of Rome – The contributions of Empire to Law, Government and Civilization	15
IV	Rise and growth of Major religions: Christianity – Islam – The Caliphate of Islam – the influence of Islam on Social life.	15
V	The middle ages in Europe : Feudalism – The Church – Monastic orders – The Crusades – Guild system – The Renaissance.	15

Textbook:
1. J.E. Swain   -   A History of World Civilization

References:
1. Eoston, C. Steward   -   A Heritage of the Past
2. H.S. Lucay   -   A Short History of Civilization
3. H.G. Wells   -   A Short History of the World
4. B.R. Gokhale   -   A History of Western Civilization

Web resources:
https://www.youtube.com/watch?v=WltJPKFo_J4&vl=en
https://byjus.com/social-science/oldest-civilization-in-the-world/

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember The earliest Centres of Civilization	K1
CO2	Understand the Legacy of Greece	K2
CO3	Apply the contributions of Empire to Law, Government and Civilization	K3
CO4	Analyze the Rise and growth of Major religions	K4
CO5	Evaluate the Renaissance	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	23P2HYEL4A	**Major Elective – IV** **Archives Keeping**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the definition and history of archives.
2. To know the administration, organization and archival laws.
3. To understand the modern method of preservation of Archives.
4. To understand the rules and functions.
5. To understand the National and International archives.

Unit	SYLLABUS Content	No. of Hours
I	Definition – History of Archives – Creation of Archives	15
II	Organization of Archives – infrastructure – materials – Administration of Archives – Administrative machinery – International machinery in U.N.O. – Archival Laws	15
III	Preservation methods – Storage of material conditions – Restoration and Duplicating methods – Micro-filming.	15
IV	Functions of Archives – Uses of Archives– Rules on the access of the public.	15
V	Selected Museums in India, National Museum in Delhi, Museum at Madurai-Prince of Wales museum (Mumbai) Salar Jung Museum, Hyderabad-Indian Museum, Kolkata-Government Museum Madras.	15

Textbook:
1.J. Thiyagarajan,   -   Archives Keeping , V.C. Publication Rajapalayam.

References:
1.   Jenkinson, Hilary   -   A Manual of Archives Administration.
2.   Sundarrajan   -   Tamil Nadu Archives.

Web resources:
1. https://egyankosh.ac.in/bitstream/123456789/38858/1/Unit-2.pdf
2. https://www.nedcc.org/preservation101/session-1/1what-is-preservation
3. https://gacbe.ac.in/pdf/ematerial/18MHI35E-U2.pdf
4. https://en.wikipedia.org/wiki/Government_Museum,_Chennai
5. https://www.kings.cam.ac.uk/archive-centre/introduction-to-archives/a/1
6. https://www.igntu.ac.in/eContent/BA-AIHC-04Sem-DrManojJain.pdf

Pedagogy: Teaching / Learning method
teaching / Learning methods like Lecture, , Assignment, PPT presentation, Seminar, Group Discussion

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Recall the origin and development of achieves	KI
CO2	Understand the documentation of the early periods.	K2
CO3	know the preventive measures and precautionary methods	K4
CO4	Realize the materials and equipment's used in archives	K4
CO5	Evaluate the functions of archives	K5

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYEL4B**	**Major Elective – IV** **Journalism**	**5**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented	√	Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need		Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the scope and aim of Journalism.
2. To know the history of Journalism in India.
3. To understand the reporting and interviewing.
4. To study the Editorial Policy.
5. To understand the Journalism and Public Relations.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Scope, Aim and Development of Journalism–Impact of mass media–News Agencies–Distortion of News.	15
II	History of Journalism in India and Press Laws – Brief history of the press from Hicky to 1947 – Press council – Indian Acts – Defamation – Contempt of court – National and vernacular press – Official Secrets Act.	15
III	Reporting – Interviewing – Inverted Pyramid form of writing – Reporting crimes– Public meetings – Investigative journalism.	15
IV	Editorial policy – Editing – functions of Editor and sub editors – page make- up-Computer techniques.	15
V	Different forms of writing – Features – Editorial forms and functions of leads – Journalism and public relations.	15

Textbook:

1. Rudolf Flesh   -   The Arts of Readable Writing.
2. S.Natarajan   -   A History of the press in India.
3. Mitchell Charnely   -   Reporting.
4. D.S.Metha Man   -   Communication and Journalism in India.
5. Parthasarathy & Rangasamy   -   Hundred years of Hindu. (Hindu, Madras).
6. Puri.G.K.   -   Journalism.

References:
1. James M.Neal and
   Sexannne S.Brown   -   News Writing and Reporting–Surjeet
2. Pathajali Seth   -   Professional Journalism. Orient congress.
3. Ramchandra Iyer   -   Quest for News, Macmillan.
4. George Hongenberg -   The Professional Journalist, Oxford, IBH.
5. M.V.Kamath   -   Professional Journalism.

Web resources:
1. https://en.m.wikipedia.org/wiki/journalism
2. https://www.britannica.com/topic/journalism
3. https://journals.sagepub.com/home/jou

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understanding the basic subject	**K1, K2**
CO2	knowing the history of the press in India and laws	**K2, K4, K5**
CO3	understand the methods of reporting and interviewing	**K2, K4, K5**
CO4	understand the editorial policy and functions of editor	**K2, K4**
CO5	Extend their knowledge to pursue research using this field	**K2, K4, K5, K6**

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYSEC2**	**Skill Enhancement Course - Cultural Tourism Resource of India**	**2**	**2**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented	√	Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need		Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:
1. To understand the Cultural Tourism and its importance.
2. To know about the Performing Arts and Classical Dance.
3. To know the fairs and festivals in India.
4. To understand the Pilgrimage Tourism in India and its importance.
5. To understand the works of ITDC and Government policies.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Concept of Cultural Tourism, Significance, Architectural Heritage-Monuments, Stupa- Sanchi Stupa, Bodh Gaya, Temple Architecture- various style -Indo-Islamic Architecture - Indo-British Architecture - World Heritage Site - Performing Arts – Classical Music – Classical Dance – Various Formation – Theatre Arts – Visual Arts – Paintings Sculptures.	15
II	Different Fairs and Festivals in India – Various Handicraft of India – Folk Culture in India - Pilgrimage Tourism in India – Importance – Museums in India and its importance - Cultural Development in India – Indian Tourism Development Corporation – Government Policies.	15

Textbook:
1. A.L.Basham, - Cultural History of India
2. RomillaChawla – Tourism Cultural Heritage

References:
1. S.N.Mishra & S.K.Sadual – Basics of Tourism Management
2. Dr.ChitraGarg – Travel India: A Complete Guide to Tourists
3. R.K.Mukherjee – Cultural Art of India

Web resources:
1. **https://en.m.wikipedia.org/wiki/Tourism_in_india**

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understanding the heritage monuments.	**K1, K2**
CO2	Understanding the importance of classical dance and music.	**K2, K4, K5**
CO3	Understanding the fairs and festivals in India.	**K2, K4, K5**
CO4	knowing the importance of pilgrimage tourism.	**K2, K4**
CO5	Understanding the duties of ITDC.	**K2, K4, K5**

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
II	**23P2HYAECC2**	**Ability Enhancement Compulsory Course - Language Lab**	**2**	**2**

Course Objectives

The main objectives of this course are to:

1. To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
2. To sensitize students to the nuances of English speech sounds, word accent, intonation and rhythm
3. To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
4. To improve the fluency of students in spoken English and neutralize their mother tongue influence
5. To train students to use language appropriately for public speaking and Interviews

Unit – I LSRW

Listening Skills: Introduction to Phonetics – Speech Sounds – Vowels and Consonants, Listen to News, poem, songs, Motivational speech, stories, movies, interesting facts, sign of zodiac, dialogues, idioms, dictation – Common errors

Speaking Skills: Stress, Intonation, Homophone, Silent Letters, Greetings, Small Talk, Telephone English, Role Play, Tongue Twisters, Welcome Speech & Vote of Thanks, Compering, Declamation, Sing Along, Brain Storming, JAM (Just A Minute)

Reading Skills: Reading test, Skit, Proof Reading, Oral Reading Fluency, Reading Stories,

Writing Skills: learn English Grammar through Tamil Translation, Reading Comprehension-short stories, informational passages, Advanced Critical reading –Intelligence Augmentation, Dialogues, Sentence Completion, Word Definition, Classic Analogy Bridges, Sentence Analogies, Same Sound, Divided Syllables, Finish the Story, Answering the questions, Practical Writing, Making a formal Argument, Free Writing, Using Precise Language

Unit – II Career and Soft Skills

Career Skills: Body Language (BL) : BL Interview, BL Model, BL Tips, Business English, Communication skills, GD, Interview Skills

Soft Skills: Assertiveness, Creativity, Critical Thinking and Problem Solving, Empathy, Enthusiasm and attitude, Goal Setting, Great interviews, Negotiation Skills, Personality Development, Professionalism, Self Esteem, Stress Management, Team Building, Time Management, Motivation and Attitude, Interpersonal relationship and skills, Networking,

Reference:

1. Materials prepared by the Department of English for Writing skills

2. Soft Skills – Know Yourself and know the world, Dr.K.Alex, Chand Publications, 3rd revised edition 2014
3. Software : Express Pro Lite

The **Language Lab** focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

Learning Outcomes:
Students will be able to attain
✍ Better understanding of nuances of English language through audio- visual experience and group activities
✍ Neutralization of accent for intelligibility
✍ Speaking skills with clarity and confidence which in turn enhances their employability skills

Minimum Requirement of infrastructural facilities for Language Lab:

1. Computer Assisted Language Learning (CALL) Lab:
      The Computer Assisted Language Learning Lab has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self-study by students.

System Requirement (Hardware component):
      Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications:
            i) Computers with Suitable Configuration
            ii)High Fidelity Headphones

2. Interactive Communication Skills (ICS) Lab:

      The Interactive Communication Skills Lab: A Spacious room with movable chairs and
            audio-visual aids with a Public-Address System, a LCD and a projector etc

M.A. History

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	**23P3HYC7**	**India Since 1947 CE**	**6**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need		Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1.To know the princely states and integration
2.To understand emergency and constitution
3. To know the India's foreign policy
4.To understand problem of unemployment and agricultural development
5.To know center and state relationship

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Integration of Indian States – The era Nehru: Democratic Socialism – Re-organisation of States; Lal Bahadur Sastri: Internal and External policy	18
II	The Emergence of Indira Gandhi – Congress Split in 1969 – Emergency and Constitutional Amendments – Janata Government – Re-emergence of Indira Gandhi – Punjab issue – Rajiv and Assam Accord, Sri Lankan Issue – Kashmir Issue- Babri Masjid Issue- Steps by Narendra Modi.	18
III	India's Foreign Policy: Basic elements – India and Pakistan-Emergence of Bangaladesh – India and China – India and the Soviet Union – India and the U.S.A. – India and UNO – India and the Third World – SAARC – Foreign Policy of Narendra Modi.	18
IV	The evolution of economy since 1947: Planning for progress – problem of unemployment – Agricultural and industrial development – New economic policy- NITI Aayog- Digital India.	18
V	Centre – State relations – Regional issues (Jhark and, Bodo) – Secularism in India: Rise of Communalism – Rise of women – Social welfare Legislations – Development of Science and Technology – Development of Social media – secular India.	18

M.A. History

Textbook:
1. G. Venkatesan   -   Contemporary India

References:
1. A.Appadurai   -   Studies in Social and Political developments.
2. A.N.Agarwal   -   Indian Economy: Problems of Development and planning.
3. K.K.Datta   -   A Survey of Recent Studies on Modern Indian History.
4. S.Gopal   -   Jawaharlal Nehru.
5. Michael Edwards   -   Nehru, Political Biography.
6.Percival Spear   -   Modern India (OUP).
7. J.S.Upal (Ed)   -   India's Economic Problems. An analytical Approach.
8. Appadurai   -   Essays on Indian Politics and Foreign Policy
9. Dixit.J.N.   -   India's Foreign Policy 1947 to 2003

Web resources:
1.https://www.brookings.edu/wp-content/uploads/2015/05/modi365_final-book.pdf
2 https://www.firstpost.com/india/on-this-day-indira-gandhi-declared-emergency-all-you-need-to-know-10831591.html
3 https://www.ciiblog.in/the-evolution-of-the-indian-economy-since-independence/

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

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

CO Number	CO Statement	Cognitive Level
CO1	On the completion of course, Integration of Princely states they would have understood Punjab issue	K1
CO2	Srilankan issues and Kashmir issues	K2
CO3	They would have understood India's Foreign policy	K4
CO4	They would have got problem of unemployment and new economic policy	K4
CO5	They would knew Center State relation and Regional issues	K5

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	**23P3HYC8**	**State and Society in Tamil Nadu from 1565 C.E. to 1947C.E.**	**6**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need		Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know about the Poligar and Kaval System.
2. To study the Maratha rule in Thanjavur.
3. To study about the advent of Europeans.
4. To understand the Self Respect Movement and other Movements.
5. To know about the NGO's.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Tamil Nadu under Vijayanagar – Nayaks of Tanjore – Madurai and Senji Nayaks– Social, Economic and cultural life– Poligar system and kaval system.	18
II	Maratha Rulers of Thanjavur – Social, Economic and cultural life – contribution to Literature – art and architecture.	18
III	Advent of Europeans – Spread of Christianity – Impact of west – Formation of Madras Presidency- Progress in education.	18
IV	Self-Respect movement – Non – Brahmin movement –Justice party- Tamil Renaissance- Dravidian movement.	18
V	Social, Economic and Cultural life of the 20th century –Non-Governmental Organizations- Position of women – Industrial progress – Development of Agriculture- Social, Economic condition in Tamil Nadu.	18

Textbook:

1. V.T. Chellam - A History and culture of Tamilnadu.
2.C. Manoranjithamoni - History of Tamil Nadu from 1529C.E to 1801 C.E.

References:

1.N.Subramaniam - Social and cultural History of Tamil Nadu II
2.Alala Sundram - History of Tamil Nadu.
3.Nambi Arooran - Tamil Renaissance – Non-Brahmin movement social conflict in south India.
4.P.N.Chopra,
   T.K. Ravindran
   N.Subramaniam - History of South India.
5. K.A. Nilakanta Sastri - A History of South India.

6. Subramanian.P.   -   Social History of Tamils (1707-194
7. Chitra Mahadevan   -   History and Culture of Tamil Nadu – (Vol.2)
8. K.K. Pillai   -   Tamil Country under Vijayanagar.
9. K.R. Srinivasan   -   The History of Marathas.
10. Sathayanatha Iye   -   History of Nayaks.
11. S. Kadhirvel   -   History of Modern Tamil Nadu

Web resources:

1. **https://en.wikipedia.org/wiki/Polygar**
2. **https://www.shanlaxjournals.in/pdf/ASH/V3N3/Ash_V3_N3_011.pdd**
3.**https://en.wikipedia.org/wiki/Christianity_in_Tamil_Nadu**
 4.**https://en.wikipedia.org/wiki/Self-Respect_Movement**
 5.**https://en.wikipedia.org/wiki/Periyar_and_women%27s_rights**

Pedagogy: Teaching / Learning methods
 Tutorial, Assignment,PPT presentation, Quiz, Group Discussion, e-content, Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Understand the British administration in Tamil Nadu	K2
CO2	Evaluate the introduction of Western Education and its impact in Tamil Nadu.	K5
CO3	Analyze the contribution of various leaders in freedom movement.	K3
CO4	Evaluate the administrative development in Nayak and Marathas.	K5
CO5	Realize the origin of freedom struggle in Tamil Nadu	K1

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

 3 - Strongly Correlated; 2 - Moderately Correlated;
 1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	**23P3HYC9**	**International Relations Since 1945 C.E.**	**5**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To make the students familiar with the scope of the study of International Relations, Theories of the study of the same and impact of modernisms on them.
2. To understand the International developments during the period between two wars, second great wars and the cold war and its impact
3. To understand the U.N.O.'s impact on the Relations of the nations and to study the regional organizations To understand the field method of excavation.
4. To understand the peace- making process in the world
5. To study India's role in the world politics and maintaining peace.

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	International Relations as a field Study – Element – Structure – Ideology and International Relations – Nationalism – National Character – Communism and Nationalism – Diplomacy – Kinds of Diplomacy – Theory and Practice – Determinants of Foreign Policy – The Balance of Power – Nature of the Balance of Power – Collective Security and the Balance of Power – Effects of Balance of Power.	15
II	The New Power Structure – The Emergence of the New Nations in Asia and Africa – Rise of China – The Spread of Communism – Origin and Development of UNO – The U.N. Charter - Specialized Agencies – Regionalism and United Nations – The U.N. and the Peaceful Settlement – Security Council and Collective Security – The Concept of World Government.	15
III	The idea of Regionalism – NATO – SEATO – CENTO- WARSAW Pact – West European Union – The Organisation of American States – The Arab League – The Organization of African Unity and Commonwealth – The East West Struggle – The East West Military Confrontation – Arms Race – General Factors – Disarmament and Arms Control – The Nuclear Powers – The Impact of Nuclear Weapons on International Politics – The Partial Test Ban Treaty – The Nuclear Non-Proliferation Treaty.	15
IV	The Cold War – Its impact on International Relations – Super Power Rivalry – Sino-Soviet Rift – End of the Cold War – Collapse of the Soviet Union – reunification of Germany – Terrorism in International Politics.	15

V	Role of U.S. in World Affairs – West Asia – Indo-China – Congo – Cuban Crisis – Korean War – Vietnam War – Arab – Israel Conflict – Iran – Iraq – China – Indo – Pakistan – India and Non-Alignment and the Third World – SAARC.	15

Textbook:

1.M.Srivastava&R.C. Majumdar   - International Relations

References:

1 . Carr,E.H	-	International relations between the two World wars
2. Charles.P.Schleisher	-	International Relations Co-operation and conflict.
3.Schumann	-	International Politics.
4. Joshi.P.S. & Gholkar.S.V.	-	History of United States of America 1900 to 1945
5.Subramanian.N.	-	International Relations.

Web resources:

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Recall the political events and their effects on international relations.	**K1**
CO2	Understand the concept of balance of power.	**K2**
CO3	Explain the rise of dictatorship and it evil effects on world politics.	**K3**
CO4	Analyze the historical background of international relations between two world wars.	**K4**
CO5	Evaluate the importance of world peace.	**K5**

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	23P3HYCIM	**Industry Module - History of Imperial Cholas from 815 C.E to 1280 C.E**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

6. To know about the Early, later cholas archeological, literary sources
7. To understand about the Cholas state and divisions, revenue system.
8. To know about the various Chalukya cholas.
9. To understand the socio –economic conditions during this period.
5. To know about the contributions of imperial Cholas.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Sources–Archeological, Sources–Literary Sources–Epigraphically sources–Early Cholas.	10
II	Founding Chola Dynesty – Vijayalaya Chola (848 -871 C.E.) – Aditya Chola I (871 -907 CE). ParantakaChola I (907 – 950 CE), - Gandaraditya Chola (950 – 957 CE) – Arinjaya Chola (956 – 957 CE) – Sundara Chola (957 – 970 CE) – Uthama Chola (970 – 985 CE) – Rajaraja Chola I (985-1014 CE) – His expeditions and expansion – Administration: Divisions – Royal titles – courts – officials – advisers –Revenue system – Rajendra Chola I (1012-1014 CE) – conquest on paladynasty of Bengal –conquest on Srilanka.	20
III	ViraRajendra Chola – (1063–1067 CE) – AdiRajendra Chola – (1067–1070 CE) – Chalukya Cholas: Kulothunga Chola (1070–1120 CE) – Vikrama Chola (1120–1035 CE) – Kulothunga Chola II (1035–1150 CE) – Rajendra Chola II (1146–1173 CE) – Rajathi Raja II (1166–1178 CE) – Kulothunga III (1178–1218 CE) Rajaraja Chola III (1216–1256 CE) - conquest and Administration.	18
IV	Administration system in the Cholas Times – Inter and Intra state relations – Matrimonial diplomacy – military – Economic development – Foreign Trade – irrigation and Agriculture – position of women.	15
V	Chola's cultural contributions – Art and Architecture – social life– religion– Saivism and Vaishnavism–Jainism and Buddhism– Bhakti Movement – Literature and philosophy.	12

Textbook:
1.   Sastri K.A.N.   :   The Cholas
2.   Sastri, K.A.N.   :   A history of south India : From Pre
                                        historic Times to the fall of vijayanagar.

Reference:
1.   Badham. A.L.   :   A Cultural History of India.
2.   Chopra P.N., Ravindran T.K.
      And Subramanian   :   History of South India.
3.   Karoshima, N.   :   South Indian History and society.
4.   P.N.Chopra, T.K. Ravindran
      N.Subramaniam   :   Social History of Tamil, (1707 – 1947).
5.   VidyaDehejia   :   The Art of the Imperial Colas.

Web Resources:
1. https://www.globalsecurity.org/military/world/india/history-chola.htm
2. https://www.britannica.com/topic/Chola-dynasty
3. https://prepp.in/news/e-492-art-and-architecture-of-chola-dynasty-medieval-india-history-notes
4. https://unacademy.com/content/railway-exam/study-material/ancient-history-of-india/an-overview-of-the-medieval-saints-alvars-and-nayanars/

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, Seminar etc.)

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

CO Number	CO Statement	Cognitive Level
CO1	**Classified the Important sources of Cholas**	**K2**
CO2	**Explained the founding of Thanjai cholas and revenue system**	**K2,K4**
CO3	**Discuss about the Chalukaya rulers conquest and administration**	**K2,K5**
CO4	**Construct the Economic development and agriculture, trades**	**K2,K4**
CO5	**Briefly explained the Art and architectures of later cholas**	**K1,K2,K4**

Cognitive Level:K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3
CO2	3	2	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3
CO5	3	3	3	3	2	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	**23P3HYEDC**	**Extra Disciplinary Course – Indian Administration**	**4**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know the evolution of Indian Administration.
2. To prepare the students for the competitive examination.
3. To give up-to-date knowledge on Indian administration.
4. To trace economic planning of India, through which the students may get practical knowledge on budget, etc.
5. To expose the state administration and the latest issues like Lok Ayukt and LokPal through which the students may get awareness about the latest issues.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	The evolution of Indian administration: Structure and Functions–Mauryan and Mughal legacy; British Indian system: Company's experiments–Warren Hastings, Lord Cornwallis, Lord Hastings and Lord Dalhousie; Administrative consolidation since 1861 – Famine policy - Financial, Police and judicial administration.	12
II	Indian Administration since 1950: Parliamentary Democracy–Federation–Structure of Central Administration–Central Secretariat–Cabinet Secretariat, Ministries–Department of Boards.	12
III	Machinery for planning: Plan formulation at the National level – National Development Council – Planning Commission – Public undertaking – Controls of Public expenditure.	12
IV	State Administration–Executives–Secretariat–Chief Secretary–Directorates–District and Local Administration–District Rural Development Agency–Special development programmes.	12
V	Center-State relations – Public services – Police and Judicial administration – Lok Ayukt – Lok Pal – issues on Indian administration – Integrity in administration – Administrative reforms.	12

Textbook:

1. Vishnoo Bhagawan & Vidhya Bhushan., - Indian Administration, New Delhi, 1996.

References:

1. Altekar, A.S., - State and Government in Ancient India, 1958.
2. Bhambri, C.H., - Public Administration in India.
3. Vidya Bhushan, - Indian Administration, Delhi, 2000.

Web resources:

1. **https://www.india.gov.in/topics/governance-administration**
2. **https://testbook.com/static-gk/indian-administrative-system**

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the of Indian administration	**K1**
CO2	Understanding the Indian Administration since 1950	**K2**
CO3	Apply the Planning Commission	**K3**
CO4	Analyze the State Administration–Executives	**K4**
CO5	Evaluate the Center-State relations	**K5**

Cognitive Level: **K1 -** Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
III	**23P3HYSEC3**	**Skill Enhancement Course - Natural Tourism Resources of India**	**2**	**2**

Nature of the course

Employability Oriented	√	Relevant to Local need	√	Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need		Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know about the Natural Tourism and Important Places.
2. To know about the Various Important Natural places of Tourism
3. To study the Importance of Inland places.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Concept of Natural Tourism – Significance – Indian Hills – Himalayan – Coastal Tourism – Desert Tourism and Festivals.	15
II	Inland Tourism – Sunder ban – Andaman – other neighbor islands – Adventure Tourism – Wild life places in India.	15

Textbook:
1. S.N.Mishra.   -   Basis of Tourism management.
2. Jag Mohan Nehi.   -   Adventure Tourism and Sports.

References:
1.   Chitra Garg   -   Travel India : A Complete Guide to Tourists.

2.   G.K.Pradhan   -   Towards the silver crests of the Himalayas.
3.   Prathiba Gupta   -   Green islands of Andhaman & Ncobar.

Web resources:
1. https://tourismteacher.com/nature-tourism/
2. https://www.himalayantourism.com/
3. https://www.andamantourism.gov.in/
4. https://www.slideshare.net/VMVMVM/desert-tourism-in-india-15202844

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content, Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	**Described the Concept of Natural Tourism and Himalayan hills.**	**K1,K2**
CO2	**Explained the Various Important Islands and Desert Places.**	**K2,K4**

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze; **K5 –** Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	2	3	3
CO2	3	3	3	3	3	2	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	**23P3HYAECC3**	**Ability Enhancement Compulsory Course - Research Methodology**	**2**	**2**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To make the student understand the Selection of topic
2. To understand the Primary sources
3. To make the student understand Subjectivity – Objectivity.
4. To understand the computer application in research
5. To know about the Documentation in research.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Methodology: Selection of topic – Primary and Secondary sources – Internet sources (internet) – Internal and external criticism – Subjectivity – Objectivity	15
II	computer application in research –Different methods in History –Exposition-Description-Analytical-Critical - Documentation, Footnotes – Charts – Tables – Bibliography-Appendices.	15

Textbook:
1. G. Venkatesan,   -   A study of Historiography,
2. Sreedharan.E.   -   A Text Book of Historiography.

References:

1.Vijayalakshmi.G &
 Sivaprakasam.C.   -   Research methods Tips and Techniques
2.Subramanian.N.   -   Historiography and Historical Methods
3.Kothari.C.R.   -   Research Methodology
4. Manikam.V.   -   On History and Historiography.
5. Sathyamurthy.K.   -   Hand Book of Research Methodology in History
6. Edward Sherter   -   The Historian and the Computer–Apractical Guide.
7. Tandan.B.C.   -   Research Methodology in Social Science.

Web resources:

1. **https://thedailyguardian.com/importance-of-choosing-a-good-topic-for-writing-a-research-paper/**
2. **https://mrgac.ac.in/elearning-portal/ec/admin/contents/75_P16EN34_2020121604173637.pdf**

3. **https://egyankosh.ac.in/bitstream/123456789/33139/1/Unit-3.pdf**

Pedagogy: Teaching / Learning methods
teaching / Learning methods like Lecture, , Assignment,PPT presentation,

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	remember the Selection of topic	K1
CO2	understand the Primary and Secondary sources	K2
CO3	apply the Internal and external criticism	K3
CO4	Evaluate Documentation	K5
CO5	create an idea of Tables	K6

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

M.A. History

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
IV	**23P4HYC10**	**Historiography**	**6**	**4**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To make the student understand the scope of Historiography.
2. To understand the tendency in Western Historiography.
3. To make the student familiar with trends in Indian Historiography.
4. To understand the evolution of Historians.
5. To make the student familiar with Historical method.

	SYLLABUS	
Unit	**Content**	**No. of Hours**
I	Definition, Philosophy, Nature, Scope, Value and Uses of History – History as a Science or an art.	18
II	History and Social Sciences:– History and its ancillary fields: Politics, Economics ,Geography ,Archaeology, Epigraphy, Numismatics and Manuscriptology.	18
III	Western Historiography: Theory and Interpretation of History – Herodotus, Thucydides, Livy, St.Augustine, Thomas Acquinas, Voltaire, Gibbon, Ranke, Marx, Spengler, Toynbee, Ibn-Kadun- French Historiography: March Bloch, Lucien Febvre and Fernard Braudel; English Historiography: Habbsbawn, E.P.Thomsen. The Subaltern School – Antonio Gramci, Marxian school.	18
IV	Indian Historiography: Kalhana, Alberuni, Abul foazal Ziauddin Barani, James Mill, Vincent Smith, K.P.Jayaswal, J.N.Sarcar, A.L.Basham, D.D.Kosambi, Romila Thaper, K.A.N. Sastri, T.V.Mahalingam, K.K.Pillai, R.Sathianathaier	18
V	Research Methodology: Selection of topic – Primary and Secondary sources – Virtual sources (internet) – Internal and external criticism – Subjectivity - Objectivity –Bibliography – Foot-notes.	18

Textbook:
1.Dr. G. Venkatesan, -   A study of Historiography,
2. Sreedharan.E.   -   A Text Book of Historiography.
References:
1.Byrsun, Jacques &
 Graff Hendry,F: -   The Modern Researcher.

2.Bloch Marc   -   The Historian's craft.

3.Elton,G.R.   -   The Practice of History.
4.Hexter,J.H.   -   The History Primer.
5.Vijayalakshmi.G &
 Sivaprakasam.C.   -   Research methods Tips and Techniques
6.Subramanian.N.   -   Historiography and Historical Methods
7.Kothari.C.R.   -   Research Methodology
8. Manikam.V.   -   On History and Historiography.
9. Sathyamurthy.K.   -   Hand Book of Research Methodology in History
10. Edward Sherter   -   The Historian and the Computer–Apractical Guide.
11. Tandan.B.C.   -   Research Methodology in Social Science.

Web resources:

4. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
5. https://www.preparationworld.com/post/history-with-other-social-sciences
6. https://ddceutkal.ac.in/Syllabus/MA_history/Paper_07_N.pdf
7. https://www.historyhit.com/culture/significant-ancient-historians/
8. https://thedailyguardian.com/importance-of-choosing-a-good-topic-for-writing-a-research-paper/
9. https://mrgac.ac.in/elearning-portal/ec/admin/contents/75_P16EN34_2020121604173637.pdf
10. https://egyankosh.ac.in/bitstream/123456789/33139/1/Unit-3.pdf

Pedagogy: Teaching / Learning methods
teaching / Learning methods like Lecture, , Assignment, PPT presentation,

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Remember the various definitions and terminologies of history.	K1
CO2	understand the meaning of history and acquire the knowledge of history of historiography	K2
CO3	apply the concepts of history in future historical research and will offer explanations about analytical historical writings.	K3
CO4	Evaluate extract the evidence from primary and secondary sources tohistorical context.	K5
CO5	create an idea of recent trends in historiography	K6

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	23P4HYC11	**Contemporary Tamil Nadu Since 1947 C.E.**	5	4

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To understand the sources for the study.
2. To study the development of Tamil Nadu under congress rule.
3. To know about the rise of DMK and ADMK in Tamil Nadu
4. To study about the welfare schemes
5. To study about educational, socio – economic development after Independence

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Sources – Literary sources – Archival sources – Gazetteers, Manuals and Legislative proceedings – Development of Tamil Nadu under congress rule – Kamaraj – Educational Development: Mid- day Meal's scheme, Industrial and agrarian development – Bakthavatchalam – Anti Hindi Agitation.	15
II	DMK rule – Chief Minister of C.N. Annadurai – Administration – socio cultural development – Chief Minister of Karunanidhi – development of Tamil and culture – split in DMK – Emergency rule.	15
III	AIADMK rule – Chief minister ship of M.G. Ramachandran (1977 – 1980), (1980 – 1984), (1984 -1988) – Educational progress: Noon Meal Scheme – Socio Economic development.	15
IV	Chief ministers hip of Karunanidhi (1989 – 1991) – Jayalalitha (1991 – 1996) – schemes for socio, cultural and women development – All Women Police Station – Karunanidhi (1996 – 2001): SHG, Samathuvapuram, Farmers market – Jayalalitha (2001- 2006) – Welfare schemes – Karunanidhi (2006 – 2011) – Jayalalitha (2011 – 2016), (2016 – 2017) – Amma Unavagam, Amma Miruthangam and other schemes- O.Pannerselvam, Edappadi Palanichamy- M.K.Stalin – Pudumai Pen Thittam	15
V	Development of Industries – Progress of Higher education – development of Dramas, Films, Press and Media Press– Women Development – Socio Cultural development Family system – Jallikattu of Tamils.	15

Textbook:

1. Chellam V.T.   -   History of Tamil Nadu

References:

1. Rajayyan. K.   -   History of Tamil Nadu
2. Subramanian. N   -   Social & Cultural History of Tamil Nadu
3. Nubor Karashima   -   A concise history of south India.
4.Jeeva Christal.R   -   Congress Rule under Bhaktavatsalam,1963-1967
5. Kadhirvel .S   -   History of Modern Tamil Nadu
6. Ramasamy.A   -   Tamil Nadu Varalaru (Tamil)

Web resources:

1.https://en.wikipedia.org/wiki/Anti-Hindi_agitations_of_Tamil_Nadu#:~:text=The%20first%20anti-Hindi-imposition,Rajagopalachari%20(Rajaji).

2https://www.tnpscthervupettagam.com/articles-detail/conjeevaram-natarajan-annadurai

3. https://www.tnpscthervupettagam.com/articles-detail/marudur-gopalan-ramachandran

4.https://www.tnpscthervupettagam.com/downloads-detail/tamilnadu-government-schemes?cat=sia-material

5.https://en.wikipedia.org/wiki/Jallikattu

Pedagogy: Teaching / Learning methods

Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	recall the historical events in the period	K1
CO2	understand the different issues in contemporary Tamil nadu.	K2
CO3	analyze the rise of various political parties and contribution of leaders	K4
CO4	elaborate on the pros and cons of the anti-Hindi agitation	K4
CO5	evaluate the social welfare schemes of Tamil Nadu	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	**23P4HYC12**	**History of Science and Technology**	5	4

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented	√	Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know about the origin of the science and Technology – how nature helped to understand – pre-historic men.
2. To understand the evolution of Science and Technology in the civilization of Ancient times.
3. To know the development of Indian Science and Technological ideas from the period of Indus valley to Indira Gandhi and after.
4. To make the students to understand the development of Science and technology from renaissance to modern period.
5. To understand the Effects of Science and Technology on Human Society, how Science has provided conducive life.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Definition and scope of History of Science and Technology: Science and Technology of Pre-historic man	15
II	Science and Technology of ancient civilizations – Egypt, Mesopotamia, China, Greece and Rome	15
III	Science and Technology in India since Indus Period: Building technology of Indus period – Metallurgy of the Mauryas – Science and technology of the Guptas – Military technology of the Mughals – Modern Indian science	15
IV	Modern western science and technology since Renaissance – Milestones – Scientific thought Archimedes, Copernicus, Newton, Darwin, Freud, Einstein	15
V	Impact of Science and Technology on Human Society – Information Technology – Social Media – Google – Twitter - Facebook – Whatsapp – YouTube – Impact of Social Media - Environmental Pollution.	15

Textbook:
1. Killoct.E.   -   History of Science and Technology, New York, 1985.
2. Hamilton.H.   -   Technology and Progress, London, 1983.

References:
1. Vargheese Jeyaraj -   History of Science and Technology, Chennai, 2010.
2. Baldwin   -   Technology and Man, London, 1986.

Web resources:
1. **https://www.livescience.com/mummification.html**
2. **https://www.historymuseum.ca/cmc/exhibitions/civil/egypt/egc06e.html**
3. **https://en.m.wikipedia.org/wiki/Pyramid**
4. **https://en.m.wikipedia.org/wiki/History_of_science_and_technology_in_the_indian_subcontinent**

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Knowingabout the origin of the science and Technology – how nature helped to understand – pre-historic men.	K1, K2
CO2	They understand the evolution of Science and Technology in the civilization of Ancient times.	K2, K3
CO3	They understand the development of Indian Science and Technological ideas from the period of Indus valley	K3, K4
CO4	It makes the students to understand the development of Science and technology from renaissance to modern period.	K4
CO5	They understand the Effects of Science and Technology on HumanSociety, how Science has provided conducive life.	K4, K5

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated;0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	**23P4HYEL5A**	**Major Elective – V** **Human Rights and International System**	**5**	**3**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1. To know the evolution of concepts of Human Rights through the ages and to understand theories of Human Rights studies.
2. To study the UN mechanism for the promotion of Human Rights of World citizen.
3. To study the mechanism at regional lands and in India.
4. To know the humanitarian laws promoting Human Rights.
5. To study the UN institutions and NGO'S and their role in promoting Human Rights Violation.

Unit	Content	No. of Hours
I	Historical Background: Theories on Human rights – The origin and development of the concept of human rights in western political thought and other civilizations – First historic experiences (Magna Carta, French Revolution) The Internationalization of Human rights: The expansion of Humanitarian Laws (anti-slavery laws, Geneva Convention on Law of wars) and Institutions (Red Cross):The impact of World War II on International Human Rights concern – Human Rights in the International Politics.	15
II	International protection of Human Rights: Human Rights and U.N.O-U.N. Human Rights Commission – Universal Declaration of Human Rights – International Convention on Civil, Political, Economic, Social and Cultural Rights – Human rights violations and remedies.	15
III	European and Indian efforts: European Convention on Human Rights – Mexican Declaration – Helsinki charter – India and Human Rights – National Human Rights Commission in India –-State Human Rights Commission	15
IV	Ideological Issues–Contemporary issues in International level-Intervention in domestic affairs and the rights of the international community – Human Rights and Social evolution – Human rights and development	15
V	The International Community: International Governmental Organizations (IGOSs) – UN Institutions; Non-Governmental	15

| Organizations (NGOs) – NGO's strategies and composition – Amnesty International- Commission of Jurists – International League for the Rights of Man – the work of the Red Cross – Asia Watch. | |

Textbook:
1.A.Subbayya   -   Human Rights and International system
References:
1. Donnelly, Jerk,   -   The Concept of Human Rights (London: Croom Helm, 1985).
2.Dyke, Verran, Van. -   Human Rights The United States and World Community
                              (London, OUP, 1970.
3. Green, James
& Fredrick,   -   The United States and Human Rights
4. Henkin, Louis,   -   The Rights of Man Today (London: Stevens & Sons, 1978).
5. Krishna Iyer, V.R., -   Human Rights and Law (Indore: Vedpal Law House, 1984).
6. Krishna Iyer, V.R., -   Human Rights and Wrongs.
7. Schuster,
Edward James,   -   Human Rights Today: Evolution or Revolution,
8. Karthikeyan.D.R., -   Human Rights – problems and solutions.

Web resources:

Pedagogy: Teaching / Learning methods
Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

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

CO Number	CO Statement	Cognitive Level
CO1	remember the concept of natural rights.	K1
CO2	understand the historical growth of the idea of human rights.	K2
CO3	assess the importance of human rights and respect the rights of others.	K3
CO4	analyze the issues and challenges of human rights.	K4
CO5	evaluate the role of various organization in protection of human rights	K5

Cognitive Level : K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
I	23P4HYEL5B	**Major Elective – V Woman in Indian Society**	5	3

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

1.To know woman role in society 2.To understand women, Sangam period and Medieval period 3. To know Women Indian Association 4.To understand women role in Agriculture and Industry field 5.To knew the social evil child marriage, Female infanticide

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Importance of women studies – Women role in society: Girlhood, womanhood and motherhood – Feminist theories: liberal, social, Marxist and radical.	15
II	Condition of women in ancient and medieval society – their right – changes – Factors leading to their development – Women in Freedom Struggle	15
III	Status of women in the modern Indian society – Emergence of women organization – Women's Indian Association (WIA), National council of Women in India(NCWI) – Tamil Nadu and All India women's conference (AIWC)..	15
IV	Women and Development: Economic – Agriculture – Industry – Politics – Education – Empowerment of women.	15
V	Women rights and problems, socio – economic and political rights – Infanticide, child marriage- raping, dowry – torture - social legislation – Domestic violation act.- role of governmental and non – governmental organizations.	15

Textbook:

1.Neera Desai, Krishna raj   -   Women and society in India,

References:

1. ICSSR,   -   Status of women.
2. Anandavalli Mahadevan   -   Feminist (Tamil) Annai Thersa women
   and Jayakothai pollai (Ed).   University, Kodaikanal 2004.
3. Maithreyi Krishna Raj (Ed)   -   Women studies in India.

4. Jayabalan. N.   -   Women and Human Rights.
5. Chadially (Ed)   -   Women in Indian Society, Encyclopedia of Britannica.
6.Rathod   -   Women and Development
7. Bakshi.S.R.& Sharma   -   Modern History and Social status ofWomen
                                                    (Nationalism and Women's Awakening)
8. Geraldine Forbes   -   The New Cambridge History of India IV.2
                                                    (Women in Modern India)

Web resources:

1. https://www.populationmedia.org/goals/womens-rights

2 https://www.humanium.org/en/infanticide/

3 https://www.savethechildren.org/us/charity-stories/child-marriage-a-violation-of-child-rights

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	They know the condition of Women	K2
CO2	They would understood Women rights	K3
CO3	The student understood Women Indian Association	K5
CO4	They would got Political and Educational Rights	K4
CO5	The student understood Government and Non Government Organization	K6

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;

K5 – Evaluate; **K6 –** Create

Mapping of Course Out comes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

Semester	Course Code	Course Title	Hours of Teaching / Cycle	No. of Credits
IV	**23P4HYSEC4**	**Skill Enhancement Course - Tourism Policy, Planning and Development**	**2**	**2**

Nature of the course

Employability Oriented	√	Relevant to Local need		Addresses Gender Sensitization	
Entrepreneurship Oriented	√	Relevant to national need	√	Addresses Environment and Sustainability	
Skill development Oriented		Relevant to regional need	√	Addresses Human Values	√
		Relevant to Global development need	√	Addresses Professional Ethics	√

Course Objectives

The main objectives of this course are to:

> 1.To know about the Tourism planning and Development.
> 2.To know about the Polices of Tourism and Indian Tourism ministry
> 3.To study the Tamilnadu Tourism development.

SYLLABUS		
Unit	**Content**	**No. of Hours**
I	Concept of Policy – Planning – Importance – Level of Tourism – Tourism Destination Plan – Process to Development of Tourism	15
II	Current Tourism Policy – Ministry of Tourism (India) – National Action Plan – Five year plan – Tamilnadu Tourism Policy – part of Private sector.	15

Textbook:
1. A.K.Bhatia.   -   International Tourism Management.
2. M.P. Bezharuh.   -   Indian Tourism beyond Millennium.

References:
1. K.K. Sharma   -   Planning for Tourism
2. R.N. Kaul   -   Dynamics of Tourism.
3. A.K.Bhatia   -   Tourism Development Principles and practices.

Web resources:
1. https://www.tandfonline.com/journals/rthp21
2. https://www.researchgate.net/publication/314089854_Tourism_Policy#:~:text=Tourism%20policy%20is%20a%20set,diverse%20objectives%20related%20to%20tourism.&text=Content%20may%20be%20subject%20to%20copyright.
3. https://tourism.gov.in/
4. https://www.ttdconline.com/

Pedagogy: Teaching / Learning methods
Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

CO Number	CO Statement	Cognitive Level
CO1	Described the Concept of Tourism and Polices	**K1,K2**
CO2	Explained the Ministry of Tourism and Tamilnadu Tourism.	**K2,K4**

Cognitive Level: K1 - Remember; **K2 -** Understanding; **K3 -** Apply; **K4 -** Analyze;
K5 – Evaluate; **K6 –** Create

Mapping of Course Outcomes with Programme Specific Outcomes

PSO / CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	2	3	3
CO2	3	3	3	3	3	2	3

3 - Strongly Correlated;   2 - Moderately Correlated;
1 - Weakly Correlated;   0 – No correlation