

B.A. History

Syllabus

AFFILIATED COLLEGES

Program Code: 21E

2023 – 2024 onwards



BHARATHIAR UNIVERSITY

(A State University, Accredited with “A++” Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

Program Educational Objectives (PEOs)	
The B.A. History program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
PEO1	Learn about past human behaviour that is relevant to the intellectual growth and development as an individual and can endow with valuable insight for future generations.
PEO2	To enable the students to improve their competency skills in the field of Education and Teaching.
PEO3	To equip the students to acquire skills and knowledge required to pursue higher studies in the field of Archaeology, Museology, Epigraphy, Journalism, Tourism and Administration.
PEO4	To make the students to acquire a broad knowledge of history to become teachers.
PEO5	To motivate the students to take up professional courses in the field of education and law.
PEO6	To train the students to appear for the competitive examinations.



Program Specific Outcomes (PSOs)	
After the successful completion of B.A. History program, the students are expected to	
PSO1	Learn and understand history with the ability to know the different historical times of world and acquire knowledge of culture, events, facts, terminologies, conventions and methodology.
PSO2	Expand their vision to recognize the diversity of human experience in ethnicity, caste, class, religion, sex and make them work towards Universal Brotherhood.
PSO3	Equip with the essentialities of their chosen career.
PSO4	Acquire the knowledge of world cultures and their inter-connections with multi cultural sensitivity.
PSO5	Recognize and evaluate the achievements of man in history and progress of ideas.
PSO6	Develop practical skills which help in the study and understanding of historical events.
PSO7	Install the feeling of patriotism in the hearts of the pupils.
PSO8	Analyze the relationship between the past and the present is lively presented in the history.
PSO9	Evaluate and recognize the values of History.
PSO10	Equip to appear for competitive Examinations.



Program Outcomes (POs)	
On successful completion of the B.A. History program, students will be able to	
PO1	Remember and obtain a wider knowledge of World History, Indian History, Regional History, Archaeology, Tourism, Journalism, and Computer application in History.
PO2	Understand the political, social and cultural facets of the world and develop their historical knowledge.
PO3	Apply his knowledge in the field of Politics, Education and Research.
PO4	Analyze the causes for changes in the course of history.
PO5	Evaluate the role of leaders in society.
PO6	Create an environment conducive to peaceful co-existence.
PO7	Acquire modern skills, aptitude and potentialities of most creative mode in history.
PO8	Worthy intellectual attitude will be developed among students.
PO9	Appreciate the achievements and values of their own times.



BHARATHIAR UNIVERSITY::COIMBATORE 641 046

B.A. HISTORY (CBCS PATTERN)

Affiliated Colleges

(For the students admitted from the academic year 2023-2024 and onwards)

Scheme of Examination

Part	Title of the Course	Hours/ Week	Examination				Credits
			Duration in Hours	Maximum Marks			
				CIA	CEE	Total	
Semester I							
I	Language - I	6	3	25	75	100	4
II	English - I	6	3	25	75	100	4
III	Core Paper I History of India upto 647 A.D.	5	3	25	75	100	4
III	Core Paper II History of India from 647 A.D to 1526 A.D.	5	3	25	75	100	4
III	Allied A: Paper I General Economics	6	3	25	75	100	4
IV	Environmental Studies*	2	3	-	50	50	2
Total		30		125	425	550	22
Semester II							
I	Language – II	6	3	25	75	100	4
II	English – II	4	3	25	25	50 [@]	2
II	Effective English: Language Proficiency for Employability http://kb.naanmudhalvan.in/Special:Filepath/Cambridge_Course_Details.pdf	2		25	25	50 [#]	2
III	Core Paper III History of India from 1526 A.D to 1707 A.D.	5	3	25	75	100	4
III	Core Paper IV History of India from 1707 A.D to 1858 A.D.	5	3	25	75	100	4
III	Allied A: Paper II General Economics	6	3	25	75	100	4
IV	Value Education – Human Rights*	2	3	-	50	50	2
Total		30		150	400	550	22
Semester III							
I	Language – III	6	3	25	75	100	4
II	English – III	6	3	25	75	100	4
III	Core Paper V History of India from 1858 A.D to 1947 A.D.	3	3	25	75	100	4
III	Core Paper VI History of India from 1947 A.D to 2000 A.D.	3	3	25	75	100	4
III	Allied B: Paper I Constitutional History of India from 1773 A.D. to 1892 A.D.-I	6	3	25	50	75	3
IV	Skill based Subject: I Origin and Growth of Tourism	3	3	25	25	50 [@]	2
IV	Tamil** / Advanced Tamil* (OR) Non-major elective - I (Yoga for Human Excellence)* / Women’s Rights*	3	3	50		50	2
V	Digital skills for Employability(Naan Mudalvan)	3	3	25	75	100	2
Total		33		220	455	675	25

Semester IV							
I	Language – IV	5	3	25	75	100	4
II	English – IV	5	3	25	75	100	4
III	Core Paper VII History of Tamil Nadu upto 1336 A.D.	3	3	25	75	100	4
III	Core Paper VIII History of TamilNadu from 1336 A.D to 1977 A.D.	3	3	25	75	100	4
III	Allied B: Paper II Constitutional History of India from 1892 A.D. to 1950 A.D. -II	6	3	25	50	75	3
IV	Skill based Subject 2: Disaster Management	3	3	25	25	50 [@]	2
IV	Office Fundamentals :Digital Skills for Employability http://kb.naanmudhalvan.in/Special:Filepath/Microsoft_Course_Details.xlsx	3	-	25	25	50 [#]	2
IV	Tamil**/Advanced Tamil* (OR) Non-major elective -II (General Awareness*)	2	3	-	50	50	2
Total		30		170	455	625	25
Semester V							
III	Core Paper IX History of Europe from 1789 A.D to 1945 A.D	6	3	25	75	100	4
III	Core Paper X History of England from 1603 A.D to 1945 A.D.	6	3	25	75	100	4
III	Core Paper XI History of USA upto 1865 A.D.	5	3	25	75	100	4
III	Core Paper XII : India and Her Neighbours	5	3	25	75	100	4
III	Elective I	5	3	25	75	100	4
IV	Skill based Subject III Computer Application in History I (Theory)	3	3	25	25	50 [@]	2
V	Marketing and Design Tools-Naan Madulvan	3	3	25	75	100	2
Total		33		175	475	650	24
Semester VI							
III	Core Paper XIII World History from 1945 A.D to 2000 A.D.	6	3	25	75	100	4
III	Core Paper XIV : History of USA from 1865 A.D to 1990 A.D	6	3	25	75	100	4
III	Core Paper XV : Applied History for Civil Service Examinations	5	3	25	75	100	4
III	Elective II	4	3	25	75	100	4
III	Elective III	4	3	25	75	100	4
IV	Skill Based Subject IV XVI Computer Application in History-II (Practical	2	3	25	25	50 [@]	2
IV	Digital Skills for Employability (Under Naan Mudalvaan Scheme) http://kb.naanmudhalvan.in/Bharathiar University (BU)	3		25	25	50 [#]	2
V	Extension Activities**	-	-	50	-	50	2
Total		30		225	425	650	26
Grand Total		186		1065	2635	3700	144

* No Continuous Internal Assessment (CIA). Only University Examinations.

** No University Examinations. Only Continuous Internal Assessment (CIA).

@ University semester examination will be conducted for 50 marks (As per the existing pattern of examination) and the marks will be converted to 25 marks.

Naan Mudhalvan Course: CEE will be assessed by Industry for 25 marks and CIA will be done by the course teacher

NOTE: Wherever total marks are fixed as 75, the BoS concerned shall decide on the distribution of marks for CIA and CEE components which may be done as either (1) 20 and 55, respectively or (2) 30 and 45, respectively. Accordingly the BOS can also decide on the pattern of Question Papers.

I. PASSING MAXIMUM AND MINIMUM MARKS FOR CONTINUOUS INTERNAL ASSESSMENT (CIA) AND COMPREHENSIVE EXTERNAL EXAMINATIONS(CEE)

THEORY and PRACTICAL PAPERS (Core, Allied, Elective , and Skill Based Subjects)

MAXIMUM MARKS	Continuous Internal Assessment (CIA)		Comprehensive External Examinations (CEE)		Overall Passing Minimum Marks (CIA+ CEE)
	Max. Marks	Passing Minimum Marks	Max. Marks	Passing Minimum Marks	
100	25		75		40
100	50		50		40
75	25		50		30
50	25		25		20

Note: If a candidate fails to score the passing minimum marks in CIA, then the candidate(he/she) must score the overall passing minimum marks in the CEE to pass.



First Semester

SEMESTER I

Course code		TITLE OF THE COURSE	L	T	P	C
Core- I		HISTORY OF INDIA UPTO 647 A.D.	5	-	-	4
Pre-requisite		Basic knowledge in Indian History at School level.	Syllabus		rsion	
Course Objectives:						
The main objectives of this course are to:						
1. Equip the students to know about the geographical features and its effects on India.						
2. Educate the unifying factors amidst diversity.						
3. Learn the political and religious condition of India from 6 th Century B.C.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the basic concepts and distinguish the different sources for the study of Indian History.					K1
2	Understand the importance of geography for history.					K2
3	Explain the teachings of Buddha and Mahavira.					K3
4	Realize the importance of Unity in Diversity.					K4
5	Evaluate the career of Asoka, Chandragupta, Kanishka, Harsha.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
SOURCES OF STUDY						
15 hours						
Effects of Geography on Indian History - Unity in diversity - Pre-Historic Culture - Sources - Harappan Civilization - Vedic Civilization.						
Unit:2						
RISE OF KINGDOMS AND RELIGION						
15 hours						
Mahajanapadas - Rise of Magadha - Life and teachings of Buddha and Mahavira - Invasion of Alexander and its impact.						
Unit:3						
RISE OF MAURYAN EMPIRE						
15 hours						
Rise and Consolidation of the Mauryan Empire - Asoka and the spread of Buddhism - The Mauryan Administration - Art and Architecture - The Sungas.						
Unit:4						
THE KHUSHANS AND THE GUPTA EMPIRE						
14 hours						
Kanishka - Mahayanism - Gandhara Art - Rise and Consolidation of the Gupta Empire: Samudra Gupta and Chandra Gupta II - Administration - Social and Economic life of the people - Art and Culture - Decline of the Guptas.						
Unit:5						
HARSHA'S ADMINISTRATION						
14 hours						
Harsha's career and achievements - Administration - Social and Economic life of the people - Accounts of the foreign travellers.						

Maps: 1. Indus valley civilization, 2. Maurya Empire - Asoka, 3. Gupta Empire, 4. Harsha Empire.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Hans Raj, <i>History of Ancient India</i> , Surjeet Publications, Delhi, 1985.	
2	Ramalingam T. S., <i>History of India upto 1206 AD</i> , TSR Publications, 1982.	
3	Sathyanatha Iyer R., <i>History of India Vol I</i> .	
Reference Books		
1	Basham A. L., <i>The Wonder that was India</i> , Macmillan, India 2004.	
2	Kundra, <i>History of India</i> , Kamal Arora Publishers, New Delhi, 1997	
3	Mahajan V. D., <i>History of Ancient India</i> , S. Chand Publishing, 2016.	
4	Majumdar R. C., Dutta K. K. and Roy Choudry - <i>Advanced History of India</i> , Macmillan India Ltd, Madras, 1985.	
5	Neelakanda Sasthri K.A., <i>History of South India</i> , Oxford, 1997.	
6	Phalaksha, <i>History of Ancient Period Vol-1</i> , Shahshi Prakashana, 2013	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=NFczNHrbXB0	
2	https://www.youtube.com/watch?v=W8Lc2-RYGNc	
3	https://www.jagranjosh.com/general-knowledge/the-harshavardhana-era-1437388149-1	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	S	M	S
CO2	S	S	M	S	M	S	S	M	M
CO3	S	S	S	S	M	M	M	S	S
CO4	S	S	M	S	M	S	M	M	M
CO5	S	S	M	S	S	M	M	S	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core – II		HISTORY OF INDIA FROM 647 A.D. TO 1526 A.D.	5	-	-	4
Pre-requisite		Basic knowledge in Indian History at School level.	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Make the students to understand the political condition of India from 6th Century A.D. to 15 th Century A.D.						
2. Impart the history of Arab's conquest of Sind and rule of Delhi Sultanate.						
3. Educate about the administration of the Delhi Sultanate.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Know the Arab Invasion of Sind.					K1
2	Understand the effects of Arab and Turkish invasions.					K2
3	Illustrate the Muslim dynasties that ruled Delhi in the Medieval period.					K3
4	Analyze the social and cultural impact of period.					K4
5	Evaluate and differentiate the various dynasties of Delhi Sultanate.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		RISE OF KINGDOMS IN NORTH INDIA	15 hours			
Rise of Palas - Pratiharas - Rastrakutas - Rajput kingdoms - Condition of society on the eve of Arab Invasion - Mohamed-Bin-Qasim.						
Unit:2		TURKISH INVASION AND THE SLAVE DYNASTY	15 hours			
Invasion of Mohammad of Ghazni - Ghor - Qutb-ud-din Aibak - Iltutmish - Raziya Begum - Balban.						
Unit:3		KHILJIS AND TUGLAQS	15 hours			
Alauddin Khilji - Malik Kafur's invasion - Mohammad-bin-Tughlak – Firoz Tughlak - Timur's invasion.						
Unit:4		LODI DYNASTY	14 hours			
The Lodis: Bahlol Lodi - Sikandar Lodi - Administration under Delhi Sultanate - Decline of the Sultanate.						
Unit:5		SOCIETY AND CULTURE	14 hours			
Social and Economic life - Art and Architecture under the Sultanate-Vijayanagar Empire and Bahmani Kingdom- Bhakti movement.						

Maps: 1. Ghor Invasion, 2. Alauddin Khilji Empire, 3. Tughlaq Empire –Mohammed – bin-Tughlak, 4.Malik kafur’s South Indian campaigns.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Kundra, <i>History of India</i> , Kamal Arora Publishers, New Delhi, 1997.	
2	Phalaksha, <i>History of Ancient Period Vol-1</i> , Shahshi Prakashana, 2013.	
Reference Books		
1	Mahajan V. D., <i>Medieval India</i> , S Chand, Eleventh edition, 1991.	
2	Majumdar R. C., Dutta K. K., and Roy Choudry, <i>Advanced History of India</i> , Laxmi Publications Pvt. Ltd.; Fourth edition, 2016.	
3	Pandey, A.B., <i>Early Medieval India</i> , ed. 2 (Allahabad, Central Book Depot, 1970).	
4	Sathyanatha Iyer R., <i>History of India Vol II</i> , S. Viswanathan, 1941.	
5	Satish Chandra, <i>Medieval India, From Sultanate to the Mughals</i> , Delhi, Har Anand Publications, 1997.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=ZBgYc8Ed5WY	
2	https://en.wikipedia.org/wiki/Medieval_India	
3	https://www.tutorialspoint.com/medieval_indian_history/medieval_indian_history_tutorial.pdf	
Course Designed By: Dr. S. Z. Niazudeen, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	M	M	M	M
CO2	S	S	M	S	M	M	S	M	M
CO3	S	S	S	S	M	S	S	S	S
CO4	S	M	S	S	M	S	M	S	S
CO5	S	S	S	S	S	S	M	S	S

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



Second Semester

Course code		TITLE OF THE COURSE	L	T	P	C
Core – III		HISTORY OF INDIA FROM 1526 A.D. TO 1707 A.D.	6	-	-	4
Pre-requisite		Elementary knowledge of Indian History	Syllabus rsion			
Course Objectives:						
The main objectives of this course are to:						
1. Trace the history of Mughals and the key events that happened in between 1526 A.D. to 1707 A.D.						
2. Acquaint the students about the Mughals, Marathas and Vijayanagar ruler Krishnadevaraya.						
3. Inculcate the knowledge of political difference of the period and its impact on society and culture.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important historical developments of mughal rule.					K1
2	Classify and compare the regimes of different dynasties and recognize and articulate about the diversity of historical experience.					K2
3	Apply and accept the concept of religious harmony and its significance to India					K3
4	Analyze the drawbacks of political and religious animosities of the period.					K4
5	Evaluate the contributions of Mughals.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	ESTABLISHMENT OF MUGHAL RULE				15 hours	
Sources of Mughal History - India on the eve of Babur’s invasion - Early career of Babur - Battle of Panipet and major campaigns - Causes for the success of Babur - Haumayun and his difficulties						
Unit:2	SUR INTERLUDE AND THE REIGN OF MUGHALS				15 hours	
Sher Shah and his rise to power - Shershah’s administration - Akbar - Conquests of Akbar-Religious policy - Rajput policy - Mansabdari system - Raja Todarmal - Jehangir - Nurjahan Junta - Shah Jahan.						
Unit:3	DISINTEGRATION OF MUGHALS				15 hours	
Aurangazeb - Conquest - Religious Policy - Rise of Marathas - Shivaji - Maratha Administration - Factors for the decline of Mughal Empire						

Unit:4	POLITY IN SOUTH	14 hours
Krishna Devaraya - Achievements and Administration - Social and Economic life - Art and Architecture - The fall of the Bahmani kingdom and the emergence of Deccani Sultanates-Relation with Vijayanagar - Deccan Policy of Mughals.		
Unit:5	SOCIETY AND CULTURE	14 hours
Condition of society – Nobility - Position of Women - Administration of the Mughals - Mughal Art and Architecture – Paintings – Literature - Abul Fazal.		
Maps: 1. Akbar’s Empire, 2. Aurangazeb’s Empire, 3. Shivaji’s Empire, 4.Vijayanagar Empire under Krishna Devaraya.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Mahajan V.D., History of Medieval India, S. Chand, 1991.	
3	Salma Ahamed Farooqi, <i>A Comprehensive History of Medieval India from Twelfth to the Mid Eighteen Century</i> , Pearson Education India, 2011.	
2	Satish Chandra, <i>History of Medieval India</i> , Orient Black Swan Pvt. Ltd., Hyderabad, 2015.	
4.	Srivastava A.L., <i>The Mughal Empire</i> , Shiva Lal Agarwala & Co., 1970.	
Reference Books		
1	Athar Ali M., <i>Mughal India: Studies in Polity, Ideas, Society, and Culture</i> , OUP India, 2008.	
2	Banerji S. K., <i>Humayun Badshah</i> , Vol. I, Nabu Press, 2011.	
3	Beni Prasad, <i>History of Jahangir</i> , Bharatiya Kala Prakashan, 2013.	
4	Ishwari Prasad, <i>Life and Times of Humayun Padshah</i> , S. C. Ghose at Calcutta Press Private Limited, 1955.	
5	Mohd. Azhar Ansari, <i>Socio-Cultural Life of the Great Mughals (1526-1707 AD)</i> , Sandeep Prakashan, 2008.	
6	Muzaffar Alam & Sanjay Subrahmanyam, <i>The Mughal State (1526-1750)</i> , Oxford University Press, 2000.	
7	Qanungo. K.A., <i>Sher Shah and His Times</i> , Orient Longmans, 1965.	
8	Raychaudhuri T., (ed.) <i>Cambridge Economic History of India</i> , vol. I, Cambridge University Press, 1982.	
9	Rushbrook Williams: <i>An Empire Builder of the Sixteenth Century</i> , Kessinger Publishing, 2010.	
11	Sharma S. R., <i>The Religious Policy of the Mughal Emperors</i> , Book Enclave, 2001.	
10	Saksena B. P., <i>History of Shah Jahan of Delhi</i> , Bharatiya Kala Prakashan, 2013.	

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	e-Pathasala, https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 , Subject: Indian Culture, Paper 1: Outlines of Indian History, E Text and Self Learning Module: M-24 to 29.
2.	https://www.rarebooksocietyofindia.org/book_archive/196174216674_10154899028046675.pdf (Religious Policy of Mughals by R.S. Sharma)
3.	e-Pathasala, https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 , Subject: Indian Culture, Paper 10: Outlines of Indian History, E Text and Self Learning Module: M-24 to 29.
4.	https://en.wikipedia.org/wiki/Mughal_emperors
5.	http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=hkj https://www.youtube.com/watch?v=m2KLMxyWh9Q https://www.youtube.com/watch?v=5T_Q_VWjZGU (Social and Political Formation and Economy of Vijayanagar Empire)
Course Designed By: Dr. S. Z. NIAZUDEEN, Asst. Prof. of History, Sri Vasavi College, Erode	

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	M	S	M
CO3	S	S	S	M	M	M	S	M	S
CO3	S	S	S	M	M	S	M	S	S
CO4	S	S	S	S	M	S	S	M	S
CO5	S	S	S	M	S	M	S	M	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core – IV		HISTORY OF INDIA 1707 A.D. TO 1858 A.D.	5	-	-	4
Pre-requisite		Elementary knowledge of Indian History	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Trace the establishment of British power in Bengal.						
2. Acquaint the students about the contribution of Warren Hasting’s Administrative reforms in British India.						
3. Make the students to know about the British imperialistic policy in India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the British Administrators and their reforms.					K1
2	Understand the colonial wars and their impact.					K2
3	Apply the constitutional provisions to understand the present political developments.					K3
4	Analyze the role of Dalhousie in modernization in India.					K4
5	Evaluate the social reforms and changes in Indian society.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		MARATHA CONFEDERACY	15 hours			
Maratha Confederacy - Peshwas - Balaji Viswanath - Baji Rao I - Balaji Baji Rao - Third Battle of Panipat.						
Unit:2						
		ADVENT OF EUROPEANS	15 hours			
Advent of the Europeans - English East India Company - Carnatic Wars – Annexation of Bengal - Robert Clive.						
Unit:3						
		WARREN HASTINGS’S ADMINISTRATIVE REFORMS	15 hours			
Lord Warren Hastings - Administrative Reforms - Trial of Warren Hastings - Anglo – Maratha Relations.						
Unit:4						
		COLONIAL ADMINISTRATION	14 hours			
Lord Cornwallis - Permanent Land Revenue Settlement - Anglo-Mysore relations - Lord Wellesley - Subsidiary Alliance - Merits and Demerits.						

Unit:5	COLONIAL ADMINISTRATION	14 hours
Lord Hastings - Reforms - Gurkha War - Pindaris - Lord William Bentinck - Reforms - Lord Dalhousie - Administration - Doctrine of Lapse - Burmese Wars - Revolt of 1857 A.D.- Causes - Course - Results.		
Maps: 1. Carnatic wars, 2. India under Wellesley, 3. India under Dalhousie, 4. The Revolt of 1857.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Mahajan. V.D., <i>An Advanced History of India</i> , Mac Milan, New Delhi, 2002.	
2	Khurana A. L., <i>Modern India (1707 A.D-1967 A.D.)</i> , Lakshmi Narain Agarwal, 2017.	
Reference Books		
1	Bipin Chandra, <i>Modern India</i> , Orient Black Swan, 2018.	
2	Choudhary B. P., <i>History of India</i> , Abhijeet Publication, New Delhi, 2012.	
3	Mahajan V.D., <i>Modern India</i> , S. Chand & Company Ltd, New Delhi, 2012.	
4	Majumdar. R.C & Roy Choudri. H.C, <i>An Advanced History of India</i> , Macmillan Publishers, India Ltd, New Delhi, 1978.	
5	Ramalingam T.S., <i>History of India 1707 to the present Day</i> , TSR Publications, Madurai, 1994.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/The_History_of_British_India	
2	https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf	
3	https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf	
Course Designed By: Prof. S. PANDIYALAKSHMI , Asst. Prof. of History, Sri Vasavi College, Erode		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	S	M	M	S	S
CO3	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	M	M	M	M	S
CO4	S	S	M	S	M	M	S	S	M
CO5	S	S	M	S	S	S	S	M	M

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



Third Semester

Course code		TITLE OF THE COURSE	L	T	P	C
Core – V		HISTORY OF INDIA 1858 A.D. TO 1947 A.D.	4	-	-	4
Pre-requisite		Elementary knowledge of Indian History	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Educate about the emergence of Indian Nationalism.						
2. Inculcate the knowledge about the values cherished in the freedom movement.						
3. Teach the role played by the freedom fighters against the alien rule.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the historical events after Queen’s Proclamation.					K1
2	Understand the factors responsible for emergence of Nationalism.					K2
3	Apply the principles of Ahimsa and Satyagraha.					K3
4	Evaluate the importance to Independence.					K5
5	Analyze the impact of Colonialism.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		BRITISH PARAMOUNTCY			12 hours	
Queen's proclamation 1858 - Lord Canning - Lord Lytton - Lord Ripon - Lord Curzon						
Unit:2		BIRTH OF INDIAN NATIONAL CONGRESS			12 hours	
Birth of Indian National Congress - Moderates and Extremists - Muslim League - Home Rule Movement.						
Unit:3		GANDHIAN ERA			12 hours	
Gandhian Era: Non Co-Operation Movement - Civil Disobedience Movement - Round Table Conferences - Individual Satyagraha - Cripps’s Proposal.						
Unit:4		TOWARDS INDEPENDENCE			11 hours	
Quit India Movement – Indian National Army - Wavell Plan - Cabinet Mission plan – Mountbatten Plan						
Unit:5		FREEDOM FIGHTERS			11 hours	
Indian Independence Act 1947 A.D. - Great Leaders: Gopala Krishna Gokhale, Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabhai Patel, V. O. Chidambaram, Rajaji.						
Maps: 1. India under Lord Lytton, 2. India under Lord Curzon, 3. French and Portuguese settlements in India on the eve of Independence. 4. Partition of India in 1947 A.D.						

Unit:6		Contemporary Issues		2 hours	
Expert lectures, online seminars – webinars					
		Total Lecture hours		60 hours	
Text Book(s)					
1	Keswani. K. B., <i>History of Modern India from 1800 A.D-1984 A.D</i> , Himalaya Publishing House, Bombay, 1985.				
2	Venkatesan G., <i>History of Freedom Struggles in India</i> , Rainbow Publication, Coimbatore, 1985.				
Reference Books					
1	Agarwal. R. C, <i>Constitutional Development of India and National Movement</i> , S. Chand & Carnet, New Delhi, 1986.				
2	Mahajan V. D., <i>History of National Movement in India</i> , S. Chand & Carnet, New Delhi, 1985, Ed-III.				
3	Majumdar R. C., <i>An Advanced History of India Part III</i> , MacMillan, 1988.				
4	Sathianathaier, <i>History of India Vol. III</i> , S. Viswanathan, Madras, 1969.				
5	Sharma S.R., <i>Indian Movement 1857 A.D. – 1947 A.D.</i> , B.R. Publishing Corporation, Delhi, 1988, Ed-1.				
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]					
1	https://en.wikipedia.org/wiki/Indian_independence_movement#:~:text=The%20Indian%20Independence%20Movement%20was,Indian%20independence%20emerged%20from%20Bengal.				
2	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829 Module: 33 to 40				
3	https://en.wikipedia.org/wiki/History_of_the_Indian_National_Congress				
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.					

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	S	M	S	M
CO3	S	S	M	S	M	S	M	M	S
CO3	S	S	S	S	M	S	S	S	S
CO4	S	S	S	S	M	M	S	M	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core – VI		HISTORY OF INDIA FROM 1947 A.D. TO 2000 A.D.	4	-	-	4
Pre-requisite		Basic knowledge of history	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Learn about the history of Modern India in the Post- Independent period and the role of chief architects in building it.						
2. Know about the evolution of the Indian Constitution.						
3. Impart the role of planning commission, five year plans and the development of science and technology in India.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	List out the important events after the post Independence period of India.					K1
2	Understand the foreign policy of India.					K2
3	Apply the ideals of national leader towards a better society.					K3
4	Analyze the economic developments during the congress ministries.					K4
5	Evaluate the National Front government and Kargil war.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		INDIA ON THE EVE OF INDEPENDENCE	12 hours			
Dawn of Independence - Partition of India - Sardar Vallabai Patel - Integration of Princely States - Republican Constitution of 1950 A.D.						
Unit:2						
		NEHRUVIAN ERA	12 hours			
Planning and Development - India's Foreign Policy - NAM - Linguistic Reorganization of Indian states - Growth of Education - Public Service Commission and its Role.						
Unit:3						
		INDIA AFTER NEHRU	12 hours			
Lal Bahadur Sastri -Tashkent Agreement - Indira Gandhi – Reforms - Pokhran-I - Foreign Policy - Emergency.						
Unit:4						
		IMPACT OF EMERGENCY	11 hours			
Janata Party Rule - Morarji Desai - Charan Singh - Rolling Plan - Indira Gandhi's second tenure - Operation Blue Star.						
Unit:5						
		NEW ECONOMIC POLICY	11 hours			
India's Role in World Affairs from 1964 to 1984 - Rajiv Gandhi-National Front government - V.P. Singh- Narasimha Rao - Vajpayee - Pokhran Explosion - Bus Diplomacy.						
Maps:						
1. State Reorganization - 1956 A.D.						
2. India and SAARC						

3. Major ports and Airports in India		
4. Important Dams in India (Bakranangal, Heerakut, Damodar, Krishnaraj Sagar, Mettur Dam, Pykara and Nagarjuna)		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	60 hours
Text Book(s)		
1	Kundra, <i>History of India</i> , Kamal Arora Publishers, New Delhi, 1997.	
2	Phalaksha, <i>History of Modern Period Vol-IV</i> , Shahshi Prakashana, 2013.	
3	Stanley A Wolpert, <i>New History of India</i> , Oxford University Press, 2003.	
Reference Books		
1	Agarwal. R. C, <i>Constitutional Development of India and National Movement</i> , S. Chand & Carnet, New Delhi, 1986.	
2	Bipan Chandra, <i>Modern India</i> , Orient BlackSwan, 2009.	
3	Bipan Chandra, <i>India since Independent</i> , Penguin Publications, 2001.	
4	Keswani. K. B, <i>History of Modern India 1800 A.D.-1984 A.D.</i> , Himalaya Publishing House, Bombay, 1985.	
5	Radhey Shyam Chaurasia, <i>History of Modern India: 1707 A.D. to Upto 2000 A.D.</i> , Atlantic Publishers, New Delhi, 2002.	
6	Thakur, Ramesh, <i>The Government and Politics of India</i> , Houndenville, Macmillan, 1995.	
7	Venkatesan. G, <i>History of Contemporary India</i> , V.C. Publications, Madurai, 2012.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=x7cAW76QoM8	
2	http://ndl.iitkgp.ac.in/	
3	https://en.wikipedia.org/wiki/History_of_the_Republic_of_India	
4	http://egyankosh.ac.in/handle/123456789/20125 Foreign policy of India http://egyankosh.ac.in/handle/123456789/22968	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	S	S	S
CO3	S	S	M	S	M	M	S	S	M
CO3	S	S	S	S	M	S	M	M	S
CO4	S	S	M	S	M	M	M	S	M
CO5	S	S	M	S	S	M	M	M	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Skill Based Subject - I		ORIGIN AND GROWTH OF TOURISM	3	-	-	3
Pre-requisite		Basic knowledge about Tourism	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Enable the students to understand the importance of tourism with focus on origin and growth of Tourism.						
2. Highlight the significance of Tourism						
3. Know the employability in Tourism Industry.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Know about the meaning and concepts of Tourism.					K1
2	Classify the types of tourism.					K3
3	Understand the establishments of WTO, PATA, ITDC, TTDC etc.,					K2
4	Analyze the qualities of a Tourist Guide.					K4
5	Evaluate the contribution of tourism to the development of economy.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		TRAVEL THROUGH AGES	9 hours			
Definition of Tourism - Travel through the Ages - Effects of Tourism - Industrial Development and Balance of payments.						
Unit:2		ELEMENTS & FACTORS PROMOTING TOURISM	9 hours			
Elements of Tourism - Factors promoting Tourism: Hospitality, Travel Agency - Tour operator - Transportation Facilities: Road, Rail, Water and Air - Accommodation.						
Unit:3		TYPES OF TOURISM	9 hours			
Types of Tourism: Pleasure Tourism, Religious Tourism, Sports Tourism, Medical Tourism and Eco - Tourism.						
Unit:4		DOMESTIC TOURISM	8 hours			
Concept of Domestic Tourism - Growth of domestic tourism in India- Benefits of Home Tourism - Role of Hotels in Domestic Tourism - Functions of TTDC.						
Unit:5		INTERNATIONAL TOURISM	8 hours			
International Tourism: Growth and Development - International Economic Activity - Tourism and International Organizations -WTO, PATA, IAEA, ICAO - Functions.						

Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	45 hours
Text Book(s)			
1	Bhatia A.K., <i>Tourism Development, Principles and Practices</i> , Sterling c Publishers (P) Ltd, New Delhi, 2002.		
2	Parveen Sethi, <i>Hand book of Tourism</i> , Anmol Publication, New Delhi, 1999.		
Reference Books			
1	Anand N.M, <i>Tourism and Hotel Industry in India</i> , Sterling Publishers (P) Ltd, New Delhi, 1976.		
2	Anand Ballabh, <i>Fundamentals of Travel And Tourism</i> , Akansha Publishing, 2005.		
3	Bhatia. A. K, <i>Tourism Management and Marketing</i> , Sterling Publishers, Delhi, 1997.		
4	Chistopher J. Holloway, <i>The Business of Tourism</i> , Macdonald and Evans 1983.		
5	Kaul E.H., <i>Dynamics of Tourism</i> , Stosius Inc/Advent Books Division, 1985.		
6	Sharma K. K., <i>Tourism And Culture</i> , Sarup & Sons, 1999.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	http://egyankosh.ac.in/handle/123456789/60069		
2	http://egyankosh.ac.in/handle/123456789/42322		
3	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827 (Tourism P-1, M-01)		
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	M	M	S	M
CO3	S	S	S	M	S	M	S	S	S
CO3	S	S	S	M	S	S	M	M	S
CO4	S	S	S	S	S	S	S	M	S
CO5	S	S	S	M	S	S	S	S	M

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



Fourth Semester

Course code		TITLE OF THE COURSE	L	T	P	C
Core- VII		HISTORY OF TAMIL NADU UPTO 1336 A.D.	4	-	-	4
Pre-requisite		Basic history at School level.	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Teach about the early history of Tamil Nadu and the contribution of Chola, Chera, Pallava and Pandya to the development of Art, Architecture and religion.						
2. Study the Cholas administrative setup and their contribution culture.						
3. Study in detail the socio-economic development of the Second Pandyan Empire.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the social and economic development of people from the Sangam Age.					K1
2	Understand and recognize the administration of the Pallavas and art of making sculpture during that period.					K2
3	Understand the development of art in ancient Tamilagam.					K2
4	Analyse the impact of Malik Kafur's invasion.					K3
5	Apply the ideas and culture of Tamils in their life.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		INTRODUCTION TO TAMILAGAM	12 hours			
Geography - Literary and Archaeological Sources - Pre-History of Tamil Nadu.						
Unit:2		THE SANGAM AGE	12 hours			
The Age of Sangam - Sangam Literature - Thiruvalluvar - a Tamil poet (monograph) - Cheras - Cholas - Pandyas - Administration - Society - Economy - Religion - the Kalabhras.						
Unit:3		THE PALLAVAS	12 hours			
The Pallavas - Origin - Kings - Administration - Pallava conflict with Chalukyas and Pandyas – Art and Architecture - Religion.						
Unit:4		IMPERIAL CHOLAS	11 hours			
Imperial Cholas - Vijayalaya to Kulothunga I - Administration, Art and Architecture - Literature - Society.						
Unit:5		PANDIYA EMPIRE	11 hours			
Pandya Empire - First and Second Pandya Empire - Muslim invasion - Madurai Sultanate – Fine Arts - Literature.						
Unit:6		Contemporary Issues	2 hours			
Expert lectures, online seminars – webinars						
			Total Lecture hours		60 hours	

Text Book(s)	
1	Devanesan. A, <i>History of Tamil nadu</i> , Renu Publications, Marthandam, 1998.
2	Maharajan S., <i>Thiruvalluvar</i> (Tamil poet) - (Monograph), Pp. 96, Reprint 2017, ISBN – 978-81-260-5321-6.
3	Rajayyan. K, <i>Tamil Nadu - A Real History</i> , Ratna Publications, Madurai, 2005.
Reference Books	
1	C. Meenakchi, <i>Administration and Social Life under the Pallavas</i> , University of Madras, Madras, 1938.
2	Neelakanta Sastri K. A., <i>History of South India</i> , Oxford University Press, Delhi, 2002.
3	Pillay K. K., <i>A Social History of the Tamil Nadu: Her People and Culture</i> , Tamil Nadu Course Book: Society, 1977.
4	Manian N.S., <i>History of Tamil Nadu</i> , Annai Publications, Palayamkottai, 1976.
5	Subramanian N., <i>History of Tamil nadu</i> , Koodal Publishers, Madurai, 1976.
6	Srinivasa Aiyangar. P. T, <i>The History of the Tamils</i> , Asian Educational Services, 2001.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://ta.wikipedia.org/wiki/%E0%AE%A4%E0%AE%AE%E0%AE%BF%E0%AE%B4%E0%AE%95_%E0%AE%B5%E0%AE%B0%E0%AE%B2%E0%AE%BE%E0%AE%B1%E0%AF%81
2	https://www.youtube.com/watch?v=YCEXapKqgh8
3	https://www.youtube.com/watch?v=feJRgHRB4NU
Course Designed By: Prof. S. PANDIYALAKSHMI , Asst. Prof. of History, Sri Vasavi College, Erode.	

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	S	S	S	M
CO3	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	M	S	M	M
CO4	S	S	S	S	S	M	S	S	S
CO5	S	S	S	M	S	S	M	S	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core- VIII		HISTORY OF TAMILNADU FROM 1336 A.D. TO 1977 A.D.	4	-	-	4
Pre-requisite		Basic history at school level.	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Know the history of Tamil Nadu.						
2. Learn the socio economic, political and cultural changes in Tamil Nadu.						
3. Make them to learn about the precursor of Indian freedom struggle in Tamil Nadu.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the historical events of the period.					K1
2	Understand the Nayak Rule in Tamil Nadu.					K2
3	Evaluate the establishment of the British rule in Tamil Nadu and evaluate the role of Tamils in Freedom movement					K5
4	Analyze the rise of various Political Parties and contribution of leaders.					K4
5	Create interest on Art and Literature of Tamil Nadu.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	VIJAYANAGARA EMPIRE				12 hours	
Tamil Nadu under the Vijayanagar rulers - Expedition of Kumarakampana - Battle of Talaikkotta.						
Unit:2	TAMIL NADU UNDER THE NAYAKS				12 hours	
Nayaks of Madurai - Nayaks of Tanjore - Nayaks of Jinji - Administration - Art and Architecture - Literature - Religion.						
Unit:3	NAWABS AND OTHER DYNASTIES				12 hours	
Nawabs of Arcot - Rulers of Ramnad, Sivaganga and Pudukkottai.						
Unit:4	EUROPEANS IN TAMILNADU				11 hours	
Europeans in Tamilnadu - Trade centers - Carnatic Wars - Vellore Mutiny - Freedom Movement in Tamilnadu.						
Unit:5	POLITICAL ASPECTS OF TAMIL NADU				11 hours	
Justice Party - E.V. Ramasamy Periyar - Congress Administration: Rajaji - Kamaraj- Bhaktavatsalam - DMK Administration: C. N. Annadurai - M. Karunanidhi - Economic development since Independence - Art and Literature.						
Unit:6	Contemporary Issues				2 hours	
Expert lectures, online seminars – webinars						

		Total Lecture hours	60 hours
Text Book(s)			
1	Krishnaswamy A., <i>Nayaks of Madura</i> , Annamalai University.		
2	Krishnaswamy .A, <i>Tamil Country under Vijayanagar</i> , Annamalai University, 1964.		
3	Rajayyan K., <i>History of Tamilnadu</i> , Raj Publishers, 1982.		
4	Ma. Po. Sivagnanam, <i>History of freedom movement in Tamil Nadu</i> , Tamil University Publication, Thanjavur, 1988.		
5	Subramanian N., <i>Social and Cultural History of Tamilnadu upto 1984</i> .		
Reference Books			
1	Boag G.T., <i>The Madras Presidency</i> , Government Press, 1933		
2	Burton Stein, <i>Vijayanagar</i> , New Cambridge History, 2005.		
3	Caldwell. R, <i>History of Tinnevely</i> , Asian Educational Services, 1989.		
4	Dirks Nicholas, <i>The Hollow Crown Ethno history of an Indian Kingdom (Cambridge South Asian Studies)</i> , Cambridge University Press, 2007.		
5	Mahalingam T.V., <i>Administration and Social life under the Vijayanagar</i> , University of Madras, 1969.		
6	Raju Kalidas, <i>Social and Cultural History of Tamilnadu</i> .		
7	Vaidyanathan K. S., <i>The Ancient Geography of the Kongu Country</i> , Coimbatore, 1983.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/History_of_Tamil_Nadu		
2	https://www.britannica.com/place/Tamil-Nadu/Cultural-life		
3	https://www.britannica.com/topic/Tamil , https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu		
Course Designed By: Prof. M.THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	M	S	M
CO3	S	S	S	S	M	M	S	M	M
CO3	S	S	M	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	M	M
CO5	S	S	S	S	M	M	S	S	S

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

Course code		DISASTER MANAGEMENT	L	T	P	C
Skill Based Subject- II			3	-	-	3
Pre-requisite	Basic knowledge of Disaster at school level.	Syllabus Version	2023-24			
Course Objectives:						
The main objectives of this course are to:						
1. Acquaint the students about the major disaster in history and the importance of disaster management.						
2. Educate about the different kinds of Disasters.						
3. Teach about the preparedness during the emergencies.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important disasters in history and evolution of Disaster Management in India.					K1
2	Understand the social and economic effects of destructions of disasters.					K2
3	Assess the importance of prevention and preparedness before disasters.					K3
4	Identify the issues of Global warming, climate change and pollution.					K4
5	Judge the role of NDMA, SDMA, NDRF, Fire service and Rescue Force and youth during disaster.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6- Create						
Unit:1						
HISTORY OF DISASTERS			9 hours			
Meaning, Nature and Importance of Disaster Management - History of Disasters - Major Natural Disaster in the History of India - Evolution of Disaster Management in India.						
Unit:2						
NATURAL DISASTERS			9 hours			
Classification of Disasters - Wind Related - Storms, Cyclones, Tornados and Tidal Waves - Water Related- Floods - Cloudburst - Excessive Rains and Droughts - Earth Related - Earthquakes, Tsunamis, Avalanches, Landslides, Volcanic Eruptions.						
Unit:3						
MAN MADE DISASTER			9 hours			
Fire-Forest Fire-Oil Fire-Fire Fighting-Industrial Mishaps-Contamination-Terrorist Activities-Ecological-Pollution-Warfare-Conventional, Chemical, Biological, Nuclear.						
Unit:4						
EMERGING CONCERNS			8 hours			
Climate Change-Global Warming-Ozone-Epidemics-Effects of Disasters-Prevention and Mitigation-Preparedness and Response-Warning system.						
Unit:5						
NATIONAL DISASTER MANAGEMENT STRUCTURE			8 hours			
Civil Defence Organisations in India-NDMA (National Disaster Management Authority)-SDMA (State Disaster Management Authority)-Role of NDRF (National Disaster Response Force)- Role of Fire service and Rescue Force-Role of youth in Disaster Management-Relief measures in the aftermath of disasters.						
Unit:6						
Contemporary Issues			2 hours			

Expert lectures, online seminars – webinars	
	Total Lecture hours
45 hours	
Book(s) for Study	
1	Harsh K Gupta, <i>Disaster Management</i> , Sangam Books Ltd., 2003.
2	Vaidyanathan S, <i>A Introduction to Disaster Management: Natural Disasters & Man Made Hazards</i> , Ikon Publication, 2011.
Book (s) for Reference	
1	Pradyumna P Karan &Shanmugam P. Subbaiah, <i>The Indian Ocean Tsunami: The Global Response to a Natural Disaster</i> , University Press of Kentucky, 2010.
2	Government of India, Ministry of Home Affairs, Disaster Management in India, https://www.undp.org/content/dam/india/docs/disaster_management_in_india.pdf
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	http://www.ndrf.gov.in/inland-operations (Rescue and Relief operations of NDRF)
2	http://www.ndma.gov.in/en/
3	https://www.ndma.gov.in/images/policyplan/dmplan/draftndmp.pdf file:///C:/Users/Admin/Desktop/DISASTER%20MANAGEMENT.pdf (National Disaster Mgt. Plan-I)
4	https://www.youtube.com/watch?v=jEJGqu91Lzo https://www.youtube.com/watch?v=GDEE080tgDY (Bhopal Disaster) https://www.youtube.com/watch?v=K-7xtubIdxE (Disaster and Disaster Mgt. in India) https://lecturenotes.in/notes/14515-note-for-disaster-management-dm-by-jntu-



Unit:5		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
II Digital Skills for Employability: (Under Naan Mudalvaan Scheme) (SYLLABUS Link Pasted) http://kb.naanmudhalvan.in/Bharathiar_University_(BU)			25 hours
			Total Lecture hours
			45 hours
Text Book(s)			
1	Harsh K Gupta, <i>Disaster Management</i> , Sangam Books Ltd., 2003.		
2	Vaidyanathan S, <i>A Introduction to Disaster Management: Natural Disasters & Man Made Hazards</i> , Ikon Publication, 2011.		
Reference Books			
1	Pradyumna P Karan & Shanmugam P. Subbaiah, <i>The Indian Ocean Tsunami: The Global Response to a Natural Disaster</i> , University Press of Kentucky, 2010.		
2	Government of India, Ministry of Home Affairs, <i>Disaster Management in India</i> , https://www.undp.org/content/dam/india/docs/disaster_management_in_india.pdf		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	http://www.ndrf.gov.in/inland-operations (Rescue and Relief operations of NDRF)		
2	http://www.ndma.gov.in/en/		
3	https://www.ndma.gov.in/images/policyplan/dmplan/draftndmp.pdf file:///C:/Users/Admin/Desktop/DISASTER%20MANAGEMENT.pdf (National Disaster Mgt. Plan-I)		
4	https://www.youtube.com/watch?v=jEJGqu91Lzo https://www.youtube.com/watch?v=GDEE080tgDY (Bhopal Disaster) https://www.youtube.com/watch?v=K-7xtubIdxE (Disaster and Disaster Mgt. in India) https://lecturenotes.in/notes/14515-note-for-disaster-management-dm-by-jntu-heroes?reading=true Lecture Notes		
Course Designed By: Dr. R.PRAKASH , Assistant Professor in History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	M	M	S	S	M	M
CO3	S	S	S	S	M	S	S	M	S
CO3	S	S	M	M	M	S	M	S	M
CO4	S	S	M	S	M	M	S	M	S
CO5	S	S	M	M	S	S	M	S	S

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



Fifth Semester

Course code		TITLE OF THE COURSE	L	T	P	C
Core- IX		HISTORY OF EUROPE FROM 1789 A.D. TO 1945 A.D.	6	-	-	4
Pre-requisite		Should possess basic historical knowledge on world affairs	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Provoke mankind a desire to live in peace across cultures in harmony.						
2. Teach about the revolutions and the liberal ideas of Modern Europe.						
3. Enable student to understand the formation of nation states and to understand the Political alliances and world after world wars.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember about social movements in Europe and the formation of nation states.					K1
2	Understand about the expansion of imperial powers, the process of colonization, and democratic.					K2
3	Provide opportunities for debates, discussion in small groups, quiz programs and activities requiring to act out the important European events.					K3
4	Analyze the causes for outbreak of the two world wars.					K4
5	Evaluate the efforts of UNO in promoting world peace.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		FRENCH REVOLUTION AND ITS AFTERMATH	18 hours			
French Revolution of 1789 A.D.- Napoleon Bonaparte - The Congress of Vienna-1815 A.D. - Napoleon III.						
Unit:2		UNIFICATION OF ITALY AND GERMANY	18 hours			
Balkan Crisis (1830 A.D.-1870 A.D.) - Crimean War- Unification of Italy - Unification of Germany - Eastern Question.						
Unit:3		FIRST WORLD WAR AND ITS IMPACT	18 hours			
The First World War 1914 A.D. -1918 A.D. - Treaty of Paris, 1920 A.D. - League of Nations - Russian Revolution of 1917 A.D.- Spanish flu and its impact on Europe						
Unit:4		DICTATORSHIP	17 hours			
Dictatorship in Turkey - Dictatorship in Italy - Dictatorship in Germany - Axis Powers.						
Unit:5		SECOND WORLD WAR AND IS	17 hours			
Second World War 1939 A.D.-1945 A.D. - United Nations Organization- European Economic Community- Marvels of Science and Technology.						

Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	90 hours
Text Book(s)			
1	Mahajan V. D., <i>History of Modern Europe since 1789 A.D</i> , S. Chand & Company, 2010.		
2	Rao. B.V, <i>History of Europe 1789 A.D – 2013 A.D</i> , Sterling Publications Pvt. Ltd., 2018.		
3	Thomas P. C., <i>History of Europe 1789 A.D – 1945 A.D</i> , Har Anand Publications, India, 2007.		
Reference Books			
1	Fisher H.A.L., <i>A History of Europe (2 Volumes)</i> , HarperCollins Distribution Services, 1969.		
2	Swain James Edgar, <i>History of World civilization</i> , McGraw-Hill Book Co., 1947.		
3	Taylor J.P., <i>The Struggle for mastery in Europe in 19th and 20th Century</i> , OUP Oxford, 1971.		
4	Vandana Joshi, <i>Modern European History</i> , Pearson Education India, 2016.		
5	Davis. H. A., Revised by Blount D.H.C., <i>An Outline History of the World</i> . New Delhi: Oxford University Press, 1968.		
6	Hobsbawm E.J., <i>The Age of Revolution, 1789 A.D-1848 A.D</i> , Phoenix press, London, 1977.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/65		
2	http://www.gutenberg.org/files/6589/6589-h/6589-h.htm		
3	https://en.wikipedia.org/wiki/History_of_Europe		
Course Designed By: R.PRAKASH , Assistant Professor in History, Sri Vasavi College, Erode			

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	M	S	S	M	M	M
CO3	S	S	S	M	S	M	M	S	S
CO3	S	S	S	S	S	S	S	S	S
CO4	S	M	M	S	M	S	S	M	M
CO5	M	S	M	S	S	M	S	S	M

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core- X		HISTORY OF ENGLAND FROM 1603 A.D. TO 1945 A.D.	6	-	-	4
Pre-requisite		Should possess basic historical knowledge on world affairs	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Acquaint the student about the Modern History of England.						
2. Learn about the Glorious Revolution in England.						
3. Study the impact of Industrial and Agrarian revolutions						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Gain the knowledge of glorious revolution and its effects.					K1
2	Understand the Constitutional development of England.					K2
3	Analyze the importance of development of Cabinet system and it relation with English monarchs.					K4
4	Evaluate the impact of Industrial and Agrarian revolution.					K5
5	Know the role of England in World Wars.					K1
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		LONG PARLIAMENT	18 hours			
James I and his Parliament - Charles I and Eleven years Tyranny - Long Parliament and Civil war - Oliver Cromwell.						
Unit:2		GLORIOUS REVOLUTION	18 hours			
Charles II and Restoration - Glorious Revolution and its effects - Reign of William and Mary - Act of Union with Scotland.						
Unit:3		17 TH AND 18 TH CENTURY ENGLAND	18 hours			
George I and Walpole - George II - George III and American War of Independence - Act of Union with Ireland.						
Unit:4		INDUSTRIAL AND AGRARIAN REVOLUTION	17 hours			
Industrial Revolution - Agrarian Revolution - Reform Act of 1832 A.D. - Victorian Era.						
Unit:5		ENGLAND AND THE WORLD WARS	17 hours			
England and First World War - Statue of West Minister - Abdication of Edward VIII - England and Second World War.						

Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	90 hours
Text Book(s)			
1	Krishnamurthy V. M., <i>History of England</i> , Vijayalakshmi Publications, Mundy, Noyyur 1980.		
2	Trevelyn G.M., <i>History of England</i> , Cambridge University Press, 1951.		
Reference Books			
1	Basil Williams, <i>The Whig Supremacy</i> , Oxford Clarento Press 1964.		
2	Maunce, Powicie, <i>The Thirteenth Century England</i> , Oxford Clarento Press, 1964.		
3	Padmaja Ashok, <i>Social History Of England</i> , Orient Blackswan, 2011.		
4	Simon Schama, <i>A History of Britain, Vol. 2: The Wars of the British, 1603 A.D-1776 A.D.</i> , Miramax, 2001.		
5	Stevem Watson J., <i>The Reign of George III</i> , Oxford Clarento Press 1960.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/History_of_England#:~:text=in%20the%20south%20east.,and%20of%20the%20English%20people .		
2	https://en.wikipedia.org/wiki/George_II_of_Great_Britain		
3	https://en.wikipedia.org/wiki/George_III_of_the_United_Kingdom		
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	M	S	S	S	M	M
CO3	S	S	S	S	S	M	M	M	S
CO3	M	S	M	M	M	S	S	S	M
CO4	S	M	S	S	S	M	S	S	M
CO5	M	S	M	M	M	M	M	M	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core- XI		HISTORY OF USA UPTO 1865 A.D.	6	-	-	4
Pre-requisite		Basic knowledge of World History	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Give insight on Colonization and Independence of USA.						
2. Provide knowledge on federal constitution						
3. Enable students to understand various democratic ideas						
4. Impart knowledge on slavery and its impact						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand about the effects of the colonization of USA.					K2
2	Analyze the causes and significance of American War of Independence.					K4
3	Infer the making of American Constitution.					K2
4	Perceive various democratic practices.					K4
5	Dissent the system of slavery and racism.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		COLONIZATION IN AMERICA	18 hours			
Physical Features-Impact of Geography-Exploration: Portuguese, Spanish, French, English - Colonization.						
Unit:2						
		AMERICAN WAR OF INDEPENDENCE	18 hours			
Anglo-French Rivalry-Seven Years War-American War of Independence: causes, course and results and its significance.						
Unit:3						
		MAKING OF THE CONSTITUTION	18 hours			
Making of the Constitution -Formation of Confederation-Philadelphia Convention-Framing of the Constitution.						
Unit:4						
		EVOLUTION OF AMERICAN DEMOCRACY	17 hours			
Evolution of American Democracy-Federalists: Jeffersonianism, Jacksonianism-Rise of Political Parties- The War of 1812- Monroe Doctrine.						
Unit:5						
		ISSUE OF SLAVERY	17 hours			
Westward Expansion-Manifest Destiny-Mexican War-Slavery and its Abolition Movement, the Civil War.						

Unit:6		CONTEMPORARY ISSUES	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	90 hours
Text Book(s)			
1	Majumdar R. C. and Srivastava. A.L., <i>History of United States of America</i> , 5 th ed, <u>Surjeet Publications</u> , 2017.		
2	Subramanian N., <i>A History of the USA</i> , 3 rd ed, Ennes Publications, Udumalpet, 2006.		
Reference Books			
1	Beard Charles. A& Mary R. Beard, <i>New Basic History of the United States</i> , Doubleday & Co., 1960		
2	Bernard Bailyn, Robert Dallek, David Davis, David Donald, John Thomas, <i>The Great Republic: A History of the American People</i> , Volume I, 4 th ed, Cengage Learning, 1991.		
3	Elson H. W., <i>History of the United States of America</i> , Macmillan, 1913.		
4	Hill C.P., <i>A history of the United States</i> , Edward Arnold, 1942.		
5	Parkes H.B., <i>The United States of America: A History</i> , Knopf, 1953		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/History_of_the_United_States		
2	https://www.youtube.com/watch?v=cW2v2TR1i8U		
3	https://en.wikipedia.org/wiki/American_Revolutionary_War		
Course Designed By: Prof. Shangameshwaran, Head & Assistant Professor, Chikkanna Government Arts College, Erode.			

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	M	M	M	M	M	S	S	M	M
CO3	S	S	S	S	S	S	M	S	S
CO3	S	S	S	M	M	S	M	M	S
CO4	S	S	S	S	S	M	S	M	S
CO5	M	M	M	M	M	M	S	S	M

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core- XII		INDIA AND HER NEIGHBOURS	5	-	-	4
Pre-requisite		Basic knowledge of World History	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Learn the foreign policy of India.						
2. Know the diplomatic relationship of India with the neighbouring countries.						
3. Impart the economic and cultural relations with neighbouring countries.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the features of India's foreign policy.					K2
2	Identify the problems and challenges of India with neighbouring countries.					K5
3	Get the knowledge of the role of Indira Gandhi in the liberation of Bangladesh.					K1
4	Evaluate the ethnic issues of Sri Lanka.					K5
5	Analyze the role of various organizations in maintaining good relations with neighbouring countries.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		GENESIS OF INDIAN FOREIGN POLICY			15 hours	
Genesis of India's Foreign policy - Features - Nehru's Foreign Policy – India-China relations - Economic Co-operation.						
Unit:2		INDO-PAK RELATIONS			15 hours	
India-Pakistan diplomatic relations - Tashkant Agreement - Bus diplomacy						
Unit:3		LIBERATION OF BANGLADESH			15 hours	
Smt. Indira Gandhi - Liberation of Bangladesh - Commercial relations.						
Unit:4		INDO-SRI LANKAN RELATIONS			14 hours	
India-Sri Lanka - Historical relations - Ethnic issue - Nepal - Bhutan - Afghanistan.						
Unit:5		INDIA'S ROLE IN WORLD PEACE			14 hours	
NAM - SAARC - India's Nuclear Policy - India as a Champion of World Peace and Justice.						
Unit:6		Contemporary Issues			2 hours	
Expert lectures, online seminars – webinars						
		Total Lecture hours			75 hours	

Text Book(s)	
1	Jayapalan N, <i>India and Her Neighbours</i> , Atlantic Publishers & Distributors Pvt Ltd., 2000.
2	Mohammed Badrul Alam, <i>India And Her Neighbours: Towards A Proactive Partnership</i> , Kalpaz Publications, 2015.
Reference Books	
1	Gurucharandas, <i>India Unbound</i> , Penguin Publications, New Delhi, 2008.
2	Jawaharlal Nehru, <i>Discovery of India</i> , Govt. of India Publications, New Delhi, 1957.
3	Newspapers, The Hindu, The Times of India, The Indian Express and Dinamani.
4	<u>Palme Dutt</u> R., <i>India Today</i> , Read Books, 2006.
5	Trivedi Ramesh, <i>India's Relations with Her Neighbours</i> , Isha Books, 2008.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	http://egyankosh.ac.in/handle/123456789/54636
2	http://egyankosh.ac.in/handle/123456789/55997
3	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29 (India's Foreign Policy, M1 TO M29)
Course Designed By: Prof. M. Thangavel, Asst. Prof. of History, Sri Vasavi College, Erode.	

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	M	M	M
CO3	S	S	S	S	M	S	S	M	M
CO3	M	M	M	S	S	M	M	S	S
CO4	S	S	S	M	M	S	S	M	S
CO5	S	S	S	S	M	S	S	S	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Skill Based Subject- III		COMPUTER APPLICATION IN HISTORY (INDUSTRY-4.0)-I	3	-	-	3
Pre-requisite		Basic knowledge in Computer	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Acquaint the students about the generations of Computers.						
2. Educate about the components of Computers.						
3. Teach about the softwares, hardwares and recent trends (4.0).						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remembers the components of computers.					K1
2	Understand the utilization of input and output devices.					K2
3	Apply the knowledge of computer in the practical utilization.					K3
4	Analyze various tools and operations of Computer.					K4
5	Kindle interest on Internet of Things.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		HISTORY OF COMPUTERS			9 hours	
Introduction to computer - Generation of computers.						
Unit:2		CLASSIFICATION OF COMPUTER			9 hours	
Classifications of computer - Analog, Digital and Hybrid Computers						
Unit:3		HARDWARE			9 hours	
Computer Organization: CPU and Memory Organization - RAM - Types of Random Access Memories - ROM - Types of Read only Memory - Other types of Memories.						
Unit:4		INPUT AND OUTPUT UNITS			8 hours	
Input/output units - Driver - Recorder - Printer - Cathode Ray Tube - Key board and Terminals - MICR, OCR, Scanners Mark sensor.						
Unit:5		SOFT WARE			8 hours	
Software - System software Application software - Uses of computer in the study of History-Online Classes - Apps - Conduct of Webinar and Conference - History of 4.0 - Introduction to Internet of Things.						

Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	45 hours
Text Book(s)		
1	Rapidex computer courses.	
2	Peter Norton, <i>Introduction to Computers</i> , McGraw Hill Education, 2017.	
3	Subramanian C.S., <i>Introduction to Computer and Foundations</i> .	
Reference Books		
1	Donalo H. Sanders, <i>Computer Today</i> , McGraw-Hill Companies, 1987.	
2	Taxali R. K., <i>PC Software made simple IV edition</i> , McGraw Hill Education, 2017.	
3	Sinha P. K., <i>Computer Fundamentals</i> , BPB Publications, 2004.	
4	Dr. Subramanian N., <i>Computer Genesis, Programming, Software Applications</i> .	
5	Subramanian N., <i>Computers</i> McGraw Hill Education India Pvt. Ltd., 2001.	
6	Dr. Kaliraj P., Dr. Devi T., <i>Higher Education for Industry 4.0 and Transformation to Education 5.0</i> , 2020.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/History_of_software	
2	https://en.wikibooks.org/wiki/History_of_Computers/Applications_Development_History	
3	https://prezi.com/vwsvnkjmidq9/the-history-of-computers-and-computer-applications/?frame=c26681e681d90a98e37cc4061c271a6e3745f312	
Course Designed By: Dr.S.Z.NIAZUDEEN, Assistant Professor in History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	M	S	M	M
CO3	S	S	M	S	M	M	S	S	S
CO3	S	S	S	S	M	S	M	M	S
CO4	S	S	S	S	M	M	S	S	S
CO5	S	S	S	S	M	S	M	S	M

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



Sixth Semester

Course code	TITLE OF THE COURSE		L	T	P	C
Core- XIII	WORLD HISTORY FROM 1945 A.D. TO 2000 A.D.		6	-	-	4
Pre-requisite	Basic knowledge of World History		Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Know about the concept of Polar Politics and Diplomacy.						
2. Impart the knowledge about the establishment of UNO and its role in world peace.						
3. Teach about the importance of disarmament to world peace.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Know the role of UNO in establishing World Peace.					K1
2	Understand the nature of the balance of power, regional alliances, the UNO and its achievements.					K2
3	Analyze the causes for world wars and conditions of peace.					K4
4	Understand the Cold War between capitalist and communist blocks.					K2
5	Evaluate the need for disarmament to world peace.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	COLD WAR				18 hours	
Bipolar - Multi polar - Unipolar- Détente - Regional Arrangements and World Peace- NATO - CENTO - SEATO -WARSAW.						
Unit:2	ROLE OF UNO IN WORLD PEACE				18 hours	
The U.N.O - Organs - Specialized Agencies Achievements - Collective Security - U.N. Settlement of International Disputes.						
Unit:3	NUCLEAR DISARMAMENT				18 hours	
Nuclear Disarmament - NTBT - Nuclear Non-Proliferation Treaty - CTBT SALT I and SALT II Bacteriological Toxin Warfare.						
Unit:4	ORGANIZATION OF AFRO-ASIAN COUNTRIES				17 hours	
Organization for African Unity-Contribution of Nelson Mandela - Palestinian Issue-Arab-Israel War Oil Crisis-Iran-Iraq war implications.						
Unit:5	OTHER ORGANISATIONS				17 hours	
Common Wealth of Nations - ASEAN - SAARC Summits - BRICS.						

Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	90 hours
Text Book(s)			
1	Jayabalan N., <i>History of Europe</i> , Atlantic Publishers And Distributors Pvt Ltd, 1999.		
2	Rao B. V., <i>World History</i> , Sterling Publishers Pvt Ltd-New Delhi; 2nd Edition (2012), 1984.		
3	Ramalingam T.S., <i>History of Modern Europe from 1789 to present day</i> , TSR Publications, 1983.		
Reference Books			
1	Gupta Ramesh, <i>Contemporary World since 1939</i> , Surjeet Publications, New Delhi.		
2	Kurushresthra. K. K, <i>A Short History of International Relations</i> .		
3	Nayak P. K., <i>History of the Twentieth Century World (1945 A.D-2000 A.D)</i> , Kalpaz Publications (2017).		
4	Palmer & Perins, <i>International Relations</i> , CBS Publishers & Distributors, 2001.		
5	Sharma .R, <i>Organs of International Relations</i> .		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/Cold_War		
2	https://www.un.org/en/about-un/		
4	https://en.wikipedia.org/wiki/Disarmament		
Course Designed By: Dr. R. Shangameshwaran, Asst. Prof. of History, Chikkanna Govt. Arts College, Tiruppur.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S
CO3	S	S	M	M	S	M	S	S	S
CO4	S	S	S	S	S	S	S	M	M
CO5	S	S	M	S	S	M	S	S	M

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

SEMESTER VI

Course code		TITLE OF THE COURSE	L	T	P	C
Core- XIV		HISTORY OF USA 1865 A.D. TO 1990 A.D.	6	-	-	4
Pre-requisite		Basic Knowledge in World History	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Enable student to learn the history of the U.S.A.						
2. Make the student know about the sufferings of the Negroes.						
3. Learn the importance of emergence of the U.S.A. as a super power.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important historical events in the U.S.A.					K1
2	Understand the sufferings of Negroes and support against apartheid.					K2
3	Apply the reforms of F. D. Roosevelt.					K3
4	Analyze the merits and demerits of the foreign policy of the U.S.A.					K4
5	Evaluate the role of U.S.A. in the Cold War.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	CIVIL WAR AND RECONSTRUCTION					18 hours
America after Civil war - Reconstruction - Presidential - Congressional – Radical - Black Reconstruction - Emancipation of the Negroes.						
Unit:2	RISE OF BIG BUSINESS					18 hours
Rise of Big Business-Railroad - Oil and Steel - John D. Rockefeller - Andrew Carnegie - Populist Movement.						
Unit:3	AMERICAN IMPERIALISM					18 hours
Urbanization and its impact - Growth of American Imperialism - The Spanish American War - Theodore Roosevelt - William Howard Taft - Woodrow Wilson - America and First World War						
Unit:4	THE U.S.A. BETWEEN WORLD WARS					17 hours
The Great Crash - F. D. Roosevelt and New Deal - America and Second World War						
Unit:5	THE U.S.A AND COLD WAR					17 hours

Truman - Cold War and its impact - D. Eisenhower - Nixon - Water Gate Scandal - General Ford - Jimmy Carter - Ronal Reagan - George - H.W-Bush and Gulf War.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	90 hours
Text Book(s)		
1	David A. Shannon, <i>Twentieth Century America, The progressive Era Vol. I</i> , Rand Mc MNolly, 1977.	
2	Majumdar and Srivatsava. A.L., <i>History of the United States of America</i> , SBD, Publications, 2001.	
3	Subramanian N., <i>History of the United States of America</i> , Ennes publications, Madurai, 1990.	
Reference Books		
1	Bernard Bailyn, <i>The Great Republic</i> , DC Heath & Co, Edition: 3, 1985.	
2	David B. Davis, <i>The Problem of Slavery in the Age of Revolution</i> , OUP USA, Subsequent edition, 1999.	
3	Lee Benson, <i>The Concept of Jackson Democracy</i> , Princeton University Press, 2015.	
4	Foster Rhea Dulles - <i>The United States since 1865 AD</i> , University of Michigan, 1969.	
5	Krishnamurthi, <i>History of the United States of America</i> , 1492-1965, Madurai Printers, Madurai, 1980.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/History_of_the_United_States_(1865%E2%80%931918)	
2	https://en.wikipedia.org/wiki/United_States_in_World_War_I	
3	https://en.wikipedia.org/wiki/Military_history_of_the_United_States_during_World_War_II	
Course Designed By: Dr. S. Z. Niazudeen, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	S	S	M	M	M
CO3	S	S	M	S	M	S	S	M	S
CO3	S	S	S	M	S	M	S	M	S
CO4	S	S	S	S	S	S	M	S	M
CO5	S	S	M	M	M	M	S	S	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Core- XV		APPLIED HISTORY FOR CIVIL SERVICE EXAMINATIONS	5	-	-	4
Pre-requisite		A basic knowledge about Indian and world history	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Equip students with widespread knowledge about Indian and world history						
2. Train students opting for history as optional subject for civil service examination.						
3. Furthermore enhance the scope and employability of students.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the Indian and global events in history.					K1
2	Understand history subject and opt it as an optional subject in civil service examination.					K2
3	Apply the acquired knowledge to successfully qualify in civil service examination.					K3
4	Scrutinize all the fact and information for competitive examinations.					K4
5	Evaluate his/her capability of answering to multiple choice questions in competitive exam.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		ANCIENT INDIA			15 hours	
Pre historic India - Indus Valley Civilization - Early Vedic & Later Vedic India - Mauryas - Kushanas - Guptas – Cholas						
Unit:2		MEDIEVAL INDIA			15 hours	
Aibak - Illutmish - Alauddin khaliji- Mohammed bin Tuglaq - Lodi's reign - Akbar - Shah Jahan - Aurangzeb - Administrative Systems - Society.						
Unit:3		MORDERN INDIA			15 hours	
India under East India Company's Rule - The Great Revolt of 1857- Socio - Religious Reform Movements in the19th century India - India's Freedom Movement - Gandhian Era-Dawn of Indian Independence						
Unit:4		WORLD HISTORY			14 hours	
First World War - Russian Revolution- League of Nations - Rise of Fascism and Nazism -Second World War - Causes – Results						

Unit:5	CONTEMPORARY WORLD	14 hours
U.N.O and its role in World Peace. Cold Wars - Super Powers - Regional Security Agreements - NATO, SEATO and Warsaw Pact) -Growth of Atomic Weapons - Missiles - Peace Efforts - Fall of Socialist States - Liberalization - Globalization - World Today		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Agarwal J. C., <i>Ancient India</i> , S Chand & Company, 2017.	
2	Sathish Chandra, <i>Essays on Medival Indian history</i> , Oxford University Press, 2004.	
3	Aggarwal R. C., <i>Indian freedom struggle</i> .	
4	Krishna Reddy, <i>World history for civil service Examination</i> , McGraw Hill Education, 2017.	
Reference Books		
1	Bhasham A.L., <i>Wonder that was India</i> , Picador, Indian ed, 2004.	
2	Chandra Bipan , Mukherjee, Mridula, Mukherjee, Aditya, Mahajan, Sucheta, Panikkar K. N., <i>India's Struggle for Independence</i> . New Delhi: Penguin Books	
3	Jawaharlal Nehru, <i>Glimpses of world history</i> , Penguin India; 1 edition, 2004.	
4	Mahajan V. D., <i>History of Medieval India</i> , S Chand, Eleventh edition, 1991.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.youtube.com/watch?v=JWJLpLQMIH8	
2	https://ndl.iitkgp.ac.in/homestudy/humanities	
3	http://www.gutenberg.org/files/6589/6589-h/6589-h.htm	
4	http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/65	
Course Designed By: Prof. R.PRAKASH , Assistant Professor in History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	M	M	S	M	M	M
CO3	S	S	M	M	M	M	M	S	S
CO3	S	S	S	M	M	S	S	S	S
CO4	S	S	S	S	M	M	S	S	M
CO5	S	S	S	M	S	M	S	S	S

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

Course code		TITLE OF THE COURSE	L	T	P	C
Skill Based Subject-IV		COMPUTER APPLICATION IN HISTORY - II (PRACTICAL)	-	-	3	2
Pre-requisite		Basic practical knowledge of Computers	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Acquire the practical knowledge of Computer Application.						
2. Learn the application of computer knowledge in Information systems and Multimedia						
3. Educate the use of computers in searching e-resources of History.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember short cut keys and learn the speedy operation of computers					K1
2	Understand the utilization of internet.					K2
3	Apply his computer knowledge in searching educational resources.					K3
4	Analyze the concept of working of M.S. Office, M.S Word and Excel.					K4
5	Able to create Web pages.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	MICROSOFT WINDOWS					9 hours
Introduction to Microsoft Windows.						
Unit:2	M.S.OFFICE AND EXCEL					9 hours
M. S. Office - M.S. Word - Creating Web pages – Excel.						
Unit:3	MULTIMEDIA					9 hours
Automation and Information system - Multimedia - E-mail system - Fax.						
Unit:4	INTERNET					8 hours
Internet - Introduction to Internet - Resources of the Internet Top - Level Domains.						
Unit:5	HISTORY AND COMPUTERS					8 hours
Use of internet in History using the Web - Search Engines - Reading a Historical Web pages.						
Unit:6	Contemporary Issues					2 hours
Expert lectures, online seminars – webinars						
					Total Lecture hours	45 hours

Text Book(s)	
1	Subramanian N., <i>Computers</i> , McGraw Hill Education India Pvt Ltd, 2001.
2	Subramanian C.S., <i>Introduction to Computer and Foundations</i> .
Reference Books	
1	Donalo H. Sanders, <i>Computer Today</i> , McGraw-Hill, 1988.
2	Dr. Subramanian N., <i>Computer Genesis, Programming, Software Applications</i> .
3	Taxali R. K., <i>PC Software made simple IV edition</i> , <u>Tata Mcgraw Hill Publishing Co Ltd</u> , 2015.
4	Rapidex computer courses.
5	Scott D. James, <i>Introduction to the Internet</i> , Prentice Hall, 2000.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://en.wikibooks.org/wiki/Computers_for_Beginners/The_Basics
2	https://www.youtube.com/watch?v=S-nHYzK-BVg
4	https://www.tutorialspoint.com/basics_of_computer_science/basics_of_computer_science_multimedia.htm
Course Designed By: Dr. S. Z. NIAZUDEEN , Assistant Professor of History, Sri Vasavi College, Erode.	

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	M	S	M	M
CO3	S	S	M	S	M	S	S	M	S
CO3	S	S	S	S	M	M	S	S	S
CO4	S	S	M	S	M	S	S	S	S
CO5	S	S	M	S	M	M	S	S	S

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

Three hours practicals per weekLab

Ms Office – Word

1. Prepare an Error Free Document
2. Prepare a Document
3. Prepare the Tables
4. Prepare a Document in Newspaper column Layout
5. Perform Mail Merge operation
6. Create a web page
7. Create an Excel Sheet

The following Allied subjects are to be offered:

ALLIED SUBJECTS

FIRST YEAR – FIRST SEMESTER / SECOND YEAR - THIRD SEMESTER

1. Constitutional History of India from 1773 A.D. to 1892 A.D.-I

or

2. Principles of Government

or

3. General Economics - 1

or

4. Principles of Political Science -I

FIRST YEAR – SECOND SEMESTER / SECOND YEAR - FOURTH SEMESTER

1. Constitutional History of India from 1892 A.D. to 1950 A.D. -II

or

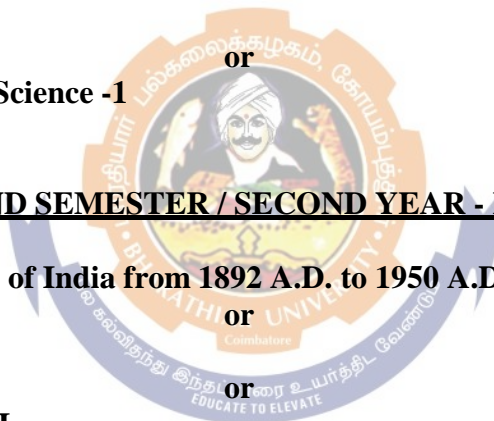
2. Indian Constitution

or

3. General Economics - II

or

4. Principles of Political Science - II.



List of Elective subjects (Colleges can choose any one of the subject as electives)

Elective - I (For Semester-V)	A. Archaeology B. Human Resource Management C. Tourist Centres in India and Abroad
Elective - II (For Semester-VI)	A. Introduction to Journalism and Mass Communication B. Indian Cultural Heritage C. Public Administration
Elective - III (For Semester-VI)	A. Tourism in Tamil Nadu B. Sociology C. Geography

II. PASSING MAXIMUM AND MINIMUM MARKS FOR COMPREHENSIVE EXTERNAL EXAMINATIONS(CEE)

- 1. DIGITAL SKILLS FOR EMPLOYABILITY (UNDER NAAN MUDALVAAN SCHEME).**
- 2. EMPLOYABILITY READINESS (UNDER NAAN MUDALVAAN SCHEME)**

MAXIMUM MARKS	Continuous Internal Assessment (CIA)		Comprehensive External Examinations (CEE)	
	Max. Marks	Passing Minimum Marks	Max. Marks	Passing Minimum Marks
50	25	-	25	-

Naan Mudhalvan Course: CEE will be assessed by Industry for 25 marks and CIA will be done by the course teacher

BHARATHIAR UNIVERSITY: COIMBATORE
ALLIED SUBJECT
(For B.A. Economics / Defence Studies Candidates)
HISTORY OF INDIA FROM 1600 AD TO 1857 AD - I
WITH EFFECT FROM 2007-2008 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied-		HISTORY OF INDIA FROM 1600 A.D. TO 1857 A.D.	6	-	-	4
Pre-requisite		Basic knowledge in History at school level	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Provide Knowledge about the Portuguese, Dutch, English, French and Danes who came to India.						
2. Make students to understand the policy of English East India Company.						
3. To acquaint the students about the causes for the defeat of the French and the success of the English.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Know the effects of the coming of the Europeans in India.					K1
2	Recall the importance of European settlements in India.					K1
3	Understand the achievements of the Portuguese in India.					K2
4	Describe the causes for the outbreak of Carnatic Wars.					K4
5	Recognize the magnificent Governor generals.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	COMING OF THE EUROPEANS					18 hours
Coming of the Europeans: Portuguese - French East India Company - English East India Company.						
Unit:2	ANGLO – FRENCH RIVALRY					18 hours
Anglo - French Rivalry: Carnatic Wars - Establishment of British power in Bengal - Battle of Plassey-1757 - Battle of Buxar-1764.						
Unit:3	GOVERNOR GENERALS					18 hours
Lord Warren Hastings - Lord Cornwallis - Lord Wellesley - Lord William Bentinck.						
Unit:4	REVOLT OF 1857					17 hours
Dalhousie - Doctrine of Lapse - Revolt of 1857 - Queen's Proclamation.						

Unit:5		CONSTITUTIONAL DEVELOPMENT	17 hours
Constitutional Development: Regulating Act- 1773 - Pitt's India Act- 1784, Charter Act of 1813, Charter Act of 1833 and 1853.			
Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	90 hours
Text Book(s)			
1	Ramalingam T.S., <i>History of Modern India 1707 to present day</i> , TSR Publications, Madurai, 1983.		
2	William Andrew Pettigrew, Mahesh Gopalan, <i>The East India Company, 1600A.D-1857A.D: Essays on Anglo-Indian Connection</i> , Routledge Taylor & Francis Group, 2017.		
Reference Books			
1	Bipin Chandra, <i>Modern India</i> , Orient Black Swan, 2018.		
2	Choudhary. B. P, <i>History of India</i> , Abhijeet Publication, New Delhi, 2012.		
5	Grover, B.L.A New Look on Modern Indian History, reprint, S. Chand & Co, 1998.		
4	Mahajan V.D., <i>Modern India</i> , S. Chand & Company Ltd, New Delhi, 2012.		
5	Majumdar. R.C & Ray Chaudhuri H.C, <i>An Advanced History of India</i> , Macmillan Publishers, New Delhi, 1978.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/Company_rule_in_India		
2	https://en.wikipedia.org/wiki/Carnatic_Wars		
3	https://en.wikipedia.org/wiki/List_of_governors-general_of_India		
4	https://www.youtube.com/watch?v=ataW-bloIEY		
Course Designed By: Prof. M. THANGAVEL , Assistant Prof. of History, Sri Vasavi College, Erode			

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	M	M	S
CO3	S	S	S	S	S	M	S	M	S
CO3	S	S	S	S	S	M	S	M	S
CO4	S	S	S	S	S	S	M	S	S
CO5	S	S	M	S	M	S	S	S	M

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

BHARATHIAR UNIVERSITY: COIMBATORE
ALLIED SUBJECT
(For B.A. Economics / Defence Studies Candidates)
HISTORY OF INDIA 1858 A.D. TO 1964 A.D. - II
WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied-		HISTORY OF INDIA FROM 1858 A.D. TO 1964 A.D.-II	6	-	-	4
Pre-requisite		Basic knowledge in History at school level	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Study the history of British India under Viceroyalties.						
2. Impart the Freedom struggles of great leaders.						
3. Realize the importance of Indian Independence from British.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Recall the role of Freedom Fighters in the freedom movement.					K1
2	Understand the Gandhian Principles which paved the way to freedom in India.					K2
3	Identify Tamil Nadu as a pioneer in the freedom movement.					K3
4	Analyze the working of social movements to reform the society.					K4
5	Estimate the role of Nehru and Kamaraj as the Makers of the Modern India.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	VICEROYS					18 hours
Administration of Lord Canning - Lord Lytton - Lord Ripon - Lord Curzon						
Unit:2	FREEDOM STRUGGLE					18 hours
Foundation of Indian National Congress - Moderates - Extremists - Home Rule Movement.						
Unit:3	GANDHIAN ERA					18 hours
Non Co-operation movement - Civil Disobedience Movement - Quit India Movement - Subash Chandra Bose and INA.						
Unit:4	FREEDOM FIGHTERS OF TAMIL NADU					17 hours
VOC - Rajaji - Subramania Siva - E.V. Ramasamy – Social Reform movements.						

Unit:5	INDIA SINCE INDEPENDENCE	17 hours
Nehru Era - Integration of Indian States, Tamil Nadu under Kamaraj's Chief Ministership.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	90 hours
Text Book(s)		
1	Agarwal R.C, <i>Constitutional History of India and National Movement</i> ,S. S. Chand & Carnet, New Delhi, 1986. Ed-I	
2	Mahajan V.D, <i>History of National Movement in India</i> , S. S. Chand & Carnet, NewDelhi,1985,Ed-III	
Reference Books		
1	Krishnamurthy B., <i>History of Tamil Nadu</i> , Palayankottai.	
2	Joshi D.L. and Gholkar S.V., <i>History of Modern India, 1800 AD to 1964 AD</i> , S. Chand & Co. Ltd., 1980.	
3	Venkatesan G., <i>History of Freedom Struggle in India</i> , VC Publications, Rajapalayam, 2018.	
4	Majundar R.C., <i>Freedom Movement in India</i> , Bharathiya Vidhya Bhavan Series, Bombay, South Asia Books, 1988.	
5	Sathianathaier, <i>History of India Vol.III</i> , S. Viswanathan, Madras, 1969,	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Indian_independence_movement	
2	https://www.slideshare.net/yashwanth6966/mahatma-gandhi-54366079	
3	https://en.wikipedia.org/wiki/Indian_independence_movement_in_Tamil_Nadu	
Course Designed By: Prof. M. THANGAVEL, Assistant Prof. of History, Sri Vasavi College, Erode		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	M	S	M
CO3	S	S	M	S	S	M	M	S	M
CO3	S	S	S	M	M	S	S	M	S
CO4	S	S	M	S	M	M	S	S	M
CO5	S	S	S	M	S	M	S	M	S

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

BHARATHIAR UNIVERSITY : COIMBATORE

ALLIED SUBJECT

(Allied subject for History / Economics/ Defence Studies major subjects)

PRINCIPLES OF POLITICAL SCIENCE - I

WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied		PRINCIPLES OF POLITICAL SCIENCE – I	6	-	-	4
Pre-requisite		Basic knowledge in Social Science	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Deal with basic concepts and ideas of Political Science.						
2. Teach the elements and theories of states.						
3. Make the students to understand that political groups form the government.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the theories and principles of Political science.					K2
2	Analyze the theory of origin and functions of the states.					K4
3	Know the Power theory of Sovereignty.					K1
4	Evaluate the powers and function of states.					K5
5	Create interest in participating in the elections.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		PRINCIPLES OF POLITICAL SCIENCE	15 hours			
Meaning, Nature and Scope of Political Science, Methodology of Social Sciences.						
Unit:2		ELEMENTS & FUNCTIONS OF THE STATE	15 hours			
State – Definition; Characteristics, Elements of the state; Association and Community; Functions of the State.						
Unit:3		THEORIES OF STATE	15 hours			
Theories of Origin of the state - Social Contract Theory; Force Theory; Evolutionary theory.						
Unit:4		THEORIES OF SOVEREIGNTY	14 hours			
Sovereignty; Kinds of Sovereignty; Power Theory of Sovereignty. Powers and Authority- Limits of State Authority.						

Unit:5	POLITICAL GROUPS	14 hours
Groups of Political obligation - Various theories.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Kapur A.C. , <i>Principles of Political Science</i> , S Chand & Company, 1987.	
2	Ruphael D. D, <i>Problems of Political Philosophy</i> , Chapters 1, 2, 3 and 4, Palgrave Pub Humanities Press, 1970.	
Reference Books		
1	Gilchrist R. N., <i>Principles of Political Science</i> , Longmans, Green And Co, 1921.	
2	Johari J. C., <i>Principles of Modern Political Science</i> , Sterling Publication, 1989.	
3	Mahajan V. D., <i>Principles of Political Science</i> , S. Chand & Company, 1970.	
4	Pickles D M, <i>An Introduction to Politics</i> , Chapters 1, 2, 3 and 4, Methuen young books, 1964.	
5	Urmila Sharma and S.K. Sharma , <i>Principles and Theory in Political Science</i> , Atlantic Publishers & Dist, 2000.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.politicalsciencenotes.com/political-science/political-science-definition-theory-nature-and-scope/711	
2	https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories-political-science/1513	
3	https://iep.utm.edu/poli-obl/	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	S	S	M	S	M
CO3	S	S	M	S	S	M	S	M	M
CO3	S	S	M	S	M	M	M	S	M
CO4	S	S	S	S	M	S	S	M	S
CO5	S	S	M	S	S	S	S	M	S

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

BHARATHIAR UNIVERSITY: COIMBATORE
ALLIED SUBJECT
(For B.A. History/ History and Tourism)
PRINCIPLES OF POLITICAL SCIENCE - II
WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied		PRINCIPLES OF POLITICAL SCIENCE – II	6	-	-	4
Pre-requisite		Basic knowledge in Political Science	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Teach the theories of fundamental rights and duties.						
2. Make the students to know the concept of Liberty.						
3. Make the students to acquire knowledge of Right to Justice.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Gain knowledge on Theories of Fundamental Rights and Duties.					K1
2	Understand to live according to the constitution.					K2
3	Know the main concepts of Equality and how people should be equally treated.					K3
4	Analyze that Democratic importance in the forming of Government.					K4
5	Create new ideas on International democracy.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	THEORIES OF FUNDAMENTAL RIGHTS AND DUTIES				15 hours	
Rights - Theories of Rights - Fundamental and Constitutional Rights; Rights and Duties.						
Unit:2	RIGHT TO LIBERTY				15 hours	
Liberty - Meaning - Kinds - Concepts - Liberty and Law, Liberty and Authority.						
Unit:3	RIGHT TO EQUALITY				15 hours	
Equality - Kinds - Concepts - Liberty and Equality; Marxist View on Liberty and Equality. Justice and Equality.						
Unit:4	RIGHT TO JUSTICE				14 hours	
Justice - Meaning - Nature - Kinds - Equality and utility Morality - Law and Morality.						

Unit:5	DEMOCRATIC GOVERNMENT	14 hours
Democracy, Direct and Indirect Democratic Heads - Democratic Government - Democracy in International Society.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Kapur A.C. , <i>Principles of Political Science</i> , S Chand & Company, 1987.	
2	Pickles D. M, <i>An Introduction to Politics</i> , Chapters 1, 2, 3 and 4, Methuen young books, 1964.	
Reference Books		
1	Agarwal R. C., <i>Political Theory</i> , S. Chand & Company, 2018.	
2	Gilchrist R. N., <i>Principles of Political Science</i> , Longmans, Green And Co, 1921.	
3	Roy & Singh, <i>Indian Political System</i> , Pearson, India, 2012.	
4	Ruphael D. D, <i>Problems of Political Philosophy</i> , Chapters 1, 2, 3 and 4, Palgrave Pub Humanities Press, 1970.	
5	Urmila Sharma and Sharma S.K. , <i>Principles and Theory in Political Science</i> , Atlantic Publishers & Dist, 2000.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Fundamental_rights_in_India	
2	http://www.legalservicesindia.com/article/1688/Right-To-Equality--A-Fundamental-Right.html	
3	https://en.wikipedia.org/wiki/Democracy	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	M	S	M	M
CO3	S	S	S	S	M	S	M	S	S
CO3	S	S	S	S	M	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S
CO5	S	M	S	S	M	M	S	M	S

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

BHARATHIAR UNIVERSITY: COIMBATORE
ALLIED SUBJECT
For B.A. HISTORY
CONSTITUTIONAL HISTORY OF INDIA
FROM 1773 A.D. TO 1892 A.D. - I
WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied -		CONSTITUTIONAL HISTORY OF INDIA FROM 1773 A.D. TO 1892 A.D. – 1	6	-	-	4
Pre-requisite		Basic knowledge of History at school level.	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Teach the Constitutional history from the enactment of Regulating Act to the framing of Indian Constitution.						
2. Know the fundamental concepts of constitution and basis of the evolution of Indian Constitution.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the provisions of Charter Acts.					K2
2	Analyze the Government of India Acts passed by the British government.					K4
3	Learns about the historical evolution of the Indian Constitution.					K3
4	Remember the Queen’s Proclamation guaranteed to the Indians.					K1
5	Know the Indian councils as the law making bodies.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		REGULATING ACT	15 hours			
The circumstance leading to the passing of the Regulating Act of 1773 – Merits and defects - Pitt’s India Act of 1784 - merits and defects.						
Unit:2		CHARTER ACTS	15 hours			
Charter Act of 1793 - Charter Act of 1813 and its significance - Parliamentary legislations between 1813 and 1833.						
Unit:3		ORIGIN OF LEGISLATIVE ASSEMBLY	15 hours			
Charter Act of 1833 - Law making and Law commission - Charter Act of 1853 and the emergence of a separate Law making body.						

Unit:4	QUEEN'S PROCLAMATION	14 hours
The Queen's Proclamation and the Government of India Act of 1858 - Home Government - Government of India and the Provinces.		
Unit:5	COUNCIL ACTS	14 hours
Indian Councils Acts of 1861 and 1892 - their significance - Nature of Law making bodies.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Aggarwal R.C, <i>Nationalist Movement & Constitutional Development of India</i> , S Chand & Company, 2005.	
2	Chabra G.S, <i>Constitutional History of India</i> , Parkash Bros., 1964.	
3	Sethi & Mahajan, <i>Constitutional History of India</i> , Delhi, 1960.	
Reference Books		
1	Chabra G.S, <i>Advanced Study in the History of Modern India (3 Vols.)</i> , Lotus Press, 2004.	
2	Gupta D, <i>Indian National Movement and Constitutional Development</i> , Stosius Inc/Advent Books Division, 1983.	
3	Keith A.B, <i>The Constitutional History of India</i> , Pacific Publication (2010).	
4	Purnian K. V, <i>The Constitutional History of India</i> .	
5	Sapre G.S, <i>The Growth of Indian Constitution & Administration</i> , Gale, Making of Modern Law, 2014.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Regulating_Act_of_1773	
2	https://en.wikipedia.org/wiki/Charter_Act_of_1813	
3	https://abhikipedia.abhimanu.com/Article/IAS/MTA4NzUy/Governemnt-of-India-and-Council-Acts -- 1858-1919--Indian-Polity-IAS	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	M	S	S	S
CO3	S	S	S	M	M	S	M	S	M
CO3	S	S	S	S	M	S	S	M	S
CO4	S	S	S	M	S	M	S	S	M
CO5	S	S	S	M	S	S	M	M	S

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

BHARATHIAR UNIVERSITY : COIMBATORE

ALLIED SUBJECT

For B.A. HISTORY

CONSTITUTIONAL HISTORY OF INDIA FROM 1892 A.D. TO 1950 A.D. - II
WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied -		CONSTITUTIONAL HISTORY OF INDIA FROM 1892 A.D. TO 1950 A.D. – II	6	-	-	4
Pre-requisite		Basic knowledge in history	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Study the various changes and developments of Constitutional History of India.						
2. Highlight the significance of Government of India Act of 1935						
3. Learn the constitutional legacy of the British rule in India						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Describe the constitutional development of India since 1892.					K1
2	Understand the changes in home government, Bicameral legislature and provincial autonomy.					K2
3	Acquire the knowledge of Government of India act of 1935 as the Federal system of Government.					K3
4	Analyze the proposals of Mount Patten and the impact of partition of India.					K4
5	Recognize the importance of Republican constitution of India					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		MINTO - MORLEY REFORMS ACT	15 hours			
Minto - Morley Reforms of 1909 - merits and demerits of the reforms act- Separate electorate for the Muslims.						
Unit:2		BICAMERAL LEGISLATURE	15 hours			
The World War I and its impact on constitutional development - 1917 - August Declaration – The Govt. of India Act of 1919 - Changes in Home Govt. Bicameral Legislature - Provincial Government and Dyarchy.						
Unit:3		WORKING OF DYARCHY	15 hours			
Dyarchy in operation - Indian reaction - Simon Commission - Round Table Conferences.						

Unit:4	FEDERAL GOVERNMENT	14 hours
Government of India Act of 1935 - The Federal Government - Provincial Autonomy - Cripps Mission - Cabinet Mission Plan - Mountbatten Plan.		
Unit:5	REPUBLIC INDIA	14 hours
Indian Independence Act of 1947 - Republican Constitution of India.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Aggarwal R.C, <i>Nationalist Movement & Constitutional Development of India</i> , S Chand & Company, 2005.	
2	Chabra G.S, <i>Constitutional History of India</i> , Parkash Bros., 1964.	
3	Sethi & Mahajan, <i>Constitutional History of India</i> , Delhi, 1960.	
Reference Books		
1	Chabra G.S, <i>Advanced Study in the History of Modern India (3 Vols.)</i> , Lotus Press, 2004.	
2	Gupta D, <i>Indian National Movement and Constitutional Development</i> , Stosius Inc/Advent Books Division, 1983.	
3	Keith A.B, <i>The Constitutional History of India</i> , Pacific Publication (2010).	
4	Purnian K. V, <i>The Constitutional History of India</i>	
5	Sapre G.S, <i>The Growth of Indian Constitution & Administration</i> , Gale, Making of Modern Law, 2014.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://byjus.com/free-ias-prep/ncert-notes-morley-minto-reforms/	
2	https://www.youtube.com/watch?v=MTo-l0VRe80	
3	https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	M	S	M	M	S	S
CO3	S	M	M	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	M	S
CO4	S	S	M	S	S	M	M	S	M
CO5	M	S	S	S	S	S	M	M	M

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

BHARATHIAR UNIVERSITY : COIMBATORE
ALLIED SUBJECT
(For B.A. History/ History and Tourism)
PRINCIPLES OF GOVERNMENT
WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied		PRINCIPLES OF GOVERNMENT	6	-	-	4
Pre-requisite		Basic knowledge in history.	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Impart the students to know the theories and principles of government.						
2. Make the students to understand the framing of law in Legislative assembly.						
3. Teach the students the Independence of Judiciary.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the meaning and different types of constitution.					K2
2	Gain knowledge about the working of legislature.					K3
3	Know the Indian Judicial System.					K1
4	Realize that all citizens are equal in front of law.					K4
5	Evaluate the working of Indian Constitution.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	DEFINITION OF CONSTITUTION					15 hours
Meaning of constitution - Written and Unwritten constitution - Rigid and Flexible constitution - Unitary and Federal forms of Government.						
Unit:2	COMPOSITION OF LEGISLATURE					15 hours
Legislature: Unicameral and Bicameral Legislature - Merits and Demerits - Composition of legislature (lower and upper house) - powers and functions of Legislature.						
Unit:3	PARLIAMENTARY EXECUTIVE					15 hours
Kinds of Executive - Parliamentary, Presidential and Plural Executive - Theory of <u>Separation</u> of powers.						
Unit:4	INDEPENDENT JUDICIARY					14 hours

Judiciary: Organization of Judiciary - Functions of Judiciary - Independence of Judiciary - Judicial Review - Rule of Law - Administrative Law.		
Unit:5	RIGHTS AND DUTIES OF CITIZEN	14 hours
Political Parties - Pressure groups - Electoral system - Anti-defection - Public Opinion -Democracy - Rights and duties of citizens - Women in Electoral process.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Nathaniel Chipman, <i>Principles of Government, A Treatise on Free Institutions Including the Constitution of the United States</i> , The Law book Exchange, Ltd., 2011.	
2	Warren L. McFerran , <i>The Principles of Constitutional Government: Political Sovereignty</i> , Pelican Publication, 2009.	
Reference Books		
1	Appadurai A., <i>Substance of Politics</i> , Oxford University Press, 2000.	
2	Charles F. Bahmueller , <i>Elements of Democracy: The Fundamental Principles, Concepts, Social Foundations, and Processes of Democracy</i> , Center for Civic Education, 2007.	
3	Gilchrist R. N., <i>Principles of Political Science</i> , Orient Black Swan (1975).	
4	Nathaniel Chipman , <i>Sketches of the Principles of Government</i> , Rutland [Vt.], 1793.	
5	Strong C. F., <i>Modern Constitutions</i> , Sidgwick & Jackson Ltd, 1972.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Constitution	
2	https://en.wikipedia.org/wiki/Legislature	
3	https://en.wikipedia.org/wiki/Fundamental_Rights,_Directive_Principles_and_Fundamental_Duties_of_India	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	S	S	S	M	S
CO3	S	M	S	M	S	M	S	S	S
CO3	M	S	S	S	S	M	M	M	S
CO4	M	M	S	S	S	S	S	S	S
CO5	M	S	M	S	S	S	M	S	M

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

BHARATHIAR UNIVERSITY : COIMBATORE
ALLIED SUBJECT
(For B.A. History/ History and Tourism)
INDIAN CONSTITUTION.

WITH EFFECT FROM 2023-2024 and onwards

Course code		TITLE OF THE COURSE	L	T	P	C
Allied		INDIAN CONSTITUTION	6	-	-	4
Pre-requisite		Basic knowledge in Indian Constitution	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Make the students to understand the historical background of the Indian Constitution.						
2. Teach the powers and functions of Executive, Legislative, Judiciary and Autonomous bodies of the constitution.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the evolution of Indian Constitution.					K2
2	Get interest on Politics, voting right, secularism, equality and citizenship.					K5
3	Familiarizes the significance of fundamental rights and duties.					K1
4	Highlight the powers of state executive.					K4
5	Acquire knowledge about the functions of Election Commission.					K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		FORMATION OF INDIAN CONSTITUTION	15 hours			
Formation of Constituent Assembly - Drafting Committee - Framing of the Constitution - Salient Features.						
Unit:2						
		RIGHTS AND DUTIES	15 hours			
Preamble - Fundamental Rights and Duties - Directive Principles of State Policy - Mode of Amendment.						
Unit:3						
		UNION EXECUTIVE	15 hours			
Union Executive - President - Vice President - Union Legislature: Lok Sabha - Rajya Sabha - Prime Minister - Cabinet Minister.						
Unit:4						
		STATE EXECUTIVE	14 hours			
State Executive - Governor - Chief Ministers - Council of Ministers - Judiciary - Supreme Court - High Court.						

Unit:5	ELECTION COMMISSION OF INDIA	14 hours
Election Commission of India - State Election Commission - Political Parties: National and Regional - Pressure Groups - Union and State Service Commissions.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Durga Das Basu, <i>Commentary on the Constitution of India</i> , Lexi Nexis, 2017.	
2	Durga Das Basu, <i>Introduction to the Constitution of India</i> , Lexis Nexis, 2011.	
Reference Books		
1	Durga Das Ragul Roy, <i>Introduction to the Constitution of India</i> , Lexis Nexis, 2013.	
2	Huns Raj Khanna, <i>Making of India's Constitution</i> , Eastern Book Company, 2008.	
3	Jayabalan, <i>Constitutional History of India</i> , Atlantic Publishers & Distributors (P) Limited, 1998.	
4	Pratap Kumar Ghosh, <i>The Constitution of India: How it has been framed</i> , World Press, 1966.	
5	Pylee M.V., <i>Constitutional Government in India</i> , S Chand & Company, 2004.	
6	Pylee M.V., <i>Indian's Constitution</i> , S Chand & Company, 2016.	
7	Thirumalai .P.S., <i>Constitutional Law of India</i>	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Constitution_of_India	
2	https://www.yourarticlelibrary.com/political-science/executive-definition-functions-and-types-of-executive/40360	
3	https://en.wikipedia.org/wiki/Election_Commission_of_India	
Course Designed By: Prof. L. AMSA, Asst. Prof. of History, Chikkiah Naicker College, Erode		

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	S	M	S
CO3	S	M	S	M	M	S	M	M	S
CO3	S	S	S	S	M	M	M	S	M
CO4	S	M	S	S	M	M	S	S	M
CO5	S	S	M	S	M	S	S	M	S

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

ELECTIVE PAPERS SEMESTER V

ELECTIVE I-A

Course code		TITLE OF THE COURSE	L	T	P	C
Elective I-A		ARCHAEOLOGY	4	-	-	4
Pre-requisite		Basic knowledge of Historical sources	Syllabus revision			
Course Objectives:						
The main objectives of this course are to:						
1. Learn the aspects of Archaeological field works.						
2. Teach the students about the Ancient Indian cultures and excavation techniques.						
3. Study the important Archaeological Sites.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the importance of Archaeology.					K2
2	Apply the method of Exploration and Excavation in their Research.					K3
3	Analyze the Archaeological Artefacts.					K4
4	Remember and Integrate the knowledge of archaeology in studying history.					K1
5	Create more Interest on Archaeological sites of Tamil Nadu.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		SCOPE OF ARCHAEOLOGY	12 hours			
Meaning and Scope of Archaeology - Archaeology as a source material - Kinds of Archaeology - Methods of Exploration and Excavation - Kinds of Excavations - Dating Methods.						
Unit:2		PRE-HISTORIC CULTURE	12 hours			
Pre-Historic Culture - Stone Age cultures - Paleolithic - Microlithic, Neolithic and Megalithic cultures of India - Pottery types and their importance.						
Unit:3		HARAPPAN CULTURE	12 hours			
Harappan Culture - Chalcolithic culture of Western and Central India and the Deccan - Early Iron Age cultures -Painted Grey Ware and Northern Black polished ware culture - Megalithic - Black and Redware culture of South India.						
Unit:4		ARCHAEOLOGICAL SURVEY OF INDIA	11 hours			
Archaeological Survey of India - Alexander Cunningham - Sir John Marshal - Sir Martimer Wheeler - Archaeological sites in Tamil Nadu - Arikkalamedu - Adichanallur - Kodumanal - Keezhadi.						

Unit:5		INSCRIPTIONS	11 hours
Paleography - Brahmi Script and Vattezhuthu - Epigraphy - its importance - Language and types of inscriptions with special reference to South India - Numismatics - its illustration - Coins of the Guptas, Cholas, Pandyas and Vijayanagar.			
Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	60 hours
Text Book(s)			
1	Childe. G, <i>Introduction to Archaeology</i> , Frederick Miller, 1956.		
2	<u>Raman K. V.</u> , <i>Principles and Methods of Archaeology</i> , Parthajan Publications, 1986.		
3	Sankalia. H. D, <i>Indian Archaeology Today</i> , Asia Publishing House, 1962.		
Reference Books			
1	Brown C., <i>Indian Coins</i> , Bharatiya Kala Prakashan, 2009.		
2	Dilip K. Chakrabarti, <i>History of Indian Archaeology: The Beginning to 1947</i> , Munshiram Manoharlal Publishers, 1995.		
3	Mahalingam T.V, <i>Early south Indian Paleography</i> , University of Madras, 1967.		
4	<u>Ramaswamy Venkatraman</u> , <i>Indian Archaeology: A Survey</i> , Ennes Publications, 1985.		
5	Subramanian T.N, <i>Pandia Tamil Eluthukkal</i> (Tamil)		
6	Wheeler M, <i>Early India and Pakistan</i> , Thames & Hudson, 1968.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	www.tnarch.gov.in >>e-publication		
2	https://asi.nic.in >>Central ArchaeologicalLibrary>>E-Publication		
3	Youtube – e-PG Pathshala		
Course Designed By: Dr. R. SANTHANAM , Asst. Prof. of History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	S	M	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S
CO3	S	S	S	S	M	M	S	M	M
CO4	S	S	S	S	M	S	S	S	M
CO5	S	S	S	S	M	M	M	M	S

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

SEMESTER -V
ELECTIVE I-B

Course code		TITLE OF THE COURSE	L	T	P	C
Elective I-B		HUMAN RESOURCE MANAGEMENT	4	-	-	4
Pre-requisite		Basic knowledge in Human Resource Management.	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Prescribe the evolution and organization of Human Resource Management.						
2. Teach the students to learn the basic principles of human resource management.						
3. Make the students to understand the Job analysis and performance in human resource management.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the different types of jobs in government and private sectors.					K1
2	Understand the basic principles of job design.					K2
3	Apply the skill of interview techniques.					K3
4	Analyze his/her ability of performance in career oriented jobs.					K4
5	Evaluate the human relations and nature of human needs.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		ORGANISATION AND JOB DESIGN	121 hours			
Introduction - Definition of Personnel Management - Role of Personnel Manager - Challenges of Modern Personnel Management - Organisation objectives, Organisation structure Job Design - Job enlargement, Job enrichment - Strategic Control - The Personnel Audit.						
Unit:2		JOB ANALYSIS & HUMAN RESOURCES REQUIREMENTS	11 hours			
Job Analysis Process - Job description - Role Analysis - Job Specification - Uses of Job Analysis - Information - Human resources planning - Absenteeism - Turn over.						
Unit:3		RECRUITMENT AND THE HIRING PROCEDURES	12 hours			
Internal & External recruitment - Recruitment evaluation - The Hiring Procedures - Types of interviews - Principles of interviewing - Approval of the Supervisor - Physical Examination Introduction / Orientation – Development - Operative Training On the job training, Vestituce Schools, apprenticeship programme special courses - Executive Development, Executive needs & Developmental programs - Decision making skills, Interpersonal skills, Job knowledge, Organization Knowledge, General knowledge - Organization Development						
Unit:4		PERFORMANCE APPRAISAL	12 hours			
Performance Appraisal System - The appraisal programme - Nature of carriers - Careers anchors - Career Development - Programme compensation - Factors affecting compensation - Policy Equity + Compensation - Job Evaluation & Job Evaluation System - Fringe benefits - Principles of						

Employee - Benefit programme - Payments for time not worked - Guaranteed Annual wage - Life Insurance - Medical Services - Recreational Programme - Cafeterias & Housing Legal & Financial – counselling - Educational Tuition.		
Unit:5	NATURE OF HUMAN AND SEPARATION	12 hours
Nature of human - Importance of Human relations - Nature of Human needs Motivations -Theories of Abraham, Mastar, MC Gregar & Hezberz. The Start of Labour union - Nature of Labour union, Types of union - Starting unions - Separation processes -Retirement, Mandatory VS Voluntary Retirement, Retirement Programmes, Lay-off Out-Placement, Discharge		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	60 hours
Text Book(s)		
1	Gary Dessier, <i>Human Resource Management</i> , 7th ed. Prentice hall of India, Pearson, 2017.	
2	Rao S.P., <i>Human Resource Management- Text and Cases</i> , Excel Books, New Delhi, 2000.	
Reference Books		
1	Rao, AVLN, <i>Management Science</i> , SciTech Publications (India), Pvt. Ltd., Chennai, 2004.	
2	Robert L Mathews and John H. Jackson, <i>Personnel Human Resource Management</i> , Edition 14, Cengage Learning, 2013.	
3	Subramanian C V, <i>Human Resource Management</i> , S. Chand & Co, Ramnagar, New Delhi, 2003.	
4	Venkatapathy and Assissi Menacheri, <i>Industrial Relations and Labour Welfare</i> , Adhitya Publications, Coimbatore, 2001.	
5	Dessler Gary , <i>Fundamentals of Human Resource Management</i> , Pearson Education; Fourth edition, 2017.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://en.wikipedia.org/wiki/Human_resource_management	
2	https://www.youtube.com/watch?v=c8_avX9miag	
3	http://www.whatishumanresource.com/human-resource-management	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	S	M	S
CO3	S	S	M	S	M	S	S	M	S
CO3	S	S	M	S	M	M	S	S	S
CO4	S	S	M	S	M	M	S	M	M
CO5	S	S	M	S	M	M	S	S	M

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

SEMESTER -V
ELECTIVE I-C

Course code		TITLE OF THE COURSE	L	T	P	C
Elective I-C		TOURIST CENTERS IN INDIA AND ABROAD	4	-	-	4
Pre-requisite		Basic Knowledge in Tourism.	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Impart the importance of tourist centres in the world.						
2. Educate the students to know the rules and regulations of tourism and travel management.						
3. Encourage the students to visit the tourist places in India and abroad.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the important tourist centres in India and abroad.					K1
2	Understand the rules and regulation in tourism management.					K2
3	Apply the Travel documents like Visa, Passport to travel abroad.					K3
4	Analyze the importance of tourist centres around the world.					K4
5	Create the awareness of protecting the tourist places.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		IMPORTANCE OF TOURIST CENTRES	12 hours			
Introduction - Importance of tourist centres - Advantages - Foreign exchange - Travel documents - Visa, Passport, Airport clearance, Currency exchange -Diplomatic relationship - Classifications.						
Unit:2						
		TOURIST CENTRES IN ASIA	12 hours			
INDIA: Kashmir - Delhi, Agra - Calcutta - Mysore - Goa - Trivandrum - Kanyakumari - Tanjore – Mammallapuram, MALDIVES, PAKISTAN: Lahore – Karachi. BANGALADESH: Dacca. NEPAL. SRILANKA: Colombo - Kandy - Anuradhapura. CHINA: Great wall - Peking - Shanghai. JAPAN: Tokyo. VIETNAM: THAILAND - SINGAPORE - MALAYSIA - INDONESIA – CAMBODIA - AUSTRALIA: Sydney, Canberra, Melbourne. KUWAIT – ARABIA: Mecca - Madhina.						
Unit:3						
		TOURIST CENTRES IN EUROPE	12 hours			
ENGLAND: London - SCOTLAND – IRELAND- FRANCE: Paris - French Rivera. SPAIN: Barcelona - Madrid. GERMANY: Bonn - Berlin. SWITZERLAND: Zurich – Lausanne - Berne. NETHERLANDS: Amsterdam. ITALY: Rome, Sicily. GREECE: Athens.						

Unit:4	TOURIST CENTRES IN AFRICA, EGYPT	11 hours
SOUTH AFRICA: Cape Town - Safari – EGYPT: Cairo - Luxor – Alexandria - TANZANIA - MADAGASKAR: Antananarivo.		
Unit:5	TOURIST CENTRES IN AMERICA	11 hours
CANADA: Ottawa - Toronto. USA: New York - Niagara. PANAMA: California - Disneyland. Tourist Centres in ARGENTINA – CUBA - HAVANA - BRAZIL - PERU.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	60 hours
Text Book(s)		
1	David L. Edgell, <i>The formulation of Tourism Policy</i> , Routledge, 2013.	
2	Dennis: L. Foster, <i>First class: An Introduction to Travel and Tourism</i> , McGraw-Hill Inc., US, 1990.	
Reference Books		
1	Anurag Mathur, Prof. Agam Prasad Mathur and 8 more, <i>Indian Tourism: Tourist Places of India</i> , Kindle Edition, Self Publisher, 2016.	
2	Brent Ritchie T.R. & Charles. R. Goeldrer, <i>Travel, Tourism and Hospitality Research</i> , Wiley, 2nd Edition, 1994.	
3	Krishnamoorthy. V, <i>Tourism Development</i> .	
4	Md. Abu Barkat Ali, <i>Travel and Tourism Management</i> , Prentice Hall India Learning Pvt. Ltd., 2015	
5	Sophia Simone , <i>Incredible India: A Beautiful Picture</i> , Asia-Pacific Holdings Private Limited.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://wikitravel.org/en/Asia	
2	https://wikitravel.org/en/India	
3	https://www.vueindiatours.com/blog/top-15-most-visited-places-in-india-by-foreign-tourists/	
4	https://wikitravel.org/en/Europe	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	S	M	S
CO3	S	S	S	M	M	S	S	S	S
CO3	S	S	S	M	M	M	S	S	M
CO4	S	S	S	M	M	S	S	M	M
CO5	S	S	S	M	M	S	M	S	S

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

SEMESTER- VI

ELECTIVE II-A

Course code		TITLE OF THE COURSE	L	T	P	C
Elective II-A		INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION	5	-	-	4
Pre-requisite		Should possess basic knowledge about news and day to day events	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Describe the role of journalism and mass media in Freedom Struggle.						
2. Educate the students about the structure and functions of print media organization						
3. Develop students as a responsible media person						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the historical significance of journalism in Indian freedom struggle.					K1
2	Understand the importance, functions & scope of communication and media.					K2
3	Apply their knowledge in News writing; News editing and choose careers in Journalism and Mass media.					K3
4	Analyze more about newspapers, editing pages.					K4
5	Create more interest on various national and international news agencies.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		INTRODUCTION TO JOURNALISM	15 hours			
Nature and definition of Journalism and mass communication - Communication process - SMCR model - Mass Media - History of the press in India- Role of the press in Freedom Movement.						
Unit:2						
		LEADING NEWS PAPERS AND TAMIL JOURNALISM	15 hours			
Leading Newspapers of India (Linguistic and English), Brief History of Tamil Journalism - Freedom of the Press.						
Unit:3						
		CAREER OPPORTUNITIES	15 hours			
Career aspects of Journalism - Structure of a Newspaper organization - Characteristics of a Journalist.						
Unit:4						
		JOURNALISTIC COMPONENTS	14 hours			
Principles of Reporting - Definitions, Components and sources of news- Writing the news - Types of Lead, body- Principles of Editing - Editing techniques- Writing Headlines and types of Headlines						

Unit:5		NEWS AGENCIES	14 hours
Law of Defamation - News Agencies (Indian and International) - Recent trends in Indian press.			
Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	75 hours
Text Book(s)			
1	Rayadu C. S., <i>Communication</i> , Himalaya Publication, 2015.		
2	Mehta D S, <i>Mass Communication Journalism in India</i> , Allied Publishers, 1979.		
Reference Books			
1	Ahuja B. N., <i>Theory and practice of Journalism</i> , New Delhi, 2007.		
2	Basu D D, <i>Law of the Press</i> , Lexis Nexis, Fifth edition, 2010.		
3	Journalism and Mass Communications - we series Tata McGraw Hill.		
4	Keval J. Kumar, <i>Mass Communication in India</i> , Jaico Publishing House, 1994.		
5	Parthasarthy and Rangaswami, <i>Journalism in India</i> , Sterling Publishers Pvt. Ltd., New Delhi, 1989.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	https://en.wikipedia.org/wiki/Freedom_of_expression_in_India		
2	http://ndl.iitkgp.ac.in/		
3	https://www.youtube.com/watch?v=YBC0VBAG9SY&t=43s		
4	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=24		
Course Designed By: R.PRAKASH , Assistant professor in History, Sri Vasavi College , Erode			

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	S	M	M
CO3	S	S	S	M	M	M	S	M	S
CO3	S	M	S	M	M	S	S	S	S
CO4	S	S	M	M	M	M	S	M	M
CO5	S	M	S	M	M	M	S	S	S

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

SEMESTER- VI
ELECTIVE II-B

Course code		TITLE OF THE COURSE	L	T	P	C
Elective II-B		INDIAN CULTURAL HERITAGE	5	-	-	4
Pre-requisite		A basic knowledge in Indian History	Syllabus revision			
The main objectives of this course are to:						
1. Acquires knowledge about Muslim Invasions and its impact on Indian culture.						
2. Teach the students to know the Indian cultural revivalism.						
3. Analyze the role of social reformers in reforming the Indian society.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the present Indian society and culture.					K1
2	Understand the unique of Ancient Indian Values, the Teachings of Social Reformers, the need and development of ethics.					K2
3	Apply to know the salient features of the Indian culture.					K3
4	Analyze the impact of west on Indian culture.					K4
5	Evaluate the role of social reformers in reforming the society.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
Unit:1		MUSLIMS ON INDIAN CULTURE	15 hours			
Muslim invasions, Delhi Sultanate -Society, Religion Literature and Arts under the sultans of Delhi - Muslims impact on Indian culture - Bhakti Movement - Kabir - Guru Nanak, Chaitanya.						
Unit:2						
Unit:2		CULTURE UNDER VIJAYANAGAR RULE	15 hours			
Society and culture under Vijayanagar - Nayaks of Madurai – Jinji - Tanjore.						
Unit:3						
Unit:3		CULTURE UNDER MOGHAL RULE	15 hours			
Mughals and their impact on Indian culture, Society, Economy, Religion, Literature and Art.						
Unit:4						
Unit:4		IMPACT OF WEST ON INDIAN CULTURE	14 hours			
Impact of west on Indian culture. Portuguese. Dutch - French and British - Impact of Christianity on Indian culture.						

Unit:5	SOCIAL REFORM MOVEMENTS	14 hours
Arya Samaj - Brahma Samaj - Ramakrishna mission - Theosophical Society - Dravidian Rational Movement - Developments in India after the British -Railways - Postal and Telegraphy - Industrial Revolution - emergence or Educational Institutions.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Mallev O., <i>Indian and west</i> , Oxford University Press, 1968.	
2	Relevant chapter in Bharathiya Vidya Bhavan : (History of the Indian People).	
Reference Books		
1	Anurag Mathur, <i>Indian Culture & Heritage: I</i> , Create space Independent Pub, 2017.	
2	Basham A.L., <i>A Cultural History of India</i> , Oxford Publication, 1997.	
3	Haridas Bhattacharyya , <i>Cultural Heritage of India</i> , Ramakrishna Mission Inst of culture, 2002.	
4	Romila Thapar, <i>Indian Cultures as Heritage: Contemporary Pasts</i> , Aleph Book Company, 2018.	
5	Sathyanathaiyer R., <i>History of India Vols I and II</i> , S. Viswanathan, 1952.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_nos19_hs03/preview	
2	https://www.youtube.com/watch?v=NOA9iN9vrU8	
3	http://www.indiaculture.nic.in/world-heritage	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	S	M	M
CO3	S	S	S	S	S	S	S	S	S
CO3	S	S	M	S	M	S	S	S	M
CO4	S	M	S	S	M	S	S	M	S
CO5	S	S	M	S	S	M	S	M	M

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

SEMESTER- VI
ELECTIVE II-C

Course code		TITLE OF THE COURSE	L	T	P	C
Elective II-C		PUBLIC ADMINISTRATION	5	-	-	4
Pre-requisite		Basic knowledge in Public Administration	Syllabus rsion			
Course Objectives:						
The main objectives of this course are to:						
1. Make the students to identify the core mechanisms of public administration, including the organization and management of human and financial resources.						
2. Explain how different environments impact public policy and administration.						
3. Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents, reports, etc.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the Public Administrative system and the laws of Administration.					K1
2	Understand of theories, concepts and practices relevant to public administration and its sub-fields.					K2
3	Apply the appropriate skills to be able to administer public programs.					K3
4	Analyze their knowledge and integrity in public service and reflect on ways to incorporate public service.					K4
5	Create proficiency in clear oral and written communication by presenting succinct, well-organized materials.					K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		INTRODUCTION			15 hours	
Measuring scope and significance of Public Administration, Public and Private Administration, Wilson’s vision of Public Administration. Evolution of the discipline and its present status, New Public Administration. Public choice approach and New Public Management perspective, Features of Entrepreneurial Government, Good Government: Concept and application.						
Unit:2		THEORIES OF ADMINISTRATION			15 hours	
Nature and typologies, Scientific Management (Taylor and the Scientific Management Movement), Classical theory (Fayol, Urwilck, Gulick and others), Bureaucratic theory. (Marxist view, Weber’s model and its critique, post-we Brian developments.) Ideas of Mary Parker Follett and (C. L. Barnard) Human Relations School (Elton Mayo and others). Behavioral Approach to Organization Analysis. Participative Management; (McGregor, Likert and others). The Systems Approach Open and closed systems.						

Unit:3	STRUCTURE OF PUBLIC ORGANIZATIONS	15 hours
Typologies of Political Executive and their functions, Forms of Public organizations: Ministries and Departments: Corporations; Companies, Boards and Commissions; Ad hoc and Advisory bodies - Headquarters and field relationships. Administrative Behavior: Decision making with special reference to Herbert Simon, Theories of Leadership, Communication, Morale, Motivation (Maslow and Hertzberg.)		
Unit:4	ACCOUNTABILITY AND CONTROL	14 hours
Concepts of Accountability and Control; Legislative Executive and Judicial Control over Administration. Citizen and Administration, Role of civil society, people's participation, Right to information. Administrative corruption, machinery for reducers of citizen's grievances. Citizen Charter.		
Unit:5	ADMINISTRATIVE LAW	14 hours
Meaning and significance. Delegated Legislation: Types, Advantages: limitations, Safeguards, Administrative Tribunals limitations and methods of ensuring effectiveness.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Dr. Maheswari A., <i>Public Administration</i> , New Delhi, 1970.	
2	Dr. Maheswari A., <i>Public Administration</i> , NCERT, New Delhi, 1983.	
Reference Books		
1	Anupama Puri Mahajan, <i>Public Administration</i> , Pearson, 2018.	
2	Avasthi, <i>Public Administration</i> , Lakshmi Narain Agarwal, 2017.	
3	Laxmikanth M., <i>Public Administration</i> , McGraw Hill Education, 2011.	
4	Myneni S.R, <i>Principles of Public Administration</i> , Allahabad Law Agency, 2016.	
5	J. Steven Ott and Russell E. W., <i>Introduction to Public Administration</i> , Pearson Publication, 2000.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_cec19_hs16/preview	
2	https://www.youtube.com/watch?v=ORWOn8om63M	
3	https://www.britannica.com/topic/public-administration	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	M	M	S	S	M	M
CO3	S	M	S	M	M	M	S	M	S
CO3	S	M	S	M	M	S	S	S	M
CO4	S	M	S	M	M	M	S	M	S
CO5	S	M	S	M	M	M	M	S	M

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

SEMESTER- VI

ELECTIVE III-A

Course code		TITLE OF THE COURSE	L	T	P	C
Elective III-A		TOURISM IN TAMIL NADU	5	-	-	4
Pre-requisite		Basic Knowledge in Tourism	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Make the students to understand the important Historical tourist places in Tamil Nadu.						
2. Know the cultural and eco-tourist centres in Tamil Nadu.						
3. Educate the students to recognize Tamil Nadu as one of the tourist attraction to promote economic activities.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the significance of tourist places in Tamil Nadu.					K1
2	Learn about the Architecture and Sculpture of the Temples in Tamil Nadu.					K2
3	Highlight the significance of Hill Stations and commercial cities of Tamil Nadu.					K2
4	Get motivated to choose a career in tourism.					K3
5	Analyze the Eco-tourist spots in Tamil Nadu.					K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	HISTORICAL TOURIST PLACES				15 hours	
Historical places - Chennai - Kancheepuram - Mahabalipuram - Tanjore - Madurai - Vellore.						
Unit:2	CULTURAL CENTERS				15 hours	
Cultural centres - Velankanni - Nagore - Rameshwaram – Thiruvannamalai - Srirangam-Kuduthurai of Bhavani						
Unit:3	ECO-TOURIST CENTERS				15 hours	
Eco Tourist Centres - Western Ghats - Eastern Ghats - Mudumalai - Aanaimalai - Tirunelveli - Kalakkadu.						
Unit:4	SUMMER RESORTS				14 hours	
Hill Stations - The Nilgiris - Ooty – Kodaikanal, Yercaud, Yelagiri.						
Unit:5	COMMERCIAL CENTERS				14 hours	
Commercial Centres - Chennai - Coimbatore - Madurai - Salem - Erode - Tirupur.						

Unit:6		Contemporary Issues	2 hours
Expert lectures, online seminars – webinars			
		Total Lecture hours	75 hours
Text Book(s)			
1	Bhatia A.K., <i>Tourism Development, Principles and Practices</i> , Sterling c Publishers (P) Ltd, New Delhi, 2012.		
2	Tamil Nadu Tourism Development Corporations Publications, Chennai.		
Reference Books			
1	Anand N. M, <i>Tourism and Hotel Industry in India</i> , Sterling Publishers (P) Ltd, New Delhi.		
2	Chistpher J. Holloway, <i>The Business of Tourism</i> , Macdonald and Evans 1983.		
3	Kaul E.H, <i>Dynamics of Tourism</i> , Stosius Inc/Advent Books Division, 1985.		
4	<u>Subramania Pillai S.</u> , <i>Tourism in Tamil Nadu: Growth and Development</i> , MJP Publisher, 2019.		
5	<u>Sura Books Editorial Team</u> , <i>Tourist Guide to Tamil Nadu</i> , Sura Books, 2012.		
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]			
1	http://www.ttdconline.com/		
2	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827 (Tourism P-1, M-01)		
Course Designed By: Prof. M. THANGAVEL , Assistant Professor of History, Sri Vasavi College, Erode.			

Mapping with Programme Outcomes									
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	S	M	M	S	S	M	M
CO3	S	S	S	M	M	S	S	S	S
CO3	S	S	S	M	M	S	M	S	S
CO4	S	S	S	M	M	M	M	S	S
CO5	S	S	S	M	M	S	S	M	M

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

SEMESTER- VI
ELECTIVE III-B

Course code		TITLE OF THE COURSE	L	T	P	C
Elective III-B		SOCIOLOGY	5	-	-	4
Pre-requisite		Basic knowledge in Sociology	Syllabus Version			
Course Objectives:						
The main objectives of this course are to:						
1. Teach students the concepts, theories, and methods of the Sociology.						
2. Introduce students to the basic social processes of society, social institutions and patterns of social behaviour.						
3. Train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Identify how social structures create and reproduce different forms of social inequality, locally and globally.					K1
2	Understand sociological knowledge to inform public understanding and policy debates.					K2
3	Apply sociological concepts and theories to understand social phenomena.					K3
4	Analyze social scientific data and quantitative data.					K4
5	Evaluate explanations of human behaviour, social phenomena, and social processes locally and globally.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1						
		SOCIOLOGY-THE DISCIPLINE	15 hours			
Sociology as a Science and as an interpretive discipline; Impact of industrial and French Revolution on the emergence of Sociology; Sociology and its relationship with History, Economics, Political science, Psychology and Anthropology.						
Unit:2						
		ORIGIN, NATURE AND SCOPE OF SOCIOLOGY	15 hours			
Relationship with other Social Sciences - Social groups - Social Control.						
Unit:3						
		CULTURE	15 hours			
Marriage, family and kinship, Economic Institution - Political Institutions.						
Unit:4						
		RELIGION AND CULTURE	14 hours			
Education, Culture, Society and Personality - Individual and socialization.						

Unit:5	CULTURE AND PERSONALITY FORMATION	14 hours
Methods of research - Unity and Diversity - Social Demography.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Amit Kumar Sharma, <i>Structure of Indian Society</i> , NCERT, New Delhi, 2003.	
2	Boopendra K. Nagla and Sheo Bahal Singh, <i>Introducing Sociology</i> , NCERT, New Delhi, 2002.	
Reference Books		
1	George Ritzer , <i>Sociological Theory</i> , Fifth edition, McGraw-Hill, 2011.	
2	Haralambos M , Heald R.M. , <i>Sociology: Themes and Perspectives</i> , Oxford Publication, 1997.	
3	Dr. Sartaj Ahmad , <i>A Textbook of Sociology</i> , University Book House Pvt. Ltd., 2019.	
4	Shankar Rao C.N., <i>Sociology Principles Of Sociology</i> , S Chand, 2019.	
5	Vidya Bhushan and Sachdeva D R , <i>Fundamentals of Sociology</i> , Pearson Publication, 2016.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_nce19_sc24/preview	
2	https://en.wikipedia.org/wiki/Sociology	
3	https://www.youtube.com/watch?v=TryHsjdV6_Y	
Course Designed By: Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	S	M	S
CO3	S	S	S	S	M	S	S	M	S
CO3	S	M	S	M	M	M	S	S	M
CO4	S	S	S	S	M	M	S	M	M
CO5	S	M	S	M	M	S	S	S	M

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

SEMESTER- VI
ELECTIVE III-C

Course code		TITLE OF THE COURSE	L	T	P	C
Elective III-C		GEOGRAPHY	5	-	-	4
Pre-requisite		Geographical knowledge at School Level.	Syllabus version			
Course Objectives:						
The main objectives of this course are to:						
1. Teach a general grounding of the fundamental knowledge of geography.						
2. Able to explain territorial diversity and complexity, and the interrelations of natural environmental phenomena						
3. Enable graduates to take postgraduate or specialization courses in which a territorial component is dealt with.						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Remember the geography of India and world.					K1
2	Understand and appreciate the relationship between geography and culture.					K2
3	Locate on a map major physical features, cultural regions, and individual states and urban centres.					K3
4	Analyze the physical geographic process, the global distribution of landforms and ecosystems, and the role of the physical environment on human populations.					K4
5	Evaluate the impacts of human activities on natural environments special reference to India.					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1		MAJOR RESOURCES OF THE EARTH			15 hours	
World Distribution of Resources.						
Unit:2		NATURAL RESOURCE			15 hours	
Production and Conservation of resources - Utilization of Natural resources.						
Unit:3		AGRICULTURE			15 hours	
Major crops - Secondary Production.						
Unit:4		TERRITORY OCCUPATIONS			14 hours	
Transport and Communication - Modern Means of Communication.						

Unit:5	POPULATION AND SETTLEMENTS	14 hours
Distribution and Density - Population growth - Rural and Urban Population - Impact of Rapid Population growth on development.		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		
	Total Lecture hours	75 hours
Text Book(s)		
1	Majid Husain, <i>Human and Economic Geography</i> , NCERT, New Delhi, 1978. Prepared by Dr. N. Balasubramaniam, Reader and Head of the Department, Department of History, CBM College, Coimbatore 641 042.	
2	Rajiv Ahir , <i>Geography</i> , Spectrum Books Pvt. Ltd, 2020.	
Reference Books		
1	Dhillon S. S., <i>Agricultural Geography</i> , Tata McGraw-Hill Education, 2004.	
2	Husain Majid, <i>Human Geography</i> , Rawat Publication, 2011.	
3	John V. Walther , <i>Earth's Natural Resources</i> , Jones and Bartlett Publishers, Inc, 2013.	
4	Mohan Singh , <i>Environmental Geography</i> , ABD Publishers, 2011.	
5	Siddhartha K., <i>Models & Theories in Geography</i> , Kitab Mahal, Fourth Edition, 2016.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://swayam.gov.in/nd2_nce19_sc20/preview	
2	https://en.wikipedia.org/wiki/Geography	
3	https://www.youtube.com/watch?v=8McizDCj6qE	
Course Designed By: Prof. M. THANGAVEL , Asst. Prof. of History, Sri Vasavi College, Erode.		

Mapping with Programme Outcomes									
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	M	S	M	S	S	M	M
CO3	S	S	M	S	M	S	S	M	S
CO3	S	S	M	S	M	M	S	M	S
CO4	S	S	M	S	M	S	S	S	M
CO5	S	S	M	M	M	S	S	S	M

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

III. PASSING MAXIMUM AND MINIMUM MARKS FOR CONTINUOUS INTERNAL ASSESSMENT (CIA) AND COMPREHENSIVE EXTERNAL EXAMINATIONS(CEE)

THEORY and PRACTICAL PAPERS (Core, Allied, Elective , and Skill Based Subjects)

MAXIMUM MARKS	Continuous Internal Assessment (CIA)		Comprehensive External Examinations (CEE)		Overall Passing Minimum Marks (CIA+ CEE)
	Max. Marks	Passing Minimum Marks	Max. Marks	Passing Minimum Marks	
100	25		75		40
100	50		50		40
75	25		50		30
50	25		25		20

Note: If a candidate fails to score the passing minimum marks in CIA, then the candidate(he/she) must score the overall passing minimum marks in the CEE to pass.

IV.PASSING MINIMUM MARKS FOR PART-IV SUBJECTS ENVIRONMENTAL STUDIES, VALUE EDUCATION-HUMAN RIGHTS, YOGA FOR HUMAN EXCELLENCE AND WOMEN'S RIGHTS IS 20 EACH. THE QUESTION PAPERS PATTERN SHOULD BE 5 OUT OF 10 AND EACH QUESTION CARRIES 10 MARKS. THE GENERAL AWARENESS PAPER TO HAVE MULTIPLE- CHOICE QUESTIONS (WITH FOUR OPTIONS) TO BE EVALUATED BY USING OMR AND PASSING MINIMUM IS 20 MARKS.

V. PART-V – EXTENSION ACTIVITIES TO BE FOLLOWED WHICH ALREADY EXISTS IN UNIVERSITY PATTERN

VI. DISTRIBUTION OF MARKS OF CIA FOR CORE, ALLIED, ELECTIVE AND SKILL BASED SUBJECTS TO BE FOLLOWED FOR THE OBE PATTERN SYLLABI FOR THE CANDIDATES ADMITTED FROM THE ACADEMIC YEAR 2023-2024 AND ONWARDS.

S.NO	Criterion for Continuous Internal Assessment (CIA)	Maximum Marks 25 for Elective Subject	Maximum Marks 50 for Core, Allied Skill Based, and Elective Subject
1.	Two Internal Written Test for maximum 30 marks of 2 hours duration each to be conducted and the marks scored will be converted to 10 or 15 marks (Core and Allied Subject) wherever applicable. The best one test mark will be taken to CIA.	10	15
2.	An end semester Model Written Test of maximum 75 marks for Core, Allied and Elective, and 50 marks for Skill Based Subject respectively of 3 hours duration on University pattern of question paper to be conducted and the marks scored by the candidates will be converted to 10 or 15 marks (Core, Allied and Elective) and 10 or 15 marks (Core and Skill Based Subject) wherever applicable.	10	15
3.	Two Assignments and Seminar	5	5+5+5= 15
	Other components	-	5
	TOTAL CIA MARKS	25	50

**VII. Distribution of CIA marks for PRACTICAL PAPER in Semester-VI from
2021-2023 Onwards.**

Skill Based Subject-IV: Computer Applications in History-II (Practical)

Computer Practical for minimum 15 Lab/Class	CIA Practical Test-I	CIA Practical Test-II	Best One Practical Test Marks	Record Note	Total
10	10	10	10	5	25

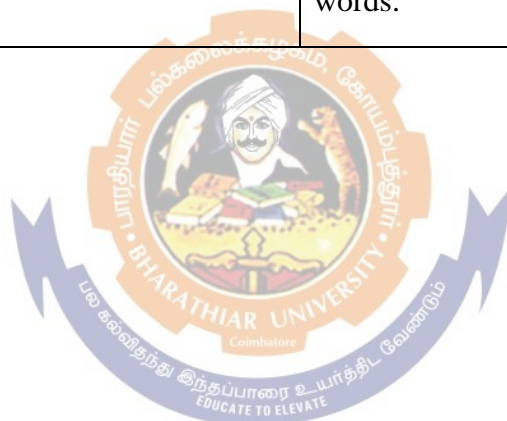
VIII. QUESTION PAPER PATTERN FOR CIA WRITTEN TESTS 1 AND 2 OF ALLCORE, ALLIED, AND ELECTIVE OF B.A. HISTORY (2023-2024) ONWARDS

A. Blue Print of question papers of CIA written test for Core, Allied and Elective with 4 credits (Maximum 15 marks)

Bloom's Category	Section and allocation of marks	Pattern of questions	Total
Remember (K1)	Section A- 4x1=4 marks	4 Multiple choice questions with four options	Marks scored by students out of 30 will be converted to 10Marks (30/3=10)
Understanding (K2)	Section B- 2x5=10 marks	2 Short answer questions either (a) or (b) type to be answered in 200 words	
Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6)	Section C- 2x8=16 marks	2 Essay type questions either (a) or (b) type to be answered in 500 words.	

B) Blue Print of Question Papers of CIA written test for Core I & II in SEM-I and Other Skill Based Subject Papers with 3 Credits (Maximum 10 Marks)

Bloom's Category	Section and allocation of marks	Marks	Total
Remember (K1)	Section A - 4×1 marks	4 Multiple choice questions with four options	Marks scored by students out of 30 will be converted to 10 Marks (30/3=10)
Understanding (K2)	Section B - 2×5 marks (either a or b)	2 Short answer questions either (a) or (b) type to be answered in 200 words	
Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6)	Section C - 2×8 marks (either a or b)	2 Essay type questions either (a) or (b) type to be answered in 500 words.	



IX. QUESTION PAPER PATTERN FOR CORE / ALLIED/ ELECTIVE OF COMPREHENSIVE EXTERNAL EXAMINATION (CEE) WITH 4 CREDITS

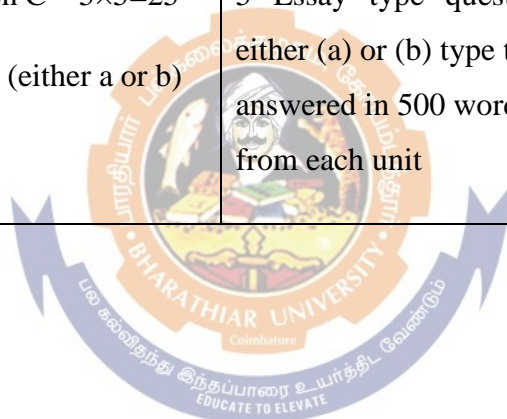
The following question paper pattern shall be followed for OBE pattern syllabi for the candidates admitted from the academic year 2021-2022 onwards. Equal importance to be given to test the course outcomes (K1-Remember; K2- Understand; K3- Apply; K4- Analyze; K5- Evaluate; K6- Create)

A. CEE- Maximum marks 75 for Core, Allied and Elective Subjects with 4 Credits:

Bloom's Category	Section and allocation of marks	Marks	Total
Remember (K1)	Section A - 10×1 =10 marks	10 Multiple choice questions with four options- 2 from each unit	75 Marks
Understanding (K2)	Section B - 5×5=25 marks (either a or b)	5 Short answer questions either (a) or (b) type to be answered in 200 words- 1 from each unit	
Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6)	Section C – 5×8 =40 marks (either a or b)	5 Essay type questions either (a) or (b) type to be answered in 500 words- 1 from each unit	

**B. CEE- Maximum marks 50 for Core papers in Semester-I and Skill Based Subjects
in Semester III, and V with 2 Credits:**

Bloom's Category	Section	Marks	Total
Remember (K1)	Section A - $10 \times 1 = 10$ marks	10 Multiple choice questions with four options- 2 from each unit	50 Marks
Understanding (K2)	Section B - $5 \times 3 = 15$ marks (either a or b)	5 Short answer questions either (a) or (b) type to be answered in 200 words- 1 from each unit	
Apply (K3) or Analyze (K4) or Evaluate (K5) or Create (K6)	Section C - $5 \times 5 = 25$ marks (either a or b)	5 Essay type questions either (a) or (b) type to be answered in 500 words- 1 from each unit	



Note:

K1- Remember: To test the student's ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

K2- Understand: To test the student's ability to describe or summarize in their own words without necessarily relating it to anything.

Keywords: Describe, Mention, List out, Point out, Enumerate, Sketch, Give an account of, Distinguish, Explain, Interpret, Predict, Recognize and Summarize.

K3-Apply: To test student's ability to apply or transfer learning to their own life or to a context different than one in which it is learned.

Keywords: Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve and Use.

K4-Analyze: K4 questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

Keywords: Analyze, Differentiate, Distinguish, Trace, Explain, Elaborate, Infer, Relate, Research and Separate.

K5-Evaluation: To encourage students to develop opinions and make value decisions about issues based on specific criteria.

Keywords: Assess, Critique, Determine, Evaluate, Judge, Justify, Measure and Recommend.

K6-Create: K6 order of questions encourages students to create something new by using a combination of ideas from different sources to form a new whole.

Keywords: Arrange, Combine, Create, Design, Develop, Formulate, Integrate and Organize.

(Keywords are mere examples; the question paper setters can use any apt word suitable to test different cognitive development.)

BLUE PRINT FOR B.A. HISTORY QUESTION PAPER PATTERN FOR CEE

SECTION-A 10x1=10 Marks (Objective Type)

SECTION-B 5x3=15 Marks (Short Answer, either or pattern)

SECTION-C 5x5=25 Marks (Essay Type, either or pattern)

BLOOM'S CATEGORY		K1 Remember	K2 Understand (or) K3 Apply		K4 Analyze	K5 Evaluate	K6 Create
UNIT-I	Section-A	2 questions	-	-	-	-	-
	Section-B	-	1 question	1question	-	-	-
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)	-	-
UNIT-II	Section-A	2 questions	-	-	-	-	-
	Section-B	-	1 question	1question	-	-	-
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)	-	-
UNIT-III	Section-A	2 questions	-	-	-	-	-
	Section-B	-	1 question	1question	-	-	-
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)	-	-
UNIT-IV	Section-A	2 questions	-	-	-	-	-
	Section-B	-	1 question	1question	-	-	-
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)	-	-
UNIT-V	Section-A	2 questions	-	-	-	-	-
	Section-B	-	1 question	1question	-	-	-
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)	-	-

MAX MARKS: 75

TIME: 3 Hrs.

Note: Equal importance to be given to test all Ks in section-C

BLUE PRINT FOR B.A. HISTORY QUESTION PAPER PATTERN FOR CEE

(Except SBS Practical Paper)

SECTION-A 10x1=10 Marks (Objective Type)

SECTION-B 5x2=10 Marks (Short Answer, either or pattern)

SECTION-C 5x5=25 Marks (Essay Type, either or pattern)

BLOOM'S CATEGORY		K1 Remember	K2 Understand (or) K3 Apply		K4 Analyze	K5 Evaluate	K6 Create
UNIT-I	Section-A	2 questions	-	-	-		
	Section-B	-	1 question	1question	-		
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)		
UNIT-II	Section-A	2 questions	-	-	-		
	Section-B	-	1 question	1question	-		
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)		
UNIT-III	Section-A	2 questions	-	-	-		
	Section-B	-	1 question	1question	-		
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)		
UNIT-IV	Section-A	2 questions	-	-	-		
	Section-B	-	1 question	1question	-		
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)		
UNIT-V	Section-A	2 questions	-	-	-		
	Section-B	-	1 question	1question	-		
	Section-C	-	-	-	1 questions either a) or b) pattern evaluating (K4, K5, K6)		

MAX MARKS: 55; TIME: 3 Hrs.

Note: Equal importance to be given to test all Ks in section-C

Dr. R.PRAKASH
Chairperson
UG History BOS