

PG & RESEARCH DEPARTMENT OF HISTORY
VALUE ADDED COURSE
PUBLIC ADMINISTRATION
PAPER I
COURSE CODE : 19UDPA01
TITLE OF THE COURSE: INTRODUCTION TO PUBLIC ADMINISTRATION

OBJECTIVES:

To enable the students to

- understand the concept of Public Administration and its growth and development.
- know the significance of organisation, New Public Administration and its influence on legislature, executive and judiciary.

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Analyse the meaning, nature, scope and growth of Public Administration.

CO2: Understand the importance of public, private administration and privatisation movement.

CO3: Understand the significance of New Public Administration.

CO4: Analyse the nature, scope and importance of formal and informal organisations.

CO5: Evaluate the influence of Public Administration, legislature, executive and judicial control.

SYLLABUS

Instructional Hours: 30

UNIT I

6Hours

Introduction to Public Administration

Meaning and Definition

Nature and Scope of Public Administration Growth and Development of Public Administration

UNIT II

6Hours

Public and Private Administration

Public and Private Administration

Difference between Public and Private Administration

Similarities between Public and Private Administration

Privatisation Movement

UNIT III

6Hours

New Public Administration

Causes for New trends in Public Administration

New Public Administration

Criticism on New Public Administration

UNIT IV

6Hours

Nature of Organisation

Definitions, Nature and scope

Formal and Informal Organisation

Importance of Organisation

UNIT V

6Hours

Control over Public Administration

Legislative Control

Executive Control

Judicial Control

PAPER II
COURSE CODE : 19UDPA02
TITLE OF THE COURSE : INDIAN ADMINISTRATION

OBJECTIVES:

To enable the students to:

- understand the growth of Indian Administration throughout history.
- acquire knowledge on Indian Constitution and its administrative functions at various level like Centre, State and Public Services.

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Analyse the history of Indian Administration since ancient period.

CO2: understand the significance of Indian Constitution, judicial Independence and formation of Cabinet Government.

CO3: Analyse the importance of federal system and the role of President, Prime Minister and Council of Ministers.

CO4: Understand the importance and functions of State Government and other Commissions.

CO5: Understand the various All India Services and its functions.

SYLLABUS

	Instructional Hours: 30
UNIT I	6 Hours
Evolution of Indian Administration	
Indian Administration in Ancient Period	
Indian Administration in Medieval Period	
Indian Administration in British Period	
Administration in Independent India	
UNIT II	6 Hours
Constitutional Framework	
Preamble and Fundamental Rights	
Directive Principles of State Policy	
Judicial Independence	
Cabinet Government	
UNIT III	6 Hours
Central Administration	
Federal System	
President	
Prime Minister and Council of Minister	
Administrative Corruption – Lok Pal	
UNIT IV	6 Hours
State Administration	
Chief Minister and Council of Minister	
Secretariat, Departments and Other Constitutional authorities	
(State Finance Commission, State Election Commission)	
State Planning Commission	
UNIT V	
Indian Administration Services	6 Hours
All India Services	
Central Civil Service	
UPSC and its functions	
SPSC and its function	

PAPER III
COURSE CODE : 19UDPA03
TITLE OF THE COURSE : PRINCIPLES OF MANAGEMENT

OBJECTIVES:

To enable the students to

- know the meaning and concepts of management
- understand the various types, approaches and functions of management.

COURSE OUTCOMES:

At the end of the course students will be able to:

- CO1:** Know the basic concept and importance of management
CO2: Understand the various management levels and its functions
CO3: Analyse the concept of scientific management
CO4: Know and understand the various types of management approaches
CO5: Understand the process and functions of management

SYLLABUS

Instructional Hours: 30
6 Hours

UNIT I

Introduction to Management

Introduction to Management
Definition of Management
Nature and Scope of Management
Importance of Management

UNIT II

6 Hours

Levels of Management

Functions of Various
Management Levels
Functions of Board of Directors
Functions of Chief Executives

UNIT III

6 Hours

Scientific Management

Origin and Meaning Definition
Principles of Scientific Management
Elements of Scientific Management
Criticism, Contribution of Scientific Management

UNIT IV

6 Hours

Different Approaches

Behavioural Approach
Quantitative Approach
System Approach
Contingency Approach

UNIT V

6 Hours

Functions of Management

Process of Management
Functions of Management
Role of Manager

EVALUATION PATTERN

Time: 3 Hours

Maximum marks : 100 marks

Answer Any five out of TEN questions in detail (1000 words)

POST GRADUATE PROGRAMME – M.A. HISTORY
CHOICE BASED CREDIT SYSTEM (CBCS PATTERN)
(For the Candidates Admitted from 2023 - 24 onwards)

SEM	COURSECODE	TITLE OF THE COURSE	NATURE OF COURSE	IH	CP	EXAM HRS.	MARKS		MAX
							CIA	ESE	
I	23PHT1C01	Core- Social and Cultural History of India upto1206 CE	CC	6	4	3	25	75	100
	23PHT1C02	Core- History of Tamil Nadu upto 1336 CE	CC	6	4	3	25	75	100
	23PHT1C03	Core- Historiography	CC	6	4	3	25	75	100
	23PHT1C04	Core- History of World Civilizations upto1453 CE	CC	7	4	3	25	75	100
	23PHT1E01/ 23PHT1E02/ 23PHT1E03	Elective - 1 Indian Polity Elective – 2 Panchayat Rajwith reference toTamil Nadu (Employability) Elective - 3 History and Conflictology	DSE	5	4	3	25	75	100
II	23PHT2C05	Core- History of the Mughals from 1526 to 1707 CE	CC	5	4	3	25	75	100
	23PHT2C06	Core- History of Tamil Nadu from 1336 to1800 CE	CC	5	4	3	25	75	100
	23PHT2C07	Core- Research Methodology in History (Skill Development & Industry 4.0)	CC	5	4	3	25	75	100
	23PHT2C08	Core- History of the World Civilization from 1453 to 1945CE	CC	6	4	3	25	75	100
	23PHT2C09	Core- Women in India	CC	5	4	3	25	75	100
	23PHT2E01/ 23PHT2E02/ 23PHT2E03	Elective – 1 History of Labour Movement in Tamil Nadu since1900 CE Elective – 2 Peace Movement in India Elective – 3 Makers of Modern India	DSE	4	4	3	25	75	100
III	23PHT3C10	Core- Indian National Movement since1858 CE	CC	6	4	3	25	75	100
	23PHT3C11	Core- History of Tamil Nadu from 1800 to2000 CE	CC	6	4	3	25	75	100
	23PHT3C12	Core- International Relations since 1945 CE	CC	7	4	3	25	75	100
	23PHT3C13	Core- History of USA	CC	7	5	3	25	75	100

III	21PHT3E01/	Elective-1 Principles and Methods of Archaeology (<i>Employability</i>)							
	21PHT3E02/	Elective-2 Social Problems in India	DSE	4	4	3	50	50	100
	21PHT3E03	Elective-3 Archives Keeping (<i>Employability</i>)							
IV	23PHT4C14	Core- Policies and Programmes of Modern India	CC	5	4	3	25	75	100
	23PHT4C15	Core- History of KonguNadu	CC	5	4	3	25	75	100
	23PHT4C16	Core- Subaltern Studies in India	CC	6	4	3	25	75	100
	23PHT4C17	Core- History of Fareast from 1800 to 1950 CE	CC	6	5	3	25	75	100
	23PHT4E01/	Elective - 1 Ethics and Cultural History of Tamil Nadu					25	75	
	23PHT4E02/	Elective – 2 Development of Education System in India	DSE	4	4	3			100
	23PHT4E03	Elective – 3 Educational Technology in India (<i>Skill Development & Industry 4.0</i>)							
	23PHT4PVV	Project Viva-voce		4	4	-	50	50	100
	20PDIS404	Digital Security	AEC	2	2	2			50
		MOOC			2				
		Internship			2				
				120 + 2	90+2 +2+2				2200+50

IH - Instructional Hours, CP – Credit Points, CIA – Continuous Internal Assessment,
ESE – End Semester Examination

TOTAL MARKS (M.A. HISTORY)

COURSE	CREDIT PONTs	MARKS
Core	68	1700
Elective	16	400
Project	6	100
Total	90	2200
Digital Security	2	50
MOOC/SWAYAM/NPTEL	2	
Internship	2	
Grand Total	90+2+2+2	2200+50

ABBREVIATIONS	COURSE
CC	CORE
AEC	ABILITY ENHANCEMENT COURSE
DSE	DISCIPLINE SPECIFIC ELECTIVE

VALUE ADDED COURSE

Nature of the Course	Course Code	Title of the Paper	Instructional hours
DiplomaCourse	22PDTTM01 (PAPER I)	INDIAN CULTURAL HERITAGE AND TOURISM	30
	22PDTTM01 (PAPER II)	TOURISM INDUSTRY: PRINCIPLES AND PRACTICES	30
	22PDTTM03 (PAPER III)	TRAVEL AGENCIES AND TOUR OPERATIONS	30

SEMESTER: I
COURSE CODE:23PHT1C01

**TITLE OF THE COURSE: CORE: SOCIAL AND CULTURAL HISTORY OF INDIA UPTO
1206 CE**

COURSE OBJECTIVES:

To enable the students to

- be aware of the sources of Ancient Indian History
- enlighten on the contributions of the Mauryas and the Guptas

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Remember sources, influence of geography, Races of the pre-historic period of India	K1
CO2	Understand 4 Vedas, society and culture of Vedicperiod	K2
CO3	Analyze religious unrest in the 6 th century BC	K4
CO4	Illustrate Mauryas and their contribution toBuddhism, Art, Architecture and society	K2
CO5	Evaluate Guptan period and Rajput society andculture	K3

SYLLABUS

Credits: 4

**Instructional Hours: 78
15 Hours**

UNIT I: THE PRE-HISTORIC PERIOD – (K1)

Sources
Influence of Geography on Indian
HistoryRaces
Indus valley Civilization

UNIT II: VEDIC LIFE AND THOUGHT -(K2)

15 Hours

Four Vedas
Society and Culture under Early Vedic period
Society and Culture under Later Vedic period
Origin and Growth of Caste System

UNIT III: RELIGIOUS UNREST – (K4)

16 Hours

Causes for the Religious Unrest in the 6th century BC
Jainism
Buddhism
Impact of Hellenic Culture
(*Beyond the Curriculum – Religious Harmony in India – Major Religions
of IndiaSecularism in India*)

UNIT IV: THE MAURYAS AND THE SATAVAHANAS - (K2)

16 Hours

Asoka's Contribution to Buddhism
Society under the Mauryas
Development of Art and Architecture under the Mauryas
Cultural Legacy of the Satavahanas
(*Self-Study: Gandhara Art*)

UNIT V: LEGACY OF THE GUPTAS AND RAJPUTS- (K3)

16 Hours

Guptas-Society and Culture
Revival of Hinduism
Golden Age of the Guptas
Rajput Society and Culture
(*Self-study: Causes for the revival of Hinduism*)

TEXT BOOKS:

- 1.Ramalingam T.S,(1991) *History of India upto 1206 A.D.*, T.S.R. Publications, Madurai.
- 2.Majumdar R.C, Ray Chaudhary & Dutta,(1946) *An Advanced History of India*,Macmillan, India,

REFERENCE BOOKS:

- 1.Aggarwal J.C.,(1999) *Ancient Indian History*, S. Chand &Company (Ltd.), RamNagar, New Delhi.
- 2.Basham A.L.,(1954) *The Wonder that was India*, William Colwes & Sons Limited, London.
- 3.Jayapalan N.,(2001) *History of India upto 1206 A.D.* (vol.1), Atlantic Publishers.
- 4.Khurana K.L., (2001)*Ancient India*, Lakshmi Narain Agarwal, Agra.
- 5.Lunia B. N.,(1955) *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra.
- 6.Romila Thapar,(1992) *Interpreting Early India*, OUP, NewDelhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Influence of Geography on Indian History	https://youtu.be/kFgsnhIPxn8
II	Vedic Life & Four Vedas	https://youtu.be/9XJbrI48vro
III	Jainism & Buddhism	https://youtu.be/80MLJnkRlqw
IV	Society Under the Mauryas	https://youtu.be/s8wZFwbp-uY
V	Gupta Dynasty	https://youtu.be/DWgBBBeOkGAl

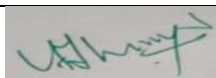
Mapping Of CO's With PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	1	3	2	1	3	3	3	3	1
CO2	3	3	3	3	3	2	3	3	3	1	3	3	3	2	1
CO3	3	3	3	3	3	2	3	3	3	1	3	3	3	2	1
CO4	3	3	3	3	3	2	1	3	2	1	3	3	3	2	1
CO5	3	3	3	3	3	2	1	3	1	1	3	3	3	2	1

(Correlation: 3-High, 2-Medium, 1-Low)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Group Discussion - Unit V	Once in Semester

Course designed by: Mrs.G.Premalatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: I
COURSECODE: 23PHT1C02

TITLE OF THE COURSE: CORE: HISTORY OF TAMIL NADU UPTO 1336 CE

COURSE OBJECTIVES:

To enable the students to

- have a comprehensive knowledge of the regional history of Tamil Nadu
- be familiar with the society of the people of Ancient Tamil Nadu

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Remember various sources, political, social, economical and religious conditions of Sangam period	K1
CO2	Understand various changes of the Early Tamil Country	K2
CO3	Examine the origin of the Pallavas and their cultural contribution	K4
CO4	Illustrate political, social, economical condition of Imperial Cholas	K2
CO5	Evaluate the Pandyan Empire and the Muslim Invasion	K3

SYLLABUS

Credits: 4

Instructional Hours: 78

UNIT I: THE SANGAM AGE- (K1)

16 Hours

Literary and Archaeological sources
Geography and its Impact
Sangam Polity
Sangam Society, Economy and Religion
(*Self-Study: Sangam Art & Architecture*)

UNIT II: THE RELIGIOUS AWAKENING- (K2)

16 Hours

Aryanisation of the Tamil country
Spread of Jainism and Buddhism and
Achevagam Period of Kalabhras
Anti-Brahmanical attitude

UNIT III: THE PALLAVAS- (K4)

15 Hours

Origin of the Pallavas
Early Pallavas
Later Pallavas
Art and Architecture of the Pallavas

UNIT IV: THE IMPERIAL CHOLAS - (K2)

16 Hours

Imperial Cholas-Political history
Administration during the Cholas
Contributions of Cholas towards Art & Architecture
Social and Economic life under the Imperial Cholas
(*Beyond the Curriculum – Angkor Wat Temple- History, Architecture, Features, Angkor Wat as a Tourist Place*)

UNIT V: THE PANDYAS AND THE MUSLIM INVASIONS- (K3)

15 Hours

First Pandyan Empire
Second Pandyan Empire - Political History, Art & Architecture
Muslim Invasion and its Impact
History of Madurai Sultanate
(*Self-Study: Marco Polo*)

TEXT BOOKS:

- 1.Rajayyan, K.,(1982) *History of Tamil Nadu*, Rathna Pubishers, Madurai.
- 2.Subramanian, N.,(1998) *Social & Cultural History of Tamil Nadu upto 1336 AD*, Udumalpet.

REFERENCE BOOKS:

- 1.Mahalingam, T. V.,(1951) *Administration and Social Life under Vijayanagar*, University of Madras.
- 2.Nilakanda Sastri, K.A.,(1958) *A History of South India from Prehistoric Times to the Fallof Vijayanagar*, Oxford University Press, Madras.
- 3.Pillai, K. K., (1975)*Social History of Tamils*, University of Madras.
- 4.Srinivasan, K. R.,(1995) *Temples of South India*, NBT, Delhi.

BLENDED LEARNING

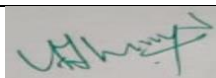
UNIT	TOPIC	LINK
I	Literary and Archaeological Sources	https://www.youtube.com/watch?v=oMbgzQi7xdo
II	Period of Kalabhras	https://youtu.be/fvz57qldHas
III	Pallava Art and Arcitecture	https://youtu.be/qjKOUWHtzTI
IV	Administration during the Cholas	https://youtu.be/P4dgAbx4oHE
V	Muslim Invasion and Impact	https://youtu.be/2sHHDxjTCAY

Mapping of CO's With PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	2	2	1	1	3	1	1	3	3	1	2	1
CO2	3	3	3	2	2	1	1	3	3	1	3	3	1	2	1
CO3	3	3	3	2	2	1	1	3	1		3	3	1	2	1
CO4	3	3	3	2	2	1	1	3	1		3	3	1	2	1
CO5	3	3	3	2	2	1	1	3	1		3	3	1	2	1

(Correlation: 3-High, 2-Medium, 1-Low)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Term Paper – Unit V	Once in Semester
Course designed by : Dr.Sr.M.Rosy		Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi		Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: I
COURSE CODE: 23PHT1C03
TITLE OF THE COURSE: CORE HISTORIOGRAPHY

COURSE OBJECTIVES:

To enable the students to:

- have a basic knowledge in Historiography
- know about the recent developments in historical writing
- remember the contributions of the Historiographers

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Remember the definition, scope and uses and abuses of history	K1
CO2	Understand History, its kinds, relationship of History with other disciplines and its character	K2
CO3	Understand the concepts and various approaches of historiography	K2
CO4	Evaluate the contribution of Non-Indian Historians to historiography	K5
CO5	Evaluate the contribution of Indian Historians to historiography	K5

SYLLABUS

Credits: 4

Instructional Hours: 78

UNIT I: INTRODUCTION TO HISTORY- (K1)

14 Hours

Meaning and Definition of History
Scope of History
Causation of History
Uses and Abuses of History
(*Self - Study: Lessons of History*)

UNIT II: HISTORY AND OTHER DISCIPLINES- (K2)

16 Hours

Kinds of History
History Science or Art
History and Allied Disciplines
Characteristics of History

UNIT III: PHILOSOPHIES OF HISTORY (CONCEPTS) (K2)

16 Hours

Positivism, Dialectical Materialism
Structuralism and Post Structuralism
Modernism and Post Modernism
Subaltern Historiography and Annals School

UNIT IV: NON-INDIAN HISTORIOGRAPHERS (K5)

16 Hours

Greek – Herodotus, Thucydides, Xenophon
Roman – Livy, Sallust, Tacitus,
English – Trevelyn, Arnold Toynbee
Marxist- Karl Marx, Chinese – Confucius
(*Self- Study: Scientific study of History*)

UNIT V: INDIAN HISTORIOGRAPHERS(K5)

16 Hours

Ancient Period Historiographers - Bana, Kalhana, Chanakya
Medieval Period Historiographers – Amir Kushru, Abul Fazl, Gulbadan Begum
Modern Period Historiographers – D.D. Kosambi, Romila Thapar, AL. Basham
South Indian Historiographers – K.A. Nilakanta Sastri, K.M. Panikkar, S. Krishnaswamy
(*Beyond the Curriculum – Ranajit Guha*)

TEXT BOOKS:

- 1.Jayapalan. N,(2004) *Historiography*, Atlantic Publishers &Distributors (P) Ltd, Delhi.
- 2.Bhattacharya Bikash(2011), *Introduction to Historiography* Dominant Publishers Distributors Pvt. Ltd., New Delhi.

New
and

REFERENCE BOOKS:

- 1.Arora K.L,(1989) *Teaching of History* Prakash Brothers Publishers,Ludhiana.
- 2.Carr E.H,(1961) *What is History*, Cambridge University Press, London.
- 3.Kirit K Shah and Meherjyoti Sangle (eds.), (2017) *Historiography Past and Present*, Rawat Publishers,Jaipur.
- 4.Manickam.V,(2003) *On History and Historiography*, ClioPublications, Madurai.
- 5.Marwick A,(1970.) *The Nature of History*, Macmillan and Co.,Ltd., London.
- 6.Michael Bentley,(2006) *Companion to Historiography*, MathematicalComposition setters Ltd., UK.
- 7.Rahman M.M,(2005) *Encyclopedia of Historiography*, Anmol Publications Pvt.Ltd., New Delhi.
- 8.Sharma Tej Ram,(2005) *Historiography: A History of Historical Writing Concept*, Publishing Company New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Meaning and Definition of History	https://youtu.be/gdGkyEwXjRM
II	Kinds of History	https://youtu.be/53ooE8aLhvg
III	Annal School	https://youtu.be/Zy_hjn70JY0
IV	Thucydides	https://youtu.be/hYJyApvvr7U
V	Iyengar RomilaThapar	https://youtu.be/2vRRUB6LFVQ

Mapping Of CO's With PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	1	3	1			1	1		3	1	2	2			1
CO2	1	1	1			1	1		3	1	2				1
CO3	1	3	3		1	1	1	1	3	3	3	1			1
CO4	1	3	3		1	1	1	1	3	3	3	2		2	1
CO5	1	3	3	3	1	1	1	1	3	3	3	2	2	2	1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.N o.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
9	Case Study - Unit V	Once in Semester

Course designed by : Dr.R. Subha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by

SEMESTER: I
COURSE CODE: 23PHT1C04

TITLE OF THE COURSE: CORE: HISTORY OF WORLD CIVILIZATIONS UPTO 1453 CE

COURSE OBJECTIVES :

To enable the students to

- understand the various civilizations and their contributions to the world.
- realize the evolution and spread of Christianity and Islamism.
- to understand the effects of Crusades and educational contribution of the middle ages.

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Remember the origin of mankind and the contribution of pre-historic period, Egyptian and Babylonian Culture.	K1
CO2	Understand the origin and spread of Hebrew & Chinese Civilizations.	K2
CO3	Analyze the legacies of Greek and Roman Civilizations to the modern world.	K4
CO4	Understand the rise of Christianity and Holy Roman empire	K2
CO5	Analyze the rise of Islam and the development of education, art and architecture in the middle ages.	K4

SYLLABUS

Credits: 4

Instructional Hours: 91

UNIT I: EVOLUTION OF CIVILIZATIONS - (K1)

18 Hours

Pre-Historic Civilization
Egyptian Civilization
Sumerian Civilization
Babylonian Civilization
(*Self- Study: Chaldean Civilization*)

UNIT II: RELIGIOUS CIVILIZATION-(K2)

18 Hours

Hebrew Civilization
Phoenician Civilization
Persian
Civilization
Chinese Civilization
Mayan Civilization
(*Beyond the Curriculum – Judaism in India*)

UNIT III: CLASSICAL CIVILIZATION OF THE WORLD -(K4)

18 Hours

Greek Civilization
Roman Civilization
Barbarian Invasions and their western settlement in Europe
Byzantine Empire-Justinian Contribution to Culture

UNIT-IV: CHRISTIANITY AND MONASTICISM- (K2) 18Hours

Rise of Christianity and Monasticism
Charlemagne - Carolingian Renaissance
Holy Roman Empire
Feudalism-Manorial System

UNIT –V: RISE AND FALL OF THE HOLY ROMAN EMPIRE-(K4)

19 Hours

Rise of Islam and its contribution to Medieval
Civilization
The Crusades
Restoration of Papacy - The Great Schism
Education in the Middle Ages
Growth of Education, Art and Architecture in the Medieval Period

TEXT BOOKS:

- 1.Gokhale B.K. (2001)*Introduction to Western Civilization*, S Chand & Company PvtLtd, New Delhi.
- 2.Swain. J.E., (1947), *A History of World Civilization*, McGraw-Hill, New York, ,
- 3.Sudarsanam, M.J.A (1958), *Text Book of World History*, B.G Paul& Co, Madras.

REFERENCE BOOKS:

- 1.Henrik William Von Loon., (1956),*The Story of Mankind*, George. G. Harrap & Co. Ltd. London,
- 2.Majumdar and Srivastava, (1980) *World Civilizations*, Surjeet Book Depot, NewDelhi.
- 3.Rebello,(1960), *World History*, Codiallbail Press, Mangalore.
- 4.Toynbee.A.J., (1957)*A Study of History*, (12 Vol.1), Oxford University Press,New York.
- 5.Burns.E.M, (1998), *World Civilization Vol-III*, New Delhi.
- 6.Gokhale,B.K, (1988), *Introduction to Western Civilization*, Chand& Co, New Delhi.
- 7.Kathirvel. S, (1963)Ramachandran TR, Vaideeswaran N., *World History*, Madras.
- 8.Rao.B.V, (1991),*World History*, Sterling Publications Pvt Ltd, New Delhi.
- 9.Weech W.N, (1992) *History of the World*, Vikrant Publications, Bombay.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Sumerian Civilization	https://youtu.be/-EhJ8wQm2RQ
II	Phoenician Civilization	https://youtu.be/Dj7QtVq8zXI
III	Barbarian Invasion III	https://youtu.be/sj7PH2gfQHw
IV	Feudalism	https://youtu.be/8z5b6WTDWvU
V	The Crusades	https://youtu.be/wZhyDIikeLo

Mapping of CO's With PO's and PSO's

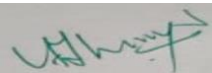
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	3	3		3	2	1	2	2	2	3	2	2	1	1
CO2	3	3	3		3	2	1	2	2	2	3	2	2	1	1
CO3	3	3	3		3	2	1	2	2	2	3	2	2	1	1
CO4	3	3	3		3	2	1	3	2	2	2	2	2	1	1
CO5	3	3	3		3	2	1	3	2	2	2	2	2	1	1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Class Participation - Unit V	Once in Semester

Course designed by: Dr. Priya Premlatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: I
COURSE CODE: 23PHT1E01
TITLE OF THE COURSE: INDIAN POLITY

COURSE OBJECTIVES:

To enable the students to

- know about the salient features of our polity
- understand various departments and their duties.
- be familiar with the key functionaries of our government

COURSE OUTCOMES:

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

CO1	remember the salient features of Indian Constitution.	K1
CO2	understand the procedure for Constitutional Amendments.	K2
CO3	analyze the classification of Civil Services and also the fundamental rights of civil servants.	K4
CO4	apply the role of key functionaries of India.	K3
CO5	evaluate the knowledge about funds of India and the basic priorities given to both official and regional languages in day-to-day upholds.	K5

SYLLABUS

Credits: 4

Instructional Hours: 65

UNIT I: INTRODUCTION TO INDIAN CONSTITUTION -(K1)

Salient features of Indian Constitution

13 Hours

Indian federalism,

Relations between the Union and the States Demand for State

Autonomy and Zonal Councils

UNIT II: CONSTITUTIONAL CHANGES AND ITS PROVISIONS -(K2)

13 Hours

Constitutional Amendments

Procedure for Amendments

Important Constitutional Amendments-Jammu and Kashmir

Provisions for Minorities

(Self- Study: Sarkaria Commission)

UNIT III: CIVIL SERVICES AND ITS FUNCTIONS -(K4)

13Hours

Civil Services under the Union and States

Classification of Services

Public Service Commissions

Civil Servants and Fundamental Rights

UNIT IV: KEY FUNCTIONARIES OF INDIA -(K3)

13 Hours

Comptroller and Auditor General of India

Attorney General of India

Election Commission

Finance Commission

UNIT V: FUNDS AND LANGUAGES OF INDIA -(K5)

13 Hours

Funds-Consolidated Fund of India

Contingency Fund of India

Official Language-Hindi and Use of English

Regional Languages

(Self- Study: Public Accounts)

TEXT BOOKS:

- 1.Laxmikanth M, (2004), *Indian Polity*, Mc Graw Hill Publishers,Chennai, Fifth Edition.
- 2.Pylee M.V., (2012), *Constitutional Government in India*, S.Chand& Company Ltd, New Delhi, Eighth Edition.

REFERENCES BOOKS:

- 1.Durga Das Basu, (2015), *Introduction to the Constitution of India*,Lexis Nexis Publishers, Gurgaon, Haryana, 22nd Edition.
- 2.General Studies-*Indian Polity & Governance*, (2017) Vol.II, Pearson India Education Services Pvt Ltd., Tamil Nadu.
- 3.Hoshiar Singh & Pankaj Singh, (2011), *Indian Administration*,Pearson Publishers, Delhi.
- 4.Jawaharlal Gupta, (2012) *Union Government & Administration in India*, Dominant Publishers & Distributors Pvt Ltd, New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Salient features of Indian Constitution	https://youtu.be/FURtwcXz6Xo
II	Constitutional Amendments	https://youtu.be/ec5u5ml1zDk
III	Public Service Commissions	https://youtu.be/-fpZxhPiUZs
IV	Finance Commission	https://youtu.be/DzpAAjr1Sag
V	Official Language	https://youtu.be/qlDBZvsr2X8

Mapping of CO's with PO's and PSO's

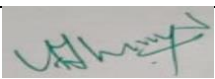
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CO3	2	3	2	2	1	2	3	3	3	1	2	3	3		2
CO4	3	3	2	2	1	2	3	3	3	1	2	3	3		2
CO5	3	3	2	2	1	2	3	3	3	1	2	3	3		3

(Correlation: 1-Low, 2-Medium, 3-High)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Case Study – Unit V	Once in a Semester

Course designed by :Dr.J.Daisy Thangammal	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: I
COURSE CODE: 23PHT1E01
TITLE OF THE COURSE: PANCHAYAT RAJ WITH REFERENCE TO TAMIL NADU
(Employability)

COURSE OBJECTIVES :

To enable the students to

- understand the evolution and glory of the local bodies.
- learn the concept and importance of panchayat raj.
- know the various sources of income for panchayat

COURSE OUTCOMES :

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

CO1	Remember the growth of panchayat raj	K1
CO2	understand the concepts of panchayat from different perspectives	K2
CO3	analyse the modern , local self-institutions	K3
CO4	analyse the sources of income for panchayats	K3
CO5	evaluate the various Community Development Programmes	K5

Credits: 4

SYLLABUS

Instructional

Hours: 65

UNIT I: EVOLUTION OF PANCHAYAT-(K1)

12 Hours

Sangam Age and the Chola Period
 British Period - Lord Mayo, Lord Rippon and Royal Commission, 1907
 73rd and 74th Amendments to the Constitution
 PESA Act of 1996

UNIT II: CONCEPTS ON PANCHAYAT-(K2)

12 Hours

Mahatma Gandhi's view on Panchayat
 Vinobhaji's Thought and Action Balwant Rai Mehta
 Committee
 L.M Singhvi Committee

UNIT III: MODERN LOCAL SELF INSTITUTIONS-(K3)

14 Hours

Formation of Madras Corporation in 1687 and its Growth
 Kamaraj and Tamil Nadu Panchayat Raj Act, 1958-Two Tier System
 Tamil Nadu Panchayat Act, 1994-Three Tier System Reservation on
 S.C./S.T. and Women in Panchayat Elections
(Self-Study: R. Shanmugam – Odanthurai Panchayat)

UNIT IV: SOURCES OF INCOME FOR PANCHAYAT-(K3)

12 Hours

Gram Panchayat Funds and Own Resource Generation
 State Finance Commissions and Budget Allocations
 Expenditure and Financial Management in Panchayat
 Methods to raise funds for Panchayat development
(Self-Study: Women Panchayat Presidents – Boon or Ban)

UNIT V: ADMINISTRATION AND COMMUNITY DEVELOPMENT PROGRAMME-(K5)

15 Hours

Village and Town Panchayat Administration
 Panchayat Union and District Panchayat Administration
 Municipalities and Municipal Corporation Administration Community Development
 Programmes—Central and State Schemes

TEXT BOOKS :

- 1.Mathias Edward,(2000) , Panchayat Raj Institutions and Role ofNGOs, Indian Social Institute, New Delhi.
- 2.Palanithurai G, (2002) Dynamics of New Panchayat Raj Systems inIndia, Volumes I &II, Concept Publishing Company, New Delhi.

REFERENCES BOOKS:

1. Bidyut Chakrabarty,(2017) Localizing Governance in India, Routledge, New York.
2. Mohanty Bijoyini,(2002) Financing the Grassroots Government,A.P.H. Company, New Delhi.
3. Palanithurai G, (2003) New Panchayat Raj in Tamil Nadu (with the Act in original), Concept Publishers, New Delhi.
4. Palanithurai G, (2007) (et.al), A Handbook for Panchayat RajAdministration (Tamil Nadu), Concept Publishing Company, New Delhi.
5. Sahu, NK, (2006)Electoral Politics in Federal India M P Local Area Development Scheme Gyan Publishing House, NewDelhi.
6. Singh JL,(2005), Women and Panchayat Raj, SunrisePublication, New Delhi.
7. Sudhakar V., (2002) New Panchayat Raj System: Local Self-Government Community Development, Mangal DeepPublications, Jaipur.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	73rd and 74th Amendments to the Constitution	https://youtu.be/86ZyzAB6qZY
II	Mahatma Gandhi's view on Panchayat	https://www.youtube.com/watch?v=DC5WPaRIE98
III	Tamil Nadu Panchayat Act-Three Tier System-	https://www.youtube.com/watch?v=1Wz5OUcIXZM
IV	Management in Panchayat	https://www.youtube.com/watch?v=dZmuOvq0nPs
V	Village and Town Panchayat Administration -	https://www.youtube.com/watch?v=IUcPglkulu4

Mapping of CO's with PO's and PSO's

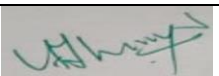
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CO1	3	3	3	3	1	2	1	3	3	1	3	3	3	1	1
CO2	3	3	2	3		2	2	3	3	1	2	3	3		2
CO3	3	3	3	3		3	2	3	3	1	3	3	3		3
CO4	3	3	3	3	2	2	2	3	3	1	3	3	3		3
CO5	3	3	3	3	1	3	3	3	3	1	3	3	3		3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Field Survey - Unit V	Once in a Semester

Course designed by :Dr.R.Subha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University	K.A.Murugav el	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

	Nominee	Industrialist		
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SEMESTER: I
COURSE CODE: 23PHT1E01
TITLE OF THE COURSE: HISTORY AND CONFLICTOLOGY

COURSE OBJECTIVES :

To enable the students to

- know about the various types and areas of conflicts
- understand the areas of conflict
- analyse the various approaches during conflicts

COURSE OUTCOMES :

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

CO1	understand the concepts of Conflictology	K2
CO2	remember the various areas of conflicts	K1
CO3	analyse the various types of conflicts	K4
CO4	apply the remedies during conflicts	K3
CO5	evaluate the various organisations in dealing with conflicts	K5

SYLLABUS

Credits: 4

Instructional Hours: 65

UNIT I: CONCEPT OF CONFLICTOLOGY-(K2)

12 Hours

Meaning and Definition of Conflictology

Causes and Effects of Conflicts

Intra Conflicts

UNIT II: AREAS OF CONFLICTS-(K1)

12 Hours

Social - Family, Caste, Gender

Political -Power Struggle and Power Politics-Regional Disparities-North,South,North East

Economic - Wage Disparities-Regional Imbalance in Concentration of

Wealth

Cultural - Religious and Linguistic conflicts

UNIT III: TYPES OF CONFLICTS IN INDIAN CONTEXT-(K4)

13 Hours

Land Dispute, Water Dispute

Peasant Dispute

Border Dispute and Terrorism

Majority and Minority dispute

(Self-Study: Cauvery Water Dispute)

UNIT IV: MAJOR APPROACHES / METHODS IN DEALING WITH CONFLICTS-(K3)

14 Hours

Traditional and Modern - Strike Boycott, Coercion, Civil War, Violence

Remedies for Conflict - Legal Approach – Diplomacy, Legislation

Conflict Resolution Process - Dialogues & Negotiations, Lobby & Creating

Public

Opinion – Non-violent Direct Action – Satyagraha

(Self-Study: Anti-Hindi Agitation)

UNIT V: INSTITUTIONS AND ORGANISATIONS DEALING WITH CONFLICTS-(K5)

14 Hours

National -Judiciary, Legislation, Human Rights

Commission Regional -Panchayats

Private Institutions -Media, NGOs

Pressure groups – Religious and Cultural groups

TEXT BOOKS :

- 1.Chandrashekar S,(1995), *Colonialism, Conflict and Nationalism*, South Asia Books, Delhi.
- 2.T.M.R,(1992) *Nationalism in Conflict in India*, Karachi: UrduAcademy Sind.

REFERENCES BOOKS:

- 1.Barash David P, *Introduction to Peace Studies*, CAWadsworth Publishing Company, 1991
- 2.Boulding Kenneth E, *Conflict and Defence: A GeneralTheory*, New York, Harper & Row,1963
- 3.Chandra Ashish, *Human Rights Conflict Resolution*, Delhi:Rajat Publications, January 2017
- 4.Coser Lewis A, *The Functions of Social Conflict*, London:Routledge, 2003
- 5.Galtung Johan, *The Way is the Goal: Gandhi Today*,Ahmedabad, India: Gujarat Vidyapith, 1992
- 6.Gandhi M.K, *Non-Violent Resistance (Satyagraha)* DoverPublications, New York, 2012
- 7.Gender, Peace and Conflict, Inger Skjelsboek, Dan Smith,International Peace Research Institute, California, SAGE Publications,2001

BLENDED LEARNING

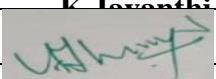
UNIT	TOPIC	LINK
I	Causes and Effects of Conflicts	https://www.youtube.com/watch?v=djdHPMZn8gM
II	Religious and Linguistic conflicts	https://www.youtube.com/watch?v=q8kLRGTfiEk
III	Border Dispute and Terrorism-	https://time.com/4858388/borderdisputesiraqsyriachi naindia
IV	Remedies for Conflict	https://www.youtube.com/watch?v=v4sby5j4dTY
V	Dealing with conflicts -	https://youtu.be/yNr_pKgflr0

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO 4	PO5	PO 6	PO7	PO8	PO9	PO10	PO11	PO 12	PSO1	PSO2	PSO3
CO1	2	2	2	2	1	1	2	3	3	1	3	2	3		1
CO2	3	2	2	3	1	1	2	3	3	3	3	3	3		2
CO3	3	3	2	3	1	1	2	3	3	3	3	3	3		2
CO4	3	3	2	3	1	1	2	3	3	3	3	3	3		2
CO5	2	3	2	3	1	1	2	2	3	3	3	3	3		1

(Correlation: 3 – High, 2 – Medium, 1 – Low,)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in Semester
6	Seminar – (Unit III & IV)	Once in Semester
7	Class Participation - Unit V	Once in Semester

Course designed by :Dr.R.Subha			Verified by HOD: Dr.R.Malliga		
Checked by CDC: Dr. K. Jeyanthi			Approved by: Principal		
					
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative	

SEMESTER: II
COURSE CODE: 23PHT2C05

TITLE OF THE COURSE: CORE - HISTORY OF THE MUGHALS FROM 1526 TO 1707 CE

COURSE OBJECTIVES :

To enable the students to:

- have a knowledge on History of Medieval India
- Enlighten the rule of the Mughals from the inception till the end

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Remember the literary and Archaeological sources for the study of the Mughals	K1
CO2	Understand the consolidation of the Mughal Empire during the reign of Akbar	K2
CO3	Understand the role of Jahangir and Shahjahan in the History of Mughals	K2
CO4	Analyze the religious policy of Aurangzeb	K4
CO5	Evaluate the legacy of the Mughals	K5

SYLLABUS

Credits:4

Instructional Hour:65

UNIT – I: EARLY HISTORY OF THE MUGHALS-(K1)

13 Hours

Literary and Archaeological Sources
Political Condition of India on the Eve of Babur's Invasion
Babur-Early life and Conquest of Hindustan
Humayun-Exile and Restoration

UNIT – II: CONSOLIDATION OF THE MUGHAL EMPIRE- (K2)

13 Hours

Sher Shah Sur as King of Hindustan
Sher Shah's Administration
Akbar-Expansion and Consolidation
Akbar's Religious Policy

UNIT – III: JAHANGIR AND SHAHJAHAN - (K2)

13 Hours

Jahangir
Nurjahan –Juntas influence
Shahjahan – Deccan Policy
Art and Architecture
(*Self -Study: Shah Jahan and Portuguese*)

UNIT – IV: DECLINE OF THE MUGHALS-(K4)

13 Hours

Aurangzeb-Early Measures and Religious Policy
Deccan Policy
Marathas-Shivaji and his Administration
Causes for the decline of Mughal Empire
(*Self -Study: Causes for the failure of Marathas*)

UNIT – V: LEGACY OF THE MUGHALS-(K5)

13 Hours

Mughal Administration
Art and Architecture under the Mughals
Society under the Mughals
Development of literature during the Mughals
(*Beyond the Curriculum – Emergence of British Rule during Mughal Period*)

TEXT BOOKS:

1. Iswari Prasad, (1976), *History of Medieval India*, III Edition, The India Press publication Pvt Ltd, Madras.
2. Sharma R.P, (1988), *Medieval India*, Kumarna Publications, New Delhi.
3. Srivastava A.L, (1986), *Mughal Empire*, Shiva Lal Agarwal & Co, Agra.

REFERENCE BOOKS:

1. Beveridge A.S, (1992), *Babur-Memoirs of Babur*, Asiatic Society, Agra.
2. Keene, H.C, (1971), *The Fall of the Mughal Empire*, Reprint, Delhi.
3. Lanepoole. S, (1986), *The Mohammadan Dynasties*, Lotus Publications, New Delhi.
4. Sarkar J.N, (1992), *Shivaji and His Times*, Orient Blackswan, Telungana.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Political conditions on the eve of Babur's invasion	https://youtu.be/HkxuN0PdBjo
II	Akbar's Religious Policy	https://youtu.be/0cir5goBX7k
III	Jahangir	https://www.youtube.com/watch?v=OQrExddaSyk
IV	Shivaji's Administration	https://youtu.be/d1mJTCg7niQ
V	Mughal Administration	https://youtu.be/tC6pkeEHDII

Mapping of CO's with PO's and PSO's

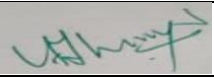
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CO3	3	3	3	3	1	3		3	3	1	3	1	1	2	1
CO4	3	3	3	3	1	3		3	3	1	3		1	1	1
CO5	3	3	3	3	1	3	1	3	3	1	3		1	1	1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Quiz- Unit V	Once in Semester

Course designed by: Dr.R.Malliga	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE: 23PHT2C06

TITLE OF THE COURSE: CORE: HISTORY OF TAMIL NADU FROM 1336 TO 1800 CE

COURSE OBJECTIVES :

To enable the students to

- to have a comprehensive knowledge on regional history of Tamil Nadu
- learn the cultural contributions of the Nayaks.
- appraise the contribution of Europeans and the Christian missionaries to TamilNadu.

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Remember the sources and the establishment of Vijayanagar Empire in Tamil Nadu	K1
CO2	Recognize the establishment of Nayak's rule inTamil Nadu.	K2
CO3	Analyze the socio-economic and political life under the Nayaks and the establishment of Maratha and Sethupathi's rule in TamilNadu.	K4
CO4	Evaluate the advent of the Europeans and the contribution of Christian Missionaries in Tamil Nadu.	K5
CO5	Analyze the emergence of Polygar system and the annexation of TamilNadu by the East India Company	K4

SYLLABUS

Credits -4

Instructional Hours - 65

UNIT I: VIJAYANAGAR KINGDOM RULE -(K1)

13 Hours

Sources
Establishment of Vijayanagar Rule in Tamil Nadu
Harihara I and Bhukka I
Expedition of Kumarakampana and Administration
Battle of Talaikota

UNIT II: ESTABLISHMENT OF NAYAKSHIP IN TAMIL NADU (K2)

13 Hours

Nayaks of Madurai- Viswanatha Nayak, Thirumalai Nayak
Nayaks of Senji- Krishnappa Nayak II
Nayaks of Tanjore-Raghunatha Nayak
(*Self -Study: Thirumalai Nayak Mahal*)

UNIT III: TAMIL NADU UNDER NAYAKS, MARATHAS AND SETHUPATHIS (K4) 13 Hours

Administration of the Nayaks
Social and Cultural life under the
NayaksMarathas of Tanjore
Sethupathis of Ramnad

UNIT IV: ADVENT OF THE EUROPEANS-(K5)

13 Hours

The Nawabs of Carnatic – Navayat - Wallajah Conflict
Beginning of EuropeanInfluence –Portuguese, Dutch, British and French
Contributions of Christian Missionaries in Tamil
Nadu(*Self -Study: Contribution of G.U.Pope*)

UNIT V: POLIGAR REBELLIONS AND THE BRITISH ANNEXATION OF TAMIL NADU-(K4)

13 Hours

Rise of Polygars
Vira Pandya
Kattabomman
Marudhu Brothers
East India Company's Annexation of Tamil Nadu
(*Beyond the Curriculum – Velu Naachiyar - Early Life, Years of stay in Dindigul
Struggle against the British Rule, Appreciation and Depictions in Popular
Culture*)

TEXT BOOKS:

- 1.Devanesan A, (1979), *History of Tamil Nadu upto 1995*, Renu Publications, Marthandam.
- 2.Rajayyan K, (1998), *History of Tamil Nadu*, Asian Publication, New Delhi.

REFERENCE BOOKS:

- 1.Kalidoss, (1976), *History and Culture of the Tamils (from Pre- Historic times to the Presidents Rule)* Vijaya Publications, Nagal Nagar, Dindigul.
- 2.Mahalingam.T.V, (1975), *Administration and Social Life under the Vijayanagar*, University of Madras, Madras.
- 3.Nilakanta Sastri K.A., *History of South India*, Oxford University Press, Bombay, 1971.
- 4.Subramaniam N, *History of Tamil Nadu*, Koodal Publishers, Madurai, 1992.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Battle of Talaikota	https://youtu.be/7kngin0VHP0
II	Nayaks Rule in Tamil Nadu	https://youtu.be/eYmbL0D5tqM
III	Marathas of Tanjore-	https://youtu.be/TDC5u3zNb6s
IV	Advent of the Europeans-	https://youtu.be/nSQxKiSJdmw
V	Marudhu Brothers-	https://youtu.be/YHMHJjZ8Bn8

Mapping of CO's with PO's and PSO's

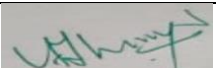
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	1	1	1	2	3	1		3	3	1	1	3
CO2	3	3	3	1	1	2	2	3	1		3	3	1	1	3
CO3	3	3	3	1	1	2	2	3	1		3	3	1	1	3
CO4	3	3	3	3	1	2	2	3	2		3	3	1	1	3
CO5	3	3	3	3	1	2	3	3	2		3	3	1	1	3

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Term Paper - Unit V	Once in Semester

Course designed by: Dr.Priya Premalatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE:23PHT2C07
TITLE OF THE COURSE: RESEARCH METHODOLOGY IN HISTORY
(Skill Development & Industry 4.0)

OBJECTIVES :

To enable the students to

- have a basic knowledge in methodology of writing history
- know about the recent developments in historical writing

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Remember the definition, scope, how to select a topic and framing Hypothesis for Research in History	K1
CO2	Understand different kinds of Sources	K2
CO3	Understand different methods of Data Collection	K2
CO4	Apply the research Drafting methods in their Research Work	K3
CO5	Analyze the different aspects of Historical writing	K4

SYLLABUS

Credits: 4

Instructional Hours: 65

UNIT I: RESEARCH AND SOURCES-(K1)

12 Hours

Meaning and Definition of Research
Scope of Research in History
Selection of Topic
Framing Hypothesis

UNIT II: SOURCES-(K2)

12 Hours

Primary Sources
Secondary Sources
Tertiary Sources
Digital Libraries – INFLIBNET & Shodhganga

UNIT III: KINDS OF DATA COLLECTION-(K2)

13 Hours

Interview Method, Survey Method
Analytical Method, Case Study Method
Questionnaire Method, Sampling Method
Scientific Method, Descriptive Method
(Beyond the Curriculum –SPSS)

UNIT IV: RESEARCH DRAFTING-(K3)

15 Hours

Chapterization and Review of Literature
Aims, Objectives and Limitations
Foot Notes, End Notes
Bibliography, Appendix, Tables, Charts and Maps
(Self-Study : Cliometrics)

UNIT V: SYNTHESIS-(K4)

13 Hours

Objectivity and Subjectivity in Historical Writing
Internal and External Criticism
Documentation and Plagiarism (Industry 4.0)
Funding Agencies for Historical Research
(Self-Study: Google Scholar)

TEXT BOOKS:

- 1.Rajayyan K, *History in Theory and Method*, Raj Publishers, Madurai, 1976.
- 2.Subramanian N, *Historical Research Methodology*, Ennes Publications, Madurai, 1980.

REFERENCE BOOKS:

- 1.Arora K.L, (1989), *Teaching of History* Prakash Brothers Publishers, Ludhiana.
- 2.Bajaj Satish K, (2000), *Research Methodology in History*, Anmol Publications Pvt. Ltd., New Delhi.
- 3.Bhattachary Bikash,(2011), *Introduction to Historiography* Dominant Publishers and Distributors Pvt.Ltd., New Delhi.
- 4.Carr E.H, (1961), *What is History*, Cambridge University Press, London.
- 5.Kirit K Shah and Meherjyoti Sangle (eds.), (2017), *Historiography Past and Present*, Rawat Publishers, Jaipur.
- 6.Manickam.V, (2003), *On History and Historiography*, Clio Publications, Madurai.
- 7.Marwick A, (1970), *The Nature of History*, Macmillan and Co., Ltd., London.
- 8.Sharma Tej Ram, (2005), *Historiography: A History of Historical Writing Concept*, Publishing Company, New Delhi,
- 9.Sheik Ali B, (1981), *History: Its Theory and Methods*, Macmillan India Ltd., Madras

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Hypothesis - Research Methodology	https://youtu.be/AqH_OvVItn0
II	Primary Secondary and Tertiary Sources	https://youtu.be/SzdSAOyZDfI
III	Types of Survey Research	https://youtu.be/xLShrpLW2E
IV	Structure of Foot notes and Bibliography	https://youtu.be/AUnbGpOctLk
V	Differences between Objectives and Subjective	https://youtu.be/_2Xakc5iMCnw

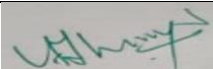
Mapping of CO's with PO's and PSO's

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO1	PSO 2	PSO 3
CO1		1	1			3	3	3	3	3	3	3	1		3
CO2		1	1	1		3	3	3	3	3	3	3	1	2	3
CO3		1				3	3	3	3	3	3	3	1		3
CO4		1				3	3	3	3	3	3	3			3
CO5		1				3	3	3	3	3	3	3			3

(Correlation: 3-High, 2-Medium, 1-Low)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment – Unit I & Unit II	Twice in a Semester
6	Seminar - Unit III & IV	Twice in a Semester
7	Conference Participation - Unit V	Once in a Semester

Course designed by: Dr.R.Subha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE: 23PHT2CO8

**TITLE OF THE COURSE: CORE : HISTORY OF THE WORLD CIVILIZATION
FROM 1453 TO 1945 CE**

COURSE OBJECTIVES :

To enable the students to

- study the importance of modern age
- the role of intellectual giants in the various revolutions of Europe

COURSE OUTCOMES :

At the end of the course the student will be able to:

CO1	Remember the importance of the year 1453 and the dawn of modern period	K1
CO2	Understand the emergence of new monarchs and the age of absolutism	K2
CO3	Apply the role of philosophers and to analyze the rise of nationalism	K3
CO4	Analyze the rise of dictatorship	K4
CO5	Evaluate the significance of the year 1945 and thereafter	K5

SYLLABUS

Credits: 4

Instructional Hours: 78

UNIT-I: DAWN OF MODERN ERA-(K1)

15 Hours

Geographical Discoveries
Renaissance in Art, Architecture and Music
Reformation in Germany- Martin Luther
Counter Reformation
(*Self- study: Effects of Renaissance*)

UNIT-II: EMERGENCE OF MODERN EUROPEAN STATE SYSTEM -(K2) 10 Hours

The New Monarchies-The Age of
Absolutism Louis XIV of France
Frederick the Great of Prussia
Africa – Explorations

UNIT-III: AGE OF REVOLUTIONS-(K3)

16 Hours

Role of Philosophers in French Revolutions
Industrial Revolution-Agrarian Revolution
Nationalism in Europe-World War I
League of Nations
(*Self- study: Political Achievements of the League of Nations*)

UNIT-IV: RISE OF DICTATORSHIP-(K4)

16 Hours

Trade Unions and Labour Organizations
The Revolution of 1917-Lenin and Bolshevism-Stalin
Rise of Fascism - Nazi Dictatorship
Development of Science and Education in 20th century

UNIT-V: WORLD SINCE 1945-(K5)

16 Hours

UNO-Cold War-Disarmament
Nationalism in Africa
Communism in China and Russia
Twentieth Century Social Problems
(*Beyond the Curriculum – Climate Change & its Impact- Regional weather changes, Moderating influences, Health effects*)

TEXT BOOKS:

- 1.Gokhale B.K, (1982), *History of Modern World (1900 -1960)*,Himalaya Publishing House, Bombay.
- 2.Srivastva L.S & Joshi V.P, (1983), *International Relations*, Goel Publishing House

REFERENCE BOOKS:

- 1.Arnold Toynbee. J, (1963), *Study of History*, Oxford University Press, Bombay.
- 2.Burns E.M, (1991), *World Civilizations*, Goyal Publishers and Distributors, NewDelhi.
- 3.John Merriman, (2009), *A History of Modern Europe: From the French Revolution to the Present*, Norton Publishers, New York
- 4.Ketelbey C.D.M, (1970), *A History of Modern India from 1789*, Oxford University Press, Bombay.
- 5.Nanda S.P, (2000), *History of Modern Europe and the World*, Anmol Publications Pvt. Ltd. New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Geographical Discoveries	https://youtu.be/2tGJBH0CG_w
II	Frederick the Great of Prussia	https://youtu.be/PizUbOsjYm0
III	League of Nations	https://youtu.be/ywMIFMEMSLw
IV	The Revolution of 1917	https://youtu.be/cV9G1QUIm7w
V	Nationalism in Africa	https://youtu.be/kJUZIjvhYLI

Mapping of CO's with PO's and PSO's

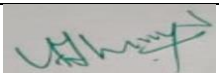
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO1	PSO2	PSO3
CO1	3	2	3		3	1	1	1	2	3	1	2	2	1	1
CO2	3	3	3		3	1	1	1	2	3	1	2	2		1
CO3	3	2	3		3	1	1	1	2	3	1	2	2		1
CO4	3	2	3		3	1	1	1	2	3	1	2	2		1
CO5	3	2	3		3	1	1	1	2	3	1	2	2		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Class Participation - Unit V	Once in Semester

Course designed by: Dr.Priya Premlatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE:23PHT2C09
TITLE OF THE COURSE: CORE: WOMEN IN INDIA

COURSE OBJECTIVES:

To enable the students to

- understand the conditions of Indian Women
- remember the social reforms introduced for the upliftment of women
- understand the various legislations for the women empowerment in India

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Understand the position of women before Indianrenaissance	K2
CO2	Remember the role of women after the introductionof social reforms	K1
CO3	Analyze the role of social reformers in womenempowerment	K4
CO4	Understand the specific legislations for women	K2
CO5	Evaluate the women achievers and women empowerment in education,economy, literature and medicine.	K5

Credits: 4

SYLLABUS

Instructional Hours: 65

UNIT I: INDIAN WOMEN BEFORE INDIAN RENAISSANCE- (K2) 13 Hours

Family – Patriarchic Society
 Child Marriage and Devadasi
 systemFemale foeticide and
 infanticide Dowry– Widow
 hood – Sati

UNIT II: INDIAN WOMEN AND SOCIAL REFORMS-(K1)

Women and Education
 Women and Economy
 Women and Politics
 Women and Sports

13 Hours

UNIT III: SOCIAL REFORMERS-(K4)

Raja Ram Mohan
 Roy Pandit Ishwar
 Vidyasagar
 Pandita Ramabai
 Veeresalingam Pantulu
(Self -Study: Savitribai Phule)

13 Hours

UNIT IV: WOMEN SPECIFIC LEGISLATIONS - (K2&K3)

The Immoral Traffic (Prevention Act) 1956
 The Dowry Prohibition Act 1961
 The Indecent Representation of Women (Prohibition) Act1986
 Protection of Women from Domestic Violence Act, 2005
 The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and
 Redressal) Act 2013
(Self- Study :Eve Teasing Act of 1998)

13 Hours

UNIT V: WOMEN ACHIEVERS AND WOMEN EMPOWERMENT - (K5) 13 Hours

Muthulakshmi Reddy
 Aruna Asaf Ali
 Medha Patkar
 M.S.Subbulakshmi
 Arundhati Roy
*(Beyond the Curriculum – Mrs.Chinnapillai – Early Life, Agricultural
 operations,Achievements & Awards)*

TEXT BOOK:

1. Taru Susie and K Lalita, (1991), *Women in India*. Vol II, Feminist Press, New York.

BOOKS FOR REFERENCE:

1. Agnew and Vijay, (1979), *Elite Women in India politics*, Vikas Publications, Delhi,
2. Basu A and Ray B, (1990), *Women's Struggle: A History of the All India Women's Conference 1927- 1990*, Delhi.
3. Neera Desai, (1977), *Women in Modern India*, The University of California.
4. Everett Jana M, (1981), *Women and Social Change in India*, Heritage Publisher, Delhi.
5. Forbes Geraldine, (1966), *Women in Modern India*, Cambridge University Press, Cambridge.
6. Krishnamurthy J, (ed)., (1989), *Women in Colonial India: Essays on Survival Work and*
7. Nanda B.R, (1976), *Indian Women: from Purdah to Modernity*, Vikas Publications, Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Indian women before Indian Renaissance	https://youtu.be/Z9tBQcVkFIU
II	Indian women and Social Reforms	https://youtu.be/kOeU4Ftp12Y
III	Indian political thought	https://www.youtube.com/watch?v=YJLBbzrg6Mo
IV	The Dowry Prohibition Act 1961	https://www.youtube.com/watch?v=62iVf0cRn4A
V	Aruna Asaf Ali	https://youtu.be/i0jU0VlotMM

Mapping of CO's with PO's and PSO's

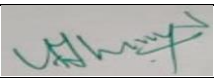
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	2	3	2	1	2	2	3	3	1	3	3	1		1
CO2	3	2	3	2	1	2	2	3	3	1	3	3	1		1
CO3	1	2	3	2	1	2	1	3	3	1	3	3	1		1
CO4	3	2	3	2	1	2	2	3	3	1	3	3	1		1
CO5	1	2	3	2	1	2	1	3	3	1	3	3	1		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Case Study - Unit V	Once in Semester

Course designed by: Dr. R.Malliga	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE: 23PHT2E01

TITLE OF THE COURSE: HISTORY OF LABOUR MOVEMENT IN TAMIL NADU SINCE 1900 CE

COURSE OBJECTIVES:

To enable the students to:

- realize the impact of British rule on the economy of TamilNadu
- have a depth on five year plans and economic development
- learn about the role of Labour Movement in Tamil Nadu

COURSE OUTCOMES :

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

CO1	remember the historical background of ancient industries.	K1
CO2	understand the impact of British rule on Tamil Nadu economy.	K2
CO3	analyse the relationship between Labour Movement and National Movement.	K4
CO4	analyze the contributions of national leaders in Labour Movement.	K4
CO5	Evaluate the labour legislations for future beneficiaries.	K5

SYALLABUS

Credits: 4

Instructional Hours: 52

UNIT I: ANCIENT INDUSTRIES -(K1)

10 Hours

Historical background of Ancient IndustriesAgriculture,
Trade and Commerce
Indigenous Industries - Textiles, Mining, Shipping
Guild System

(Self -Study: Types of Ancient Markets and itsfunctionaries)

UNIT II: ECONOMICAL POLICIES AND PROGRAMMES OF BRITISH - (K2)

10Hours

British Industrial and Labour policies
Textiles
Agriculture
Relationship between Labour Movement and National Movement

UNIT III: TAMIL NADU UNDER BRITISH RULE -(K4)

10 Hours

Impact of the British Rule on Tamil Nadu
Impact of Russian Revolution
Development of Transport

UNIT IV: GROWTH OF LABOUR MOVEMENTS-(K4)

11 Hours

The Origin and Development of Labour Movement inTamil Nadu
B.P.Wadia - Thiru.Vi. Ka. - Muthuramalinga Thevar -V.V.Giri
Leftist leaders
(Self -Study : Sengaliappan)

UNIT V : IMPACT OF LABOUR MOVEMENT-(K5)

11 Hours

Role of political parties in Labour Movement Organized Industrial Trade Union
Movements in TamilNadu
Labour legislations
Impact on society, economy and politics

TEXT BOOKS :

- 1.Krishna C.S., (1989), *Labour Movement in Tamil Nadu*, Calcutta.
- 2.Sharma.G.K., (1971), *Labour Movement in India: Its Past and Present*, Sterling Publishers, New Delhi, Second Edition.

REFERENCE BOOKS:

- 1.Giri V.V.,(1974.), *Labour Politics in Indian History*, SurjeetPublications Pvt Ltd., Delhi.
- 2.Karnik.V.B.,(1960) *Indian Trade Union: A Survey*, Bombay.
- 3.Roy.M.N.,(1943) *Indian Labour and Post War Reconstruction*,Lucknow.
- 4.Sarada Raju A., (1941)*Economy of South India*, Chennai.
- 5.Srivastava.S.C., (2012)*Industrial Relations and Labour Laws*,Vikas Publishing House Pvt.Ltd.,Ghazidabad, Uttarpradesh.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Ancient Industries-	https://www.youtube.com/watch?v=0kSrDvpLfHA
II	Economic policies and programmes of British-	https://www.youtube.com/watch?v=s61qe55p5jE
III	Tamil Nadu under British Rule-	https://www.youtube.com/watch?v=9i7RAQIY51k
IV	Growth of Labour Movements-	https://www.youtube.com/watch?v=m8MzOJ7ISGo
V	Impact of Labour Movement-	https://www.youtube.com/watch?v=wwYHIHMGrPs

Mapping of CO's with PO's and PSO's


	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	2	3	1	-	3	1	3	-	1	2	1	1	-	3
CO2	3	2	3	2	-	3	3	3	-	1	2	1	2	-	3
CO3	3	2	3	3	-	3	2	3	-	1	3	3	3	-	3
CO4	3	2	3	3	-	3	2	3	-	1	2	3	3	-	3
CO5	3	2	3	3	-	3	3	3	-	1	3	3	3	-	3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Case Study - Unit V	Once in a Semester

Course designed by : Dr.M.Sakthi Vishnu Priya	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: II
COURSE CODE: 23PHT2E02
TITLE OF THE COURSE: PEACE MOVEMENT IN INDIA

COURSE OBJECTIVES:

To enable the students to

- have a knowledge on peace movement in pre independent India
- learn the various peace movements at world level
- learn about different religious and cultural movements in India for peace

COURSE OUTCOMES:

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

CO1	remember the theory and characteristics of peace movement	K1
CO2	understand the non-violent movements in Pre Independent India	K2
CO3	illustrate the peace movements of Independent India	K2
CO4	evaluate the knowledge about the various peace movements at world level	K5
CO5	examine the contribution of religious and Cultural movements in India for peace	K3

SYLLABUS

Credits: 4

Instructional Hours: 52

UNIT I: CONCEPT AND THEORY OF PEACE MOVEMENT-(K1)

10 Hours

Concept (Meaning and Definition) Theory and Research
Characteristics (Positive and Negative)
Peace Movement in Global Context

UNIT II: PEACE MOVEMENT IN PRE-INDEPENDENT INDIA-(K2) 10 Hours

Ahimsa (Jainism, Buddhism & Gandhi) Satyagraha
Non Violent Movements
Indian Freedom Struggle and its impact on World Scenario
(*Self -Study: Noble Prizes for Peace*)

UNIT III: PEACE MOVEMENT IN INDEPENDENT INDIA-(K2)

11 Hours

Vinobhabhave's Bhoodhan Movement
Jayaprakash's Total Revolution
Metha Patkar's Narmadha Bachao Andolan
Anna Hazare's Indian – Anti Corruption Movement

UNIT IV: RELIGIOUS & CULTURAL MOVEMENTS-(K5)

10 Hours

Bahai Movement
Aurobindho Ashram
Mother Theresa's Missionary of Charity
Ramakrishna Mission
(*Self -Study: Divyodhaya- Inter Religious Centre*)

UNIT V: PEACE AT WORLD LEVEL-(K3)

11 Hours

Ideas of Mahavira & Buddha for World Peace
Swami Vivekananda on Universal Brotherhood
Gandhian Ideas for World Peace
Nehruvian Policies towards World Peace

TEXT BOOK :

1.Ujjwal Kumar Singh, (2008),*Human Rights and Peace: Ideas, Laws, Institutions and Movements*: (South Asian Peace Studies) Paperback – 21, First Edition, Sage India, NewDelhi,

REFERENCE BOOKS :

1.Carter. A.,(1992) *Peace Movements: International Protest and World Politics Since 1945 (The Postwar World)* Paperback-10, First Edition, Longman, London.

2.Christopher R. (2018),*Hill, Peace and Power in Cold War Britain: Media, Movements and Democracy, 1945-68*, Hardcover, Bloomsbury Academic, London.

3.David Cortright,(2008) *Peace: A History of Movements and Ideas* Paperback- Illustrated, Cambridge University Press,England.

4.Klaus Schilchtmann,(2016), *A Peace History of India: From Ashoka Maurya to Mahatma Gandhi* Paperback- Import, Adapted Edition, VIJ Books (India) Pvt Ltd, Delhi.

5.Minoru Mio, (2020),*The Dynamics of Conflict and Peace in Contemporary South Asia: The State, Democracy and Social Movements*, Hardcover- import, First Edition, Routledge.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Introduction and Concept of Peace Movement	https://youtu.be/cji5dFCW7IE
II	Satyagraha	https://youtu.be/tZIwebgPu0U
III	Vinobhabhave's Bhoodhan Movement	https://youtu.be/pI3f00rofsg
IV	Ramakrishna Mission	https://youtu.be/51E3dFwMAUE
V	Nelson Mandela	https://youtu.be/jsC4gUZL0Mc

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO 7	PO8	PO9	PO10	PO11	PO 12	PSO1	PSO2	PSO3
CO1	2	2				2	2				1	3			
CO2	3	3		2		1	2				1	3			1
CO3	3	3		2		1					1	3			1
CO4		3				1	3	1			1	3			1
CO5	3	3		2		1					1	3			1

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Case Study - Unit V	Once in a Semester

Course designed by : Mrs.G.Premalatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

SEMESTER: II
COURSE CODE: 23PHT2E03
TITLE OF THE COURSE: MAKERS OF MODERN INDIA

COURSE OBJECTIVES:

To enable the students to

- cherish the memory of great personalities in making of modern India
- remember the socio, economic and cultural contributions of leaders in shaping Modern India
- understand the biography of the makers of modern India

COURSE OUTCOMES:

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

CO1	remember the major architects of India	K1
CO2	understand the contributions of shapers of Modern India	K2
CO3	analyze the social reformers and their movements in India	K4
CO4	analyze the contributions of economic visionaries	K4
CO5	analyze the contributions of legends towards Indian literature, dance, music and sports	K4

Credits: 4

SYLLABUS

Instructional Hours: 52

UNIT – I: ARCHITECTS OF INDIA -(K1)

10 Hours

Dadabhai Naoroji
Gopala Krishna Gokhale
Annie Besant
Sarojini Naidu

UNIT – II: PEOPLE SHAPED MODERN INDIA -(K2)

10 Hours

Mahatma Gandhi
Jawaharlal Nehru
Vallabhai Patel
B.R. Ambedkar
(*Self -Study: Kamaraj*)

UNIT – III: SOCIAL REFORMERS-(K4)

10 Hours

Raja Ram Mohan Roy
Ishwar Chandra Vidyasagar
Narayana Guru
Jothibai Puley
(*Self -Study: EVR*)

UNIT – IV : ECONOMIC VISIONARIES-(K4)

11 Hours

T.T. Krishnamachari
C. Subramanian
J.R.D. Tata Ghanshyam Das Brila

UNIT – V: ART AND CULTURE – ACHIEVERS-(K4)

11 Hours

Literature: Bharathiar - Rabindranath
Tagore
Dance: Padma Subramaniam
Sports: Dhyan Chand – Sachin Tendulkar
Music: Ravi Shankar – Zakir Hussain
(*Self -Study :S.P.Balasubramaniam*)

TEXT BOOKS :

1. Ramachandra Guha, (2011) *Makers of Modern India*, The Belknap Press of Harvard University Press, Cambridge-Mass.

REFERENCE BOOKS :

1. Shashi Ahluwalia, (1986) *Founders of New India*, Madras Publication, Delhi.
2. Tirumalai .R, (1989), *Dynamic Innovator: Biography of Krishnamacharya*, TT Maps and Publication.
3. S.R. Bakshi and Lipi Mahajan, (2002), *Social Reformers in India*, Deep and Deep Publications, New Delhi.
4. Rachna Bhola Yamini, (2016) *The Life and Times of Major Dhyachand*. Prabhat Prakashan; First edition.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Dadabhai Naoroji	https://www.youtube.com/watch?v=4JTno3BSWKI
II	Mahatma Gandhi	https://www.youtube.com/watch?v=hpZwCRInrgo
III	Jothibai Puley	https://youtu.be/E6YIB6-4EB4
IV	C. Subramanian	https://www.youtube.com/watch?v=HwZeEzdMEEU
V	Sachin Tendulkar -	https://youtu.be/qsXKyVKgsIE

Mapping of CO's with PO's and PSO's

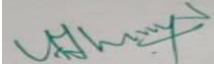
	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	2	3		2		1		1			1	2			1
CO2	2	3		2		1		1			1	2			1
CO3	2	3		2		1		1			1	2			1
CO4	2	3		2		1		1			1	2			1
CO5	2	3		2		1		1			1	2			1

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Case Study - Unit V	Once in a Semester

Course designed by : Dr.J.Daisy Thangammal	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

				
Dr.A.Thennarassu Subject Expert	Dr.Hepzibah Joseph University Nominee	K.A.Murugavel Industrialist	Dr.H.R.Sumathi Alumna	K.Haripriya Student Representative

SEMESTER: III
COURSE CODE: 23PHT3C10
TITLE OF THE COURSE: CORE: INDIAN NATIONAL MOVEMENT SINCE 1858 CE

COURSE OBJECTIVES:

To enable the students to

- know about the history of our freedom movement.
- be familiar with our freedom fighters and understand their contributions to our nation.
- Cherish and respect the struggles, movements and the attainment of Independence.

COURSE OUTCOME:

At the end of the course students will be able to:

CO1	Understand the emergence of Indian Nationalism and its growth till 1919.	K2
CO2	Analyze the contribution of Mahatma Gandhi and his movements to attain freedom.	K4
CO3	Evaluate the significance of Civil Disobedience Movement and the role of Subash Chandra Bose to freedom Movement.	K5
CO4	Analyze the course of National Movement during the II World War.	K4
CO5	Analyze the final phase of the freedom struggle and the attainment of Independence.	K4

SYLLABUS

Credits: 4

Instructional Hours: 78

UNIT I : FREEDOM MOVEMENT PHASE I-(K2)

15 Hours

Emergence of Indian Nationalism
 Rise of Moderates
 Extremists and Militant Nationalism
 The Muslim League, Swadeshi Movement
 Home Rule Movement
(Self-Study: Socio-Religious Organizations in India)

UNIT II: GANDHIAN ERA-(K4)

15 Hours

Emergence of Gandhi
 Non-Co-operation Movement
 Khilafat Movement
 Simon Commission
 Nehru Report

UNIT III: FREEDOM STRUGGLE FROM 1930-1940-(K5)

16 Hours

Civil Disobedience Movement
 Round Table Conferences
 Gandhi-Irwin Pact
 Subhash Chandra Bose and Indian National Army
(Self-Study: Poona Pact)

UNIT IV: NATIONAL MOVEMENT FROM 1939-1945-(K4)

16 Hours

National Movement during World War II
 August Offer 1940
 Cripps Mission
 Quit-India Movement
 Rajaji Formula
(Beyond the Curriculum – Cellular Jail- Andaman - Foundation & History of the Jail, Design of the Cellular Jail, Life in the Jail)

UNIT V: FINAL PHASE OF FREEDOM STRUGGLE-(K4)

16 Hours

Shimla Conference, Cabinet Mission

TEXT BOOKS :

1. Chhabra, (1971), Advanced History of Modern India, Vol. I, II & III., Sterling Publishers Pvt Ltd, New Delhi.
2. Prasad L., (2004), *Indian National Movement and Constitutional Development*, Lakshmi Narain Agarwal, Agra.

BOOKS FOR REFERENCE :

1. Bipin Chandra, (2009), *History of Modern India*, Orient Black Swan, New Delhi.
2. Dodwell H.H., (2018), *Cambridge History of India*, Vol.5 of 6, Forgotten Books, London.
3. Grover.B.L., (1970), *A New Look on Modern Indian History*, Chand & Co, New Delhi.
4. Menon V.P., (1985), *Integration of the Indian States*, Orient Longman Ltd., Hyderabad.
5. Tara Chand, (1992), *History of Freedom Movement in India*, Vol.4, Publications Division, Government of India, New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Home Rule Movement-	https://youtu.be/uBhvaB_Qgho
II	Non-Co-operation Movement	https://youtu.be/ljaJM9zCpRs
III	Subhash Chandra Bose and Indian National Army	https://youtu.be/sAA11gAt2oY
IV	Quit-India Movement	https://youtu.be/J_rPiEAhr4Q
V	Mountbatten Plan and Independence Act of 1947-	https://youtu.be/ScaeoSeHdU

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	3	3	3		1	3	3	3	2	2	3	3		1
CO2	3	3	3	3		1	3	3	3	2	2	3	3		1
CO3	3	3	3	3		1	3	2	3	2	2	3	3		1
CO4	3	3	3	3		1	3	3	3	2	2	3	3		1
CO5	3	3	3	3		1	3	3	3	2	2	3	3		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Quiz - Unit V	Once in Semester

Course designed by: Dr.Priya Premlatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: III
COURSE CODE: 23PHT3C11
TITLE OF THE COURSE: CORE : HISTORY OF TAMIL NADU FROM 1800 TO 2000 CE

COURSE OBJECTIVES:

To enable the students to

- to have a comprehensive knowledge of regional history.
- understand the social, economic and political developments of Tamil Nadu under the British rule.
- evaluate the contributions of the great leaders of Tamil Nadu for India's freedom

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Understand the significance of Rebellions and British Administration in Tamil Nadu.	K2
CO2	Remember the growth of education, literature and press in Tamil Nadu.	K1
CO3	Analyze the role of Dravidian Movement and E.V.R in Tamil Nadu's freedom struggle.	K4
CO4	Evaluate the contributions and sacrifices of the freedom fighters of Tamil Nadu	K5
CO5	Analyze the progress and the development of Tamil Nadu in Post Independent period.	K4

SYLLABUS

Credits:4

Instructional Hours - 78

UNIT I: REBELLIONS AND REFORMS IN TAMIL NADU- (K2)

South Indian Rebellion 1800-1801

15 Hours

Vellore Mutiny of 1806

Revenue Administration – Ryotwari settlement

Organisation of Judiciary

UNIT II: DEVELOPMENT OF TAMIL NADU UNDER BRITISH-(K1) 15 Hours

Growth of Education

Growth of Tamil Literature

Development of Press

Home Rule Movement – Annie Beasant

UNIT III: SOCIAL AND POLITICAL MOVEMENTS IN TAMILNADU-(K4)16 Hours

Dravidian Movement in Tamil Nadu

Rise and Fall of Justice Party

E.V. Ramaswamy and the Self-Respect Movement

Tamil Nadu in the Freedom Struggle

(Self - Study: Justice Party and Women Empowerment)

UNIT IV: FREEDOM FIGHTERS AND THEIR CONTRIBUTIONS TO TAMIL NADU-(K5)

16 Hours

Role of Vanchinathan & Subramania Siva in the freedom struggle

Contributions of VOC and Subramania Bharathiar

Sathiamoorthy & Tirupur Kumaran

Post-Independent Tamil Nadu

(Self - Study: Noon-Meal Scheme of Kamaraj)

UNIT V: TAMIL NADU IN POST INDEPENDENCE PERIOD-(K4)

Linguistic Divisions of Madras Presidency

16 Hours

Rajaji and Kamaraj Ministry

Political, Economic and Social History of Contemporary Tamil Nadu

Administration of DMK and ADMK

*(Beyond the Curriculum –Cradle Baby Scheme of Dr.J. Jayalalitha- Early Life, Political Career, Schemes for women, cradle baby scheme)***TEXT BOOKS :**

1. Devanesan. A, (1979), *History of Tamil Nadu upto 1995*, Renu Publications, Marthandam.
2. Rajjayan. K, (1998), *History of Tamil Nadu*, Asian Publication, New Delhi.

REFERENCE BOOKS:

1. Krishnamurthi V.M., (1984), *History of Tamil Nadu, Political, Constitutional and Cultural (Vol.II A.D.1565-1970)*, Vijayalakshmi Publications, Neyoor.
2. Raju Kalidoss, (1976), *History and Culture of the Tamils (from Pre-Historic Times to the Presidents Rule)* Vijay Publications, Nagal Nagar, Dindigul.
3. Ramamuti.P, (1987), *Freedom Struggle and Dravidian Movement*, Orient Longmen, Chennai.
4. Subramaniam N, (1992), *History of Tamil Nadu*, Koodal Publishers, Madurai.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Vellore Mutiny of 1806	https://youtu.be/KLcUcVkcPhw
II	Movement – Annie Beasant	https://youtu.be/uBhvaB_Qgho
III	Tamilnadu in the Freedom Struggle	https://youtu.be/nUIQ4oEt0fE
IV	Tirupur Kumaran	https://youtu.be/0FI98Eok2H8
V	Kamaraj Ministry	https://youtu.be/7JK9AIXLfOE

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	3		2	1	3	3	1	2	3	3	1	1
CO2	3	3	3	3		2	2	3	3	1	2	3	3	1	1
CO3	3	3	3	3		2	2	3	3	1	2	3	3	1	1
CO4	3	3	3	3		2	1	3	3	1	2	3	3	1	1
CO5	3	3	3	3		2	3	3	3	1	2	3	3	1	1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Case Study - Unit V	Once in Semester

Course designed by: Dr.Sr.M.Rosy	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: III**COURSE CODE: 23PHT3C12****TITLE OF THE COURSE: CORE : INTERNATIONAL RELATIONS SINCE 1945 CE****COURSE OBJECTIVES:**

To enable the students to:

- study the world Community in transition
- have a better understanding of contemporary world politics
- enrich themselves by the wider and more versatile approach currently being pursued

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Remember the origin of UNO and various regional organizations like NATO, SEATO, CENTO and WARTO	K1
CO2	Understand the various problems like German, Berlin, South East Asia and Vietnamese	K2
CO3	Analyze African Nationalism and role of Nelson Mandela	K4
CO4	Apply the foreign policy of USA, Britain, France and Pakistan to the present scenario	K3
CO5	Evaluate the problems of World Peace and recent trends in International relations	K5

Credit:4**SYLLABUS****Instructional Hours: 91****UNIT I: WORLD AFTER SECOND WORLD WAR (K1)****18 Hours**

The United Nations – Origin, Preamble, Membership and its organs
 Bipolarization
 Cold war
 Regional Defense Arrangements–
 Meaning of Regionalism, NATO, SEATO, CENTO, WARTO
(Beyond the Curriculum – Russia – Ukraine War 2022)

UNIT II: MIDDLE EAST AND SOUTH EAST ASIA AFTER SECOND WORLD WAR-(K2) 18 Hours

The German Problem – Partition of Germany - The Berlin Problem
 The Middle East – Arab Nationalism, Arab League, Arab –Israel Conflict
 Oil Diplomacy – Role of Middle East in World Politics
 South East Asia – Indo-China and Vietnamese problem
(Self - Study : Berlin Wall)

UNIT III: AWAKENING OF ASIA AND AFRICA-(K4)**18 Hours**

Awakening of Asia – Japan and China
 Awakening of African nationalism
 Apartheid – Mandela and South Africa
 Disintegration of USSR and Reunification of Germany

UNIT IV: FOREIGN POLICY-(K3)**18 Hours**

Foreign Policy of U.S.A
 Foreign Policy of Britain and France
 Foreign Policy of India
 Foreign Policy of Pakistan

UNIT V: Efforts for World Peace-(K5)**19 Hours**

Problems of World Peace
 Non-Alignment Movement
 SAARC and European Union
 Recent Trends in International Relations
(Self - Study: India's Contributions towards Srilankan Economic Crisis)

TEXT BOOKS:

1. Johari J.C, (1984), *International Relations and Politics*, Sterling Publications Pvt Ltd, New York.
2. Kulshrestha, (1982), *A Short History International Relations 1919 to Present Day*, S Chand & Company, New Delhi.

REFERENCE BOOKS:

1. Daniel R. Brower, (2005), *The World since 1945: A Brief History II edition*, Prentice Hall, New Jersey.
2. Geir Lunderstad, (2017), *International Relations Since 1945 (East, West, North, South)*, British Library, UK.
3. Hall D.G.E, (1966), *A History of South - East Asia*, Macmillan Publications, London.
4. John F. Cady, (1964) *South East Asia - Its Historical Development*, Mc Graw Hill Publications, Bangalore.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Cold war	https://youtu.be/dsDrYh2Af5Y
II	The Berlin Problem	https://youtu.be/A9fQPzZ1-hg
III	Apartheid – Mandela and South Africa	https://youtu.be/0_eYnCrh6gU
IV	Foreign Policy of India	https://youtu.be/SorYQNvPHY
V	Non-Alignment Movement	https://youtu.be/DUxiOol3vuo

Mapping of CO'S with PO'S/PSO'S

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO 12	PSO1	PSO2	PSO3
CO1	2	2	3		1	1	3	3	3	3	1	3	2		1
CO2	2	2	3	1	1	1	3	3	3	3	1	3	2		1
CO3	2	2	3	1	1	1	3	3	3	3	1	3	2		1
CO4	2	2	3	1	1	1	3	3	3	3	1	3	2		1
CO5	2	2	3		1	1	3	3	3	3	1	3	2		1

(Correlation: 3-High, 2-Medium, 1-Low)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Quiz (Unit V)	Once in Semester

Course designed by: Dr.R.Malliga	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: III
COURSE CODE: 23PHT3C13
TITLE OF THE COURSE: CORE - HISTORY OF USA

COURSE OBJECTIVES :

To enable the students to

- to highlight the rise of USA as the super power of the World.
- have a better understanding of contemporary world politics
- enrich themselves by the wider knowledge about the most advanced country in the world.

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Remember the War of Independence, features of the American Constitution and the election of Presidents	K1
CO2	Understand the Westward Expansion of America	K2
CO3	Analyze the rise of Big Business in America	K4
CO4	Evaluate America's position as World Power	K5
CO5	Evaluate America and her role in First World War, Second World and Cold War	K5

SYLLABUS

Credits: 5

Instructional Hours: 91

UNIT-I: EMERGENCE OF USA AS GREAT POWER-(K1)

Rise of USA: War of Independence

15 Hours

Main features of the Constitution

George Washington

Thomas Jefferson

John Marshall as the Chief Justice of the Supreme Court

(Self - Study: The American War of Independence)

UNIT -II : THE SHAPING OF NEW FOREIGN POLICY-(K2)

War of 1812

18 Hours

Monroe Doctrine

Jacksonian Democracy

Westward Movement: Louisiana Purchase Annexation of Florida-

Annexation of Texas-Partition of Oregon-Mexican War-Gadsden Purchase

UNIT-III : AMERICAN CIVIL WAR AND ITS IMPACT-(K4)

Civil war

17 Hours

Kinds of Reconstruction

Rise of Big Business

Rail Roads-Coal and Steel-Oil Industry

UNIT- IV: TRANSFORMATION OF AMERICA AS A WORLD POWER-(K5) 16Hours

Agrarian and Labour Movement

America becomes a World Power

Theodore Roosevelt

Open Door Policy

(Self -Study: The Significance of the Open Door Policy)

UNIT-V: The Second World War and the cold War Era-(K5)**18 Hours**

USA and First World War -Woodrow Wilson's Fourteen Points

The Great Depression -New Deal

USA and Second World War-Cold War

The Nixon Era-Civil Rights Movement

*(Beyond the Curriculum – Brain Drain of Indians to USA-Causes, Socio-Economic Impact, Migration)***TEXTBOOKS:**

- 1.Hill .C.P, (1966), *A History of the United States*, Arnold-Heinemann India, NewDelhi.
- 2.Nevins and Commager, (1976), *A Short History of the United States*, Knopf, NewYork.

REFERENCE BOOKS:

1. Bailey. A. Thomas, (1993), *The American Pageant, A History of the Republic*, Cengage Learning, NewYork.
2. Beard. A. Charles, Beard. R. Mary, Beard William, (1960), *New Basic History of the United States*, Double Day& Company Inc, New York.
3. Current. N. Richard, Williams. T. Harry, Friedel Frank, (1965), *American History: A Survey*, Alfred. A. Knopf INC., New York.
4. Howard Zinn, (2013), *A People's History of United States 1942-Present*, Routledge Taylor& Francis Group, London and New York.
5. Morrison. S.E, (1965), *Oxford History of the United States*, Oxford University Press, NewYork.
6. Parker Henry Bamford, (1953), *The United States of America*, Knopf, New York.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	War of Independence	https://youtu.be/-BgroHU8Vdg
II	Jacksonian Democracy	https://youtu.be/ZDXJny0bMmQ
III	American Civil War-	https://youtu.be/9v5pY9300MQ
IV	Open door policy	https://youtu.be/QaZBiMBDkCo
V	F D Roosevelt NEW DEAL	https://youtu.be/CwiEg37Lo0o

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO12	PSO1	PSO2	PSO3
CO1	3	1	3		1	1	3	3	2	2	3	3	2		1
CO2	3	1	3		1	1	3	3	2	2	3	3	2		1
CO3	3	1	3		1	1	3	3	2	2	3	3	2		1
CO4	3	1	3		1	1	3	3	2	2	3	3	2		1
CO5	3	1	3		1	1	3	3	2	2	3	3	2		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Case Study - Unit V	Once in Semester

Course designed by: Dr.M. Saradhamani	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: III
COURSE CODE: 23PHT3E01
TITLE OF THE COURSE: PRINCIPLES AND METHODS OF ARCHAEOLOGY
(Employability)

COURSE OBJECTIVES :

To enable the students to

- To learn the importance of Archaeology
- To appreciate the achievements of the predecessors
- Realize the importance of the ancient culture

COURSE OUTCOMES :

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

CO1	remember the meaning and scope of Archaeology and its relationship with other disciplines	K1
CO2	understand the archaeological activities in Indian culture through the ages	K2
CO3	analyze the various methods and kinds of archaeological explorations	K4
CO4	analyze the archaeological field methods, artifacts, dating and publications	K4
CO5	evaluate the role and activities of Museum with the recent trends and prospects	K5

SYLLABUS

Credit: 4

Instructional Hours: 52

UNIT-I: DEFINITION AND SCOPE-(K1)

10 Hours

Archaeology - Meaning and Definition
Scope of Archeology
Archaeology and its relationship with other subjects
Is Archaeology a Science or Art?

UNIT-II : HISTORY OF ARCHAEOLOGY-(K2)

10Hours

Definition and Scope of Pre and Proto Historic Archaeology in India
Paleolithic, Mesolithic Stages, Neolithic Ages – New Economy
Metal and the Early Chalcolithic Culture
The Urban Culture- Harappan Culture
(Self - Study: Role of ASI)

UNIT-III: SURFACE EXPLORATION- METHODS AND EQUIPMENTS-(K4)

10Hours

The Nature of Archaeological Data and Exploration
Mapping and Surface Indication
Aerial Survey and Under Water Archaeology
Role of Scientific Instruments in exploration

UNIT-IV: EXCAVATION – PRINCIPLES AND METHODS-(K4)**11Hours**

Archaeological Excavation-Field methods
 Theory of Stratigraphy and analysis of Artifacts
 The method of Dating,
 Documents and Publication

*(Self study –Chronology)***UNIT-V: CONSERVATION AND MUSEUM DISPLAY-(K5)****11Hours**

Preservation of Artifacts
 Conservation of Monuments
 Archaeological Museum
 Recent Trends and Prospects

TEXT BOOKS :

1. Raman.K.V.,(1991), *Principles and Methods of Archaeology*, Parthajan Publications, Madras.
2. Venkatraman.R., (2005)*Indian Archaeology(A Survey)*, EnnesPublications, Udumalpet.

REFERENCE BOOKS :

1. Alexander Bentley, Herbet D.G. Mascner & Christopher Chippindal,(2009) *Handbook of Archaeological Theories*, Rowman & Littlefield Publishers, Newyork.
2. Isto Huvila,(2018) *Archaeology and Archaeological Information in the Digital Society*, Sunrise setting Ltd., Brixham, UK.
3. Krishnamurthy K, (1995)*Introducing Archaeology*, AjantaPublications, New Delhi.
4. Mathew Johnson, (2010),*Archaeological Theory*, BlackwellPublishing Ltd., United Kingdom.
5. Rao S.R, (1994),*New Frontiers of Archaeology*, Popular PrakashanPvt., Bombay.
6. Sankalia H.D,(1979) *Indian Archaeology Today*, AjantaPublications, New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Definition and Scope of Archaeology-	https://youtu.be/r1jHHgtadf0
II	Historical Archaeology in India	https://youtu.be/bSwC6UVU-SU
III	Maritime Archaeology Progress and Prospects -	https://youtu.be/HRbUKvUNtxM
IV	Methods of Excavations	https://youtu.be/qSpGO9KGIEQ
V	Conservation and Museum display	https://youtu.be/kV5ziFYwuXA

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	2	3	1	1	3		3	1	3	2	2	3		
CO2	3	2	3	1	1	3		3	1	3	3	2	3		
CO3	3	2	3	1	1	3		3	1	3	3	2	3		
CO4	3	2	3	1	1	3		3	1	3	3	2	3		
CO5	3	2	3	1	1	3		3	1	3	3	2	3		3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)**ASSESSMENT TOOLS**

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in Semester
6	Seminar – (Unit III & IV)	Once in Semester
7	Field Survey - Unit V	Once in Semester

Course designed by : Dr.M.Saradhamai	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

SEMESTER:III
COURSE CODE: 23PHT3E02
TITLE OF THE COURSE: SOCIAL PROBLEMS IN INDIA

COURSE OBJECTIVES:

To enable the students to

- to understand the concept of social problems.
- to analyze the major social problems in India.
- to apply the remedial measures to social pathology in India.

COURSE OUTCOMES :

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

CO1	understand the meaning, definition and crimes of the society.	K2
CO2	analyze the significance of different problems in society.	K4
CO3	analyze the effects of uneven progress in the state.	K4
CO4	evaluate the major Community conflicts/ disorganization in the society	K5
CO5	Analyze the responsibilities of the Community for the social problems.	K4

SYLLABUS

Credits: 4

Instructional Hours: 52

INTRODUCTION TO SOCIAL PROBLEMS AND CRIME-(K2) 10 Hours

Meaning and Definition of Social Problems and Social Disorganization
 Crime and Delinquency Crimes
 Juvenile Delinquency Adult Offenders

UNIT II: SOCIAL PROBLEMS-(K4) 10 Hours

Alcoholism and Drug
 addiction Gambling and Smoking
 Prostitution and Women harassment
 Beggary and Exploitation

(Self Study – Indecent Representation of Women (Prohibition) Act 1986)

UNIT III: MALADJUSTMENT IN INSTITUTIONS-(K4) 10 Hours

Poverty and Unemployment
 Population and health problems
 Political Institutions and Corruption
 Uneven progress in states

UNIT IV: COMMUNITY CONFLICTS-(K5) 11 Hours

Custom and Community disorganization
 Communal tension and Community disorganization
 Lingual and regional conflicts
 Migration and Community disorganization

UNIT V: SOCIAL PROBLEM AND SOLUTIONS, REMEDIES- (K4)11Hours

Role of an individual Responsibility of the Community

Contribution of NGO's

State Responses and Legislation

(Self Study –Cyber Crime)

TEXT BOOKS:

1. Madan .G.R.,(1989) *Indian social Problem Vol I –IV* edition Allied publications pvt ltd, Chennai.

REFERENCE BOOKS:

1. Ahuja, Ram,(2001) *Social Problems in India*. Jaipur: Rawat Publications. Becker.
2. Howard S., (1966) *Social Problems: A Modern Approach*. New York: John Wiley & Sons.
3. Fitzgerald, Mike,(1975) *Crime and Society*, Hammonds worth.
4. Knadten, Richard D. and Schaper, Stephen,(1970) *Juvenile Delinquency: A Reader*. New York: Random House.
5. Rajendra Pandey,(1995) *Social Problems of Contemporary India*, New Delhi: Ashish Pub. House.
6. Leela Dube, (1997) *Women and Kinship Comparative Perspective on Gender in South and Southeast Asia*, New Delhi, Sage Publication.
7. Anne Leon G Uerrero,(2005) *Social Problems- Community , Policy and Social Action*, S AGE Publication III Edition.
8. Joel Best.(2020) *Social Problem*, W. W. Norton, Incorporated, IV Edition.

BLENDED LEARNING

UNIT	TOPOC	LINK
I	Juvenile Delinquency and Crime -	https://youtu.be/m9g0cW5LsSc
II	Alcoholism and Drug addiction	https://youtu.be/kLPpUW7UUA0
III	Poverty and Unemployment	https://youtu.be/qCM2v-Q4E
IV	Role of individual	https://youtu.be/naw3pQDVfN8
V	Solution to Social Problems	https://youtu.be/CvlqmD--vt4

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO 12	PSO1	PSO2	PSO3
CO1	2	1	-	2	1	3	3	3	3	-	2	3		2	3
CO2	2	1	-	2		3	3	3	3	2	2	3		2	3
CO3	2	1	-	2		3	3	3	3	2	2	3		2	3
CO4	2	1	2	2		3	3	3	3	-	2	3		2	3
CO5	2	1	-	2		3	3	3	3	-	2	3		2	3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

SEMESTER: III
COURSE CODE: 23PHT3E03
TITLE OF THE COURSE: ELECTIVE - ARCHIVES KEEPING
(Employability)

COURSE OBJECTIVES :

To enable the students to

- learn about the recent developments and organization of archives
- know the administrative functions and aspects of archives
- study the various uses of archives

COURSE OUTCOMES :

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

CO1	remember the meaning and characteristics of Archives	K1
CO2	understand the history , recent developments and the organization of Archives	K2
CO3	apply the administration of Archives	K3
CO4	analyse the preservation, rules and regulations of Archives	K4
CO5	Evaluate the uses and important Archives in India	K5

SYLLABUS

Credits – 4

Instructional Hours – 52

UNIT I

10 Hours

Introduction to Archives-(K1)

Definition and Meaning of the terms –‘Record’ –‘Archives’
Characteristics of Archives
Types of Records Types of Archives

UNIT II

11 Hours

Origin and Development-(K2)

History of Archives in India
Materials for the Archives
Recent Developments Organization of Archives
(Self-Study - Materials for the Archives)

UNIT III

11 Hours

Administration and Functions-(K3)

Administration of Archives
Aspects of Administration
Publications Functions of Archives

UNIT IV**10 Hours****Importance of Archives-(K4)**

Preservation of Archives Record Room and Equipment
 Re-strengthening of Old Records
 Rules and Regulations access to the Archives in India
(Self-Study - Rules and Regulations access to the Archives in India)

UNIT V**10 Hours****Important Archives in India -(K5)**

National Archives in Delhi
 The Maharashtra State Archives
 Calcutta Archives
 Tamil Nadu Archives

TEXT BOOKS:

1. Bhargava K.D,(1936) *An Introduction to National Archives*, Printed by the Superintendent, Govt. Press, New Delhi.
2. Schellenberg T.R,(1988) *The Management of Archives*, National Archives and Records Administration, New Delhi.

REFERENCE BOOKS :

1. Langwel W.H, (1980) *The Conservation of Books and Documents*, Greenwood Press, Connecticut.
2. Puranendra Basu,(1961) *Archives and Records: What are they?*, National Archives of India, Ministry of Education, New Delhi.
3. Richard J. Cox,(2000) *Historical Perspectives on Modern Archives & Records Management*, Greenwood Press, Connecticut.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Introduction to Archives	http://youtu.be/dPINe9vugNw
II	Archival Materials	http://youtu.be/gdPgOKIIVY4
III	Archival Functions	http://youtu.be/OmAGt2gOLps
IV	Preservation of Archives	http://youtu.be/fZxgOddjGIk
V	History of Tamil Nadu Archives	http://youtu.be/idoWakynxcw

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO 6	PO7	PO8	PO9	PO 10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2		2					3	3	3				3	2
CO2	2		2					3	3	3				3	2
CO3	2		2					3	3	3				3	2
CO4	2		2					3	3	3				3	2
CO5	2								3					3	2

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Content Writing – Unit V	Once in a Semester

Course designed by : Dr.M.Sakthi Vishnu Priya	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

SEMESTER: IV
COURSE CODE: 23PHT4C14
TITLE OF THE COURSE: CORE: POLICIES AND PROGRAMMES OF MODERN INDIA

COURSE OBJECTIVES:

To enable the students to

- trace the various government policies and programme that helped in creation modern India
- understand the administration, Socio –economic Programme in making modern India

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1	Understand the Political and administrative structure of modern India	K2
CO2	Analyze the major social issues in India and the policies and programme of its rectification	K4
CO3	Analyze the various policies that eradicated major economic crises of India	K4
CO4	Understand the rural development programme of India	K2
CO5	Analyze the various national security policies of India	K4

SYLLABUS

Credits: 4

Instructional Hours: 75

UNIT I: POLITICS AND ADMINISTRATIVE POLICIES OF INDIA-(K2) 15 Hours

Indian Constitution and Indian Identity
Foreign Policy of India – Nehru
Reservation Policies in India – Women –Mandal Commission
Electoral Reforms in India

UNIT II: SOCIAL POLICIES AND PROGRAMMES-(K4) 15 Hours

Population explosion and its control policies
Women –Hindu Marriage Act, Gender Issue, POSCO Act
Health -Polio, TB Eradication Policies
Environmental Protection Policies of India
Education - Labour Policies

UNIT III: ECONOMIC POLICIES AND PROGRAMMES-(K4) 15 Hours

Role of Five Year Plans in Economic Growth of India
Poverty Elevation Policies –Rationing – Unemployment
Food Problem and Agricultural Policies – Green Revolution
Liberalization Policies
(*Self - Study: Mixed Economy*)

UNIT IV: RURAL DEVELOPMENT PROGRAMMES-(K2) 15 Hours

Balwant Rai Mehta Commission 1957
Community Development Programme –Cottage Industries
MGNREGA, Antyodaya Programme
SGSY, SHG
(*Self - Study: Arivozhi Thittam*)

15 Hours

Indian Defence Policies and Welfare of Soldiers

Anti-Corruption and Anti Terrorist Policies

Protection of NRI's in Abroad

(Beyond the Curriculum – Role of CRPF- Duties, Security Activities, Role during Elections)

1. Pylee M.V, (2012), *Constitutional Government in India*, S.Chand & Company Ltd, New Delhi,Eighth Edition.
2. Dr.G.Venkatesan, (2010), *History of Contemporary India*, V.C. Publications, Rajapalayam

1. Thapar, Romila. (ed.) *2000 India: Another Millennium*, New Delhi, Penguin.
2. Bose, D.M., S.N. Sen and B.V. Subbarayappa. eds. (1989), *A Concise History of Science in India*. New Delhi: Indian National Science Academy.
3. Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.
4. Chandra Bipin, (2009), *History of Modern India*, Orient Blackswan, New Delhi.
5. Joshi P.S, (1980), *History of Modern India from 1800 to 1964*, S.Chand & Company Ltd, New Delhi,
6. General Studies – *Indian Polity Governance*, Vol.II, (2017), Pearson India Education Services Pvt. Ltd., Tamil Nadu.
7. Hoshier Singh & Pankaj Singh, (2011), *Indian Administration*, Pearson Publishers, Delhi.
8. Thompson Edward, (1980), *Reconstruction of India*, Faber & Faber, New Delhi.
9. Labour Laws With Code on Wages, (2020), Taxman, Taxman's Publication Pvt. Ltd.

UNIT	TOPIC	LINK
I	Reservation Policies in India	https://youtu.be/jlvf9EN05qo
II	Women Hindu Marriage Act	https://youtu.be/-h4zpVu1wRm
III	Liberalization Policies	https://youtu.be/vcanS-nmM9s
IV	MGNREGA	https://youtu.be/CaEZdmsSib8
V	Anti-Corruption and Anti-Terrorist Policies	https://youtu.be/YIRc1elMS0M

[illegible]

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Report Writing- Unit V	Once in Semester

Course designed by: Dr.M.Saradhamani	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: IV
COURSE CODE: 23PHT4C15

TITLE OF THE COURSE: CORE: HISTORY OF KONGUNADU

COURSE OBJECTIVES:

- To enable the students to
- To have a depth knowledge about the kongu regional History.
- To appreciate the social, cultural and economic growth of the kongu region.

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Understand the sources and Geographical features of the Kongu culture upto Megalithic Age.	K2
CO2	Analyze the Kongu history during the period of Sangam age, Pallavas and Kalabhras	K4
CO3	Evaluate the history of various rulers of Medieval period.	K5
CO4	Understand the history of Hoysalas, Nayaks, Mysorians and the British.	K2
CO5	Evaluate the growth of Kongu during Modern period in various fields.	K5

SYLLABUS

Credit: 5

Instructional Hours: 52

UNIT I: PRE-HISTORIC KONGU -(K2)

10 Hours

Sources for the study of the History of Kongunadu.
Geographical features of Kongunadu
Pre-History, Neolithic age
Megalithic culture in Kongunadu
(*Self – Study: Kodumanal -Excavation*)

UNIT II: ANCIENT KONGU-(K4)

10 Hours

Early historical period-Sangam age
The age of the Pallavas
Kalabhras
Socio-economic and religious life of the ancient Kongu people

UNIT III: MEDIEVAL KONGU -(K5)

11 Hours

The rule of the Gangas
Medieval Pandyas
Medieval Cheras
Imperial Cholas

UNIT IV: MODERN KONGU -(K2)

10 Hours

Kongunadu under the Hoysalas
Kongunadu under the Nayak rule
Kongunadu under Hyder and Tippu
Kongunadu under the British
(*Beyond the Curriculum – Emergence of Education Centers in Kongu Region*)

UNIT V: RECENT KONGU -(K5)

11 Hours

Kongunadu and the Freedom Movement
Trade, Economic activities and Growth of Industries
Conditions of Peasants and Agriculture
Kongunadu in the 20th Century.

(Self -Study : N.G. Ramaswamy)

TEXT BOOKS :

1. Manickam V, (2001), *The Kongunadu, A History of upto AD 1400*, Makkal Veliyedu, Chennai.
2. Ramamurthi V, (1986), *History of Kongu* (Part I), Pre-Historic Period To 1300 AD, Published by International Society for the investigation of Ancient Civilization, Madras.

REFERENCE BOOKS :

1. Arokiaswami, M., (1956), *The Kongu Country*, Published by The University of Madras, Madras.
2. Nilakanta Sastri, K.A., (1984), *The Colas*, Published by The University of Madras, Madras.
3. Pillai, K.K., (1975), *A Social History of the Tamils*, Vol.I, Published by The University of Madras Chennai.
4. Ramachandra Chettiar, K.M., (1987), *History of Kongu Nadu*, Tamil College, New Century Book House, Madras.
5. Subrahmanya Aiyer, K.S and Vaithianathan, (2016), *Historical Sketches of Ancient Dekhan*, Vol.II, Palala Press.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Kongunadu History	https://youtu.be/mloC9C0QdS0
II	Kalabhra dynasty	https://youtu.be/tbe-igjJO20
III	Districts of Chera, Chola, Pandya Nadu in History	https://youtu.be/8eBt0ShrqpI
IV	Poligars in Kongu-	https://youtu.be/ismfDthLHpg
V	Kongu Sea Trade	https://youtu.be/XKtqi7QnA5U

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	1	3	3		3	1		1			3	1
CO2	2	2	3	1	3	2		3	1		1			3	1
CO3	2	2	3	1	3	2		3	1		1			3	1
CO4	2	2	3	1	3	2		3	1		1			3	1
CO5	2	2	3	2	3	3	3	3	3		3	3	3		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Class Participation - Unit V	Once in Semester

Course designed by: Dr.M.Saradhamani	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: IV
COURSE CODE: 23PHT4C16

TITLE OF THE COURSE: CORE: SUBALTERN STUDIES IN INDIA

COURSE OBJECTIVES:

To enable the students to

- understand the concepts and importance of subaltern Studies in history.
- recognize the various subaltern sections and their struggles in history.
- know the various legislations that empower the subalterns in India

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Understand the meaning and origin of subaltern studies in India and the writings of subaltern Writers.	K2
CO2	Analyze the empowerment of women through Indian legislations and feminist movements.	K4
CO3	Analyze the origin of caste system and emancipation of Dalits in India	K4
CO4	Understand the religious diversification and efforts made to protect religious minorities	K2
CO5	Understand the legislations in favour of linguistic minorities and their role in nation building.	K2

Credits: 4

SYLLABUS

Instructional Hours: 90

UNIT I: MEANING AND IMPORTANCE OF SUBALTERN STUDIES-(K2) 18Hours

Meaning and Origin of Subaltern Studies
Protection of Minority Rights under International Human Rights
Law Subaltern Studies-Ranajit Guha –Gayatri Chakravorty
Spivak Peasants Struggles in India

UNIT II: WOMEN AND THEIR STRUGGLES-(K4) 18 Hours

Women through the Ages
Women and Indian
Legislation
Violence against Girls and women
Feminist Movements and Women Empowerment

UNIT III: EMANCIPATION OF DALITS AND TRIBES IN INDIA-(K4) 18 Hours

Meaning and Growth of Caste System in India
Indian Constitution –Dalits and Tribal Protection
Reservation Policies – Dalits and Tribes
Role of Ambedkar and Irom Chanu Sharmila for
Emancipation(*Self - Study: Untouchability*)

UNIT IV: RELIGIOUS MINORITIES IN INDIA-(K2) 18 Hours

Religious Diversification in India
Religious Minorities and Indian
Legislature Communalism Challenges
in India Religious Harmony through
Secularism
(*Beyond the Curriculum – Citizenship (Amendment) Act 2019- Key Provisions of the Amendment Act, Concerns against the Amendment Act, Government's stand*)

UNIT V: LINGUISTIC MINORITIES-(K2) 18 Hours

Linguistic Diversification of India
Right to Instruction in Mother
Tongue Linguistic Minorities and
State Services
Use of Minority Languages for Official Purposes

TEXT BOOK

1. Guha Ranajit, (1994), *Subaltern Studies* (six volumes) OUP, New Delhi.

REFERENCE BOOKS:

1. James Massey, (1989), *A Concise History of Dalits*, Bangalore.
2. Kamble.J.R. (1979), *Rights and Awakening of Depressed Class in India*, National Publication Delhi.
3. Restoqi PN, (1975), *The Nature and dynamics of Factional Conflict*, Macmillan, Delhi.
4. Dr.C.M. Agarwal, (2000), *Facts of Indian Womenhood* (III Vol.) Indian Publishers, Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Origin of Subaltern Studies	http://youtu.be/mrTD1atsMws
II	Women Empowerment	http://youtu.be/Wav3ZdPurXw
III	Growth of Caste System in India	http://youtu.be/ERxLSURibeQ
IV	Religious Harmony through Secularism	http://youtu.be/IDgtPdTzNU8
V	Diversification of India	http://youtu.be/olc3Bhj6iVg

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	1	1	3	3	1	3	1	3	3	3	3	3	3		1
CO2	3	1	3	3	1	3	3	3	3	1	3	3	3	2	1
CO3	3	1	3	3	1	3	3	3	3	1	3	3	3		1
CO4	3	1	3	3	1	3	3	3	3	1	3	3	3	2	1
CO5	3	1	3	3	1	3	3	3	3	1	3	3	3		1

(Correlation: 3-High, 2-Medium, 1ow)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Group Discussion - Unit V	Once in Semester

Course designed by: Dr.Priya Premlatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: IV
COURSE CODE: 23PHT4C17

TITLE OF THE COURSE: CORE :HISTORY OF FAREAST FROM 1800-1950 CE

COURSE OBJECTIVES :

To enable the students to

- remember the emergence of China and Japan in Modern World
- study the effects of II world War on China and Japan
- understand the policies of Fareast with world country.

COURSE OUTCOMES :

At the end of the course students will be able to:

CO1	Analyze the condition of China under the rule ofManchu and Boxer rebellion	K4
CO2	Analyze the rise of communist Kuomintang rift	K4
CO3	Understand the relations with western countries ,development of Japan under Meiji restoration	K2
CO4	Evaluate the impact of Russo Japanese war andAnglo Japanese alliance	K5
CO5	Evaluate the Fareast and her role in II World War	K5

SYLLABUS

Credits: 5

Instructional Hours: 78

UNIT I: CHINA IN 1800-(K4)

15Hours

Manchu Rule in China
Openingof China
Opium Wars
Boxer Rebellion

UNIT II: OPENING OF CHINA-(K4)

15 Hours

Open Door Policy
The Chinese Revolution of 1911
Communist Kuomintang Rift
China from 1914 -1939
(*Self Study: Hundred Days Reforms*)

UNIT III: JAPAN-(K2)

16 Hours

Tokuguva Shogunate
Meiji Restoration
Modernization of Japan
Sino- Japanese War

UNIT IV: EXPANSION OF JAPAN-(K5)

16 Hours

Russo Japanese War
Anglo Japanese Alliance
Expansion of Japan (1905-1921)
Japan in Interwar Period
(*Self Study : Anglo – Japanese Alliance*)

UNIT V: FAREAST DURING AND AFTER II WORLD WAR-(K5)

16 Hours

China and Japan in II World War
Republic of China 1949
Occupation of Japan under USA
Marvels of Fareast
(*Beyond the Curriculum: Reconstruction of Japan – End of the War & Allied occupation, General Elections, Post War Reform, Recovery of Independence*)

TEXT BOOKS :

1. Alfred and Percy, (1959), A History of the Far East, Longmans, Green and company.
2. K.L. Khurana, (1988), History of China and Japan, Lakshmi Narain Agarwal Educational Publishers, Agra.

REFERENCE BOOKS :

1. Claude A Buss, (1955), *-Asia in the Modern World*, OUP, New York.
2. Clyde and Beers, (1988), *-The Far East*, Printice Hall of India Pvt. Ltd., New Delhi, 6th end.
3. M. Vinacke, (1982), *A History of the Far East in Modern Times*, Kalyani Publisher, NewDelhi.
4. Latourette, (1982), *A History of Japan*, OUP.
5. David M.D, (1993), *The making of Modern China*. Himalaya Publishing House,Bombay.
6. Paul.H. Clyde & Burton.F. Beers, (1988), *The Far East -A History of Western impacts and Eastern Responses 1830 -1975*. Prentice Hall of India (P) Ltd, New Delhi.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Opium Wars :	https://youtu.be/XYMA-u_wKBc
II	Revolution of 1911	https://youtu.be/a9QtlfPIQI4
III	Meiji Restoration	https://youtu.be/Y_b58Rpg2YY
IV	Anglo Japanese Alliance	https://youtu.be/KFqSO0IHJJY
V	Republic of China 1949	https://youtu.be/pBt5h-VLf0w

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	3	1	3		3	1	2	3	1	1	1	1	3	1	1
CO2	3	1	3		3	1	2	3	1	1	1	1	3		1
CO3	3	1	3		3	1	2	3	1	1	1	1	3		1
CO4	3	1	3		3	1	2	3	1	1	1	1	3		1
CO5	3	3	3		3	1	2	3	1	1	1	1	3		1

(Correlation: 3-High, 2-Medium, 1-Low)

ASSESSMENT TOOLS

S.No.	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in Semester
2	CIA I	Once in Semester
3	CIA II	Once in Semester
4	Model Examination	Once in Semester
5	Assignment (Unit I & II)	Twice in a semester
6	Seminar (Unit III & IV)	Twice in a semester
7	Quiz - Unit V	Once in Semester

Course designed by: Dr.Priya Premlatha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K. Jayanthi	Approved by: Principal

SEMESTER: IV
COURSE CODE: 23PHT4E01
TITLE OF THE COURSE: ETHICS AND CULTURAL HISTORY OF TAMILNADU

COURSE OBJECTIVES:

To enable the students to

- know the origin of Tamil culture
- learn the literature, art and architecture of Tamil Nadu
- gain the knowledge of great scholars towards Tamil Culture

COURSE OUTCOMES:

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

CO1	remember the various divisions of land, language and culture	K1
CO2	understand the social system in Tamil culture	K2
CO3	understand the cultural contributions of Tamil Kings	K2
CO4	evaluate the administrative system of Tamil Nadu	K5
CO5	analyze the great works of legends in Tamil Nadu	K4

Credits – 4 **SYLLABUS** **Instructional Hours: 52**

UNIT I: LAND AND PEOPLE-(K1)

10 Hours

Division of Land - Dravidians
 Uniqueness of Tamil Language and Culture
 Spread of Tamil Culture
 Challenges of Tamil Language and Culture

UNIT II: SOCIETY AND TAMIL CULTURE -(K2)

11 Hours

Tamil Ethics – Hospitality-Justice - Courage-Bravery -Charity
 Family System – Joint family - Food and Dress
 Tamil Religion – Ajivikas – Family Deities
 Agriculture and Importance of Animals in Tamil Culture –Jallikattu
 Indigenous Medicines, Science & Technology
(Self Study – Tamil Festivals)

UNIT III: LITERATURE, ART AND ARCHITECTURE-(K2)

10 Hours

Tolkappiyam, Thirukkural
 Dance, Music and Folklore
 Kallanai, Brihadeeshwara Temple, GangaikondaCholapuram
(Self Study – Thanjavur Paintings)

UNIT IV: ADMINISTRATION -(K5)

11 Hours

Kingship - Justice, Assemblies – Ayamporum Kulu, Emperayam, War Ethics
 Kudavolai System – Land Donation – Brahmadeya, Devadhana
 Town Planning
 Trade – Internal and External (Silk, Pearl)

UNIT V: GREAT SCHOLARS OF TAMIL CULTURE -(K4)

10 Hours

Avvaiyar
 Kanian Poongundranar
 Ramalinga Adigal
 U V Saminatha Iyer

TEXT BOOK:

1. Rajayyan K (1982), *History of Tamil Nadu*, Raj Publishers, Madurai.

REFERENCE BOOKS:

1. Nilakanda Sastri K.A, (1958) *A History of South India from Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Madras.
2. Mahalingam T. V, (1951), *Administration and Social Life under Vijayanagar*, University of Madras,.
3. Pillai K. K, (1975), *Social History of Tamils*, University of Madras, Madras.
4. Srinivasan K. R, (1995), *Temples of South India*, NBT, Revised Edition, Delhi.
5. Pillay K.K, (2008), *Historical Heritage of the Tamils*, MJ Publishers, Chennai.
6. Henriette Bugge, (2005), *Mission and Tamil Society*, Replika Press Pvt. Ltd, Richmond.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Dravidians	https://youtu.be/-Pru9nMTbc8
II	Society and Tamil Culture	https://youtu.be/INvPq-QkYjQ
III	Gangaikonda Cholapuram	https://youtu.be/i5Kw0fAIy8E
IV	Administration in the Chola Kingdom	https://youtu.be/P4dgAbx4oHE
V	Ramalinga Adigal	https://youtu.be/rZdll_dQ2ms

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	1	3	3			1	1				1			1	3
CO2	1	3	3			1	1				1	2			3
CO3	1	3	3			1	1				1			1	3
CO4	1	3	3			1	1				1		2	1	3
CO5	1	3	3			1	1				1				3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Report Writing - Unit V	Once in a Semester

Course designed by : Dr.R.Subha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

SEMESTER: IV**COURSE CODE: 23PHT4E02****TITLE OF THE COURSE: DEVELOPMENT OF EDUCATION SYSTEM IN INDIA****COURSE OBJECTIVES :**

To enable the students to

- know the importance of education system in India
- understand the growth of education in various period
- gain the knowledge on various commissions for education

COURSE OUTCOMES:

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

CO1	remember the Indian Educational System	K1
CO2	understand the growth of educational system in British India	K2
CO3	understand the new educational policy and various commissions	K2
CO4	evaluate the value of educational system	K5
CO5	analyze the problems and issues in higher education	K4

Credits: 4**SYLLABUS****Instructional Hours: 52****UNIT I : MEANING AND DEFINITION OF EDUCATION-(K1)****10 Hours**

Definition and Importance of Education
 Vedic Education
 Jain and Buddhist Education
 Muslim Education

UNIT II : EDUCATION IN BRITISH INDIA-(K2)**11 Hours**

Macaulay Minutes 1835 & Wood's Despatch 1835
 Indian Education Commission 1882 &
 Indian University Commission 1902(Act1904)
 Gokhale's Bill (1910-12) -Sadler Commission Report (1917)Government of India Act 1935 &
 Sargent Report 1944
 Macaulay's Minute 1835,

UNIT III: EDUCATION IN POST INDEPENDENCE ERA-(K2)**11 Hours**

Secondary Education Commission (1952-53)
 Indian Education Commission
 BhagwanSahai Committee Report 1972 & Natal Policy on Education 1986
 Revised National Policy 1992 & National Curriculum FrameWork 2005
 New Education Policy (1968, 1986 & 1992) National Policy of Education

UNIT IV:PROBLEMS AND ISSUES – I-(K5)**10 Hours**

Universalisation of Elementary Education
 Women Education
 Open & Distance Learning (ODL)
 Value Education

*(Self - Study: IGNOU)***UNIT V: PROBLEMS AND ISSUES – II-(K4)****10 Hours**

Medium of Instruction Education of
 Weaker SectionsAdult Education
 Quality Control in Higher Education

(Self -Study: SarvaShikshaAbhiyan)

TEXT BOOKS:

1. Aggarwal J.C.,(2012) *Development of Education System in India*,Paperback Shipra Prakashan, New Delhi.
2. Srinivasa M.V, (2019) *Education in Contemporary India*, FirstEdition, Paperback-1, Pearson Education.

REFERENCE BOOKS:

1. Aggarwal J.C., (2010)*Land Marks in the History of Modern Indian Education*, Paperback-1, Seventh Edition, VikasPublishing House, New Delhi.
2. Noushad Husain,(2017) *Contemporary India and Education*, FirstEdition, Paperback-1, Shipra Publications, New Delhi.
3. Walia J.S,(2016) *Development of Educational System in India*, Paperback-1, Ahim Paul Publishers; first edition, Jalandar.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Buddhist Education	https://youtu.be/EKHwUncAYHo
II	Woods Despatch 1854-	https://youtu.be/ZJE7TCKFNTA
III	New Educational policy	https://youtu.be/2FTdQEng80s
IV	Universalisation of Elementary Education	https://youtu.be/8LWPpruuvQ
V	Concept, Need, Importance and Contribution of AdultEducation	https://youtu.be/CE8jQbfhw

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10	PO 11	PO 12	PSO1	PSO2	PSO3
CO1	2	3	2												
CO2	3	3	2	1										2	
CO3	3	3	1	1										2	
CO4	2	2		1		3	3	3	3		2	3			3
CO5	2	2		1		3	3	3	3		2	3			3

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Term Paper - Unit V	Once in a Semester

Course designed by : Dr.R.Subha	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

COURSE CODE : 23PHT4E03

TITLE OF THE COURSE : EDUCATIONAL TECHNOLOGY IN INDIA
(Skill Development & Industry 4.0)

COURSE OBJECTIVES :

To enable the students to

- know the scope of modern education
- understand the various forms in educational technology
- gain knowledge about the uses of media technology in education

COURSE OUTCOMES:

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

CO1	remember the scope and different applications of modern education	K1
CO2	understand the usage of different teaching aids	K2
CO3	understand the various forms of educational technology	K2
CO4	evaluate the use of media in teaching	K5
CO5	analyze the method of programmed learning	K4

SYLLABUS

Credits: 4

Instructional Hours: 52

UNIT I: EDUCATIONAL TECHNOLOGY-(K1)

10 Hours

Definitions

Scope and Relevance to Modern Education Applications to

Modern Educational Media Projected and Non-Projected Aids

UNIT II: FORMS AND DESIGNING OF EDUCATIONAL MEDIA-(K2)

10 Hours

Media Selection and Cost

Flat Pictures & **Graphics (Industry 4.0)**

Three Dimensional Teaching Materials Maps and Globes

(Self-Study: Educational Television and Programmed Instruction)

UNIT III: FORMS OF EDUCATIONAL TECHNOLOGY-(K2)

11 Hours

Application of Educational Technology to Early Education,

Compensatory Education,

Special Education & Higher Education

Non-formal Education (Distance Education and Open University)

UNIT IV: AUDIO VIDEO MEDIA IN TEACHING-(K5)

10 Hours

Functions of Media and Audio Visual Co-ordination

Radio and Television as an Instructional Technology

Audio recording Film and Video Production (Industry 4.0)

Evaluating Media in Teaching

UNIT V: PROGRAMMED LEARNING-(K4)

11 Hours

Meaning and Scope of Programmed Learning

Dynamics of a programme Development Materials

CAI (Computer Assisted Instruction)

CAL (Computer Assisted Learning)

(Self-Study: Blooms Taxonomy)

TEXT BOOK:

1. Dr.Poonam Gaur,(2018), *Text book on Educational Technology*,Paperback – 1, Seventh Edition, Book Man.

REFERENCE BOOKS

1. Kulshrestha,(2012), *Foundations of Educational Technology*, Paperback – 1, First Edition, Surya Publications, Chennai.
2. Mangal.S.K, (2009), *Essentials of Educational Technology*, Paperback – 1, Fourth Edition,Prentice Hall India Learningprivate limited, Delhi.
3. Mangal.S.K, (2012), *Foundations of Educational Technology*,Paperback – 1, Tondon Publishers, Punjab.

BLENDED LEARNING

UNIT	TOPIC	LINK
I	Meaning, functions and Scope of Educational Technology	https://youtu.be/kERMjXSAkMc
II	Media Selection	https://youtu.be/zi4DbpjY7p4
III	Special Education	https://youtu.be/w6ChmwtD6s
IV	Audio Visual Aids	https://youtu.be/b0Ze63fs71k
V	Computer Assisted Learning	https://youtu.be/FdaIx4GVDvk

Mapping of CO's with PO's and PSO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO1	PSO2	PSO3
CO1															
CO2					3							1			
CO3					3							1			2
CO4					3							1			2
CO5					3	2						1			2

(Correlation: 3 – High, 2 – Medium, 1 – Low,)

ASSESSMENT TOOLS

S.No	Assessment Methods	Frequency of Assessment
1	End Semester Examination	Once in a Semester
2	CIA-I	Once in a Semester
3	CIA-II	Once in a Semester
4	Model Examination	Once in Semester
5	Assignment – (Unit I & II)	Once in a Semester
6	Seminar – (Unit III & IV)	Once in a Semester
7	Workshop - Unit V	Once in a Semester

Course designed by : Dr.M.Saradhamani	Verified by HOD: Dr.R.Malliga
Checked by CDC: Dr. K.Jayanthi	Approved by: Principal

PG DIPLOMA IN TOURISM AND TRAVEL MANAGEMENT
PAPER: I
SUBJECT CODE:22PDTTM01
INDIAN CULTURAL HERITAGE AND TOURISM

COURSE OBJECTIVES:

To enable the students to

- know the importance of Indian culture
- understand the various kinds of culture that exists in India
- learn the cultural heritage of different periods in India
- know the repositories of Indian Culture
- acquire knowledge by visiting cultural heritage centers

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Analyse the challenges and impact of cultural tourism.

CO2: Analyse the influence of Heritage on art and cultural transformation.

CO3: Understand the style of Indian art and architecture.

CO4: Understand the uniqueness of Indian customs and traditions.

CO5: Evaluate the contribution of various organizations in promoting Heritage tourism.

SYLLABUS

Instructional Hours: 30

Unit 1: Cultural Tourism

(6 Hours)

Meaning and Definition of Culture

Elements of Culture- People, Art, Architecture, Sculpture

Indian Influence on Western Culture

Challenges of Cultural Tourism

Impact of Cultural Tourism

Unit II : Heritage Tourism

(6 Hours)

Meaning of Heritage Tourism

Musical Heritage

Festive Heritage

Linguistic Heritage

Enacting Art - Dance

Unit III : Indian Art and Architecture

(6 Hours)

Art of Indus Valley

Kushan Art-Gandhara School of Art

Stupas of India

Indo-Islamic Architecture

Indo-Sarasanic Architecture

Unit IV : Cultural Repository

(6 Hours)

Monuments (Taj Mahal, Mysore Palace & Brihadeeswara Temple)
Museums (Indian Museum, Archaeological Museum & Gandhi Memorial Museum)
Paintings (Amirta Sher-Gil, Hoysala Painting & Thanjavur Paintings)
Performing Arts (Dance, Music & Film)
Unique Customs and Traditions

Unit V : Promotion of Heritage Tourism

(6 Hours)

Organizations promoting Heritage Tourism in India
Archaeological Survey of India
India Tourist Development Corporation (ITDC)
Tamil Nadu Tourist Development Corporation (TTDC)
UNESCO- Preservation of World Heritage Monuments

TEXT BOOK

1. Romila Chawla (ed.), Tourism: The Cultural Heritage, Arise Publishers and Distributors, New Delhi, 2006.

REFERENCE BOOKS

1. Lavkush Mishra, Religious Tourism in India, Mohit Publications, New Delhi, 2005.
2. Lavkush Mishra, Cultural Tourism in India, Mohit Publications, New Delhi, 2005
3. Meena. V., Temples of South India: A Pilgrim Guide, Hari Kumari Arts, Kanyakumari, 2001
4. Ravee Chauhan, Heritage and Cultural Tourism, Vista International Publishing House, Delhi, 2006.
5. Romila Chawla (ed.), Tourism in India - Perspectives and Challenges, Sonali Publications, New Delhi, 2003.

PAPER: II
SUBJECT CODE:22PDTTM02
TOURISM INDUSTRY: PRINCIPLES AND PRACTICES
COURSE OBJECTIVES

To enable the students to

- know the concept of tourism in recent times.
- recognize the factors influencing the growth of tourism.
- study the principles of tourism as guiding factors for the growth of tourism.
- understand the policies of tourism for national and international developments.
- familiarize the practices of tourism industry.

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Understand the basic components and types of tourism.

CO2: Evaluate the importance of tourism sector on Indian economy.

CO3: Analyse the effects of tourism industry on socio - economic transformation.

CO4: Understand the elements promoting tourism sector

CO5: Evaluate the knowledge gained by the students through field visits.

SYLLABUS

Instructional Hours: 30

Unit I : Introduction to Tourism

(6 Hours)

Meaning and Nature of Tourism
Basic Components of Tourism
Elements of Tourism
Factors influencing the Growth of Tourism
Kinds of Tourism

Unit II : Economic Significance of Tourism

(6 Hours)

Economic Benefit
Multiplier Effect
Development of Infrastructure
Regional Development
Effects on Employment

Unit III : Cultural Effects of Tourism

(6 Hours)

Economic Value of Cultural Resources
Hospitality and Its Effects on Tourism
Role of State in Promoting Social Tourism
Tourism and International Understanding
Manila Declaration on International Tourism

Unit IV : Travel and Tourism Industry

(6 Hours)

History of Travel
Basic Travel Motivations
Social Significance of Travel
Mode of Transport
Online Tourism Services (e-tourism)

Field Visits to Tourist Destinations and Submission of Reports**(6 Hours)**

Perur

Marudhamalai

St. Michael's Cathedral

Baralikadu

Museums – GeeDee, GASS

TEXT BOOK:

Bhatia, A.K., Development: Principles and Practices, New Delhi. Sterling Publications 1997.

REFERENCE BOOKS:

1. Anand Aseem, Advanced Dictionary of Tourism, New Delhi, Sarup & Sons, 1997
2. Batra, G.S., & Dangwal, R.C., Tourism Promotion and Development, New Delhi, Deep & Deep Publications, 1999.
3. Bhatia, A.K., Tourism in India, New Delhi, Sterling Publishers, 1978.
4. Jain Y. & Dangwal, R.C., Tourism Development, New Delhi, Asish Publishing House, 1999.

PAPER: III
SUBJECT CODE:22PDTTM03
TRAVEL AGENCIES AND TOUR OPERATIONS

COURSE OBJECTIVES:

To enable the students to

- understand the importance of Travel Agencies and tour Operators in promotion of Tourism
- recognize the role of Travel Agency in organization of Tourism
- get an integral view of Indian Culture from the perspective of the tourism sector
- accomplish the visits of various tourist places in India
- imbibe the significance of transport industry for the growth of Indian economy

COURSE OUTCOMES:

At the end of the course students will be able to:

CO1: Understand the history of Travel Agency.

CO2: Analyse the role of travel agents.

CO3: Evaluate the scope of job opportunities as tour operators.

CO4: Understand various Travel Organisations and its role in promoting tourism industry.

CO5: Evaluate the growth of travel agency in India.

SYLLABUS

Instructional Hours: 30

Unit I : Introduction to Travel Agency

(6 Hours)

Meaning and Definitions of Travel Agency
History of Travel Agency
Role of Thomas Cook in promoting Tourism
Setting up of a Travel Agency
Functions of Travel Agency

Unit II :Role of Travel Agent & Travel Agency

(6 Hours)

Types of Travel Agency
Travel Formalities and Procedures
Travel Agent
Role of Travel Agent in organizing Tour
Tourism Promotions – Marketing & Advertising

Unit III : Scope of Tour Operators

(6 Hours)

Tour Operators
Classification of Tour Operators
Package Tours - Merits and Demerits
Tourist Guide - Components
Types of Tour Guides

Unit –IV : Travel Organizations

(6 Hours)

Travel Organizations – AMEXO
ASTA
PATA
IATA
Tourist Destinations in India – North India – South India – Religious Centres

Unit V : Recent Trends**(6 Hours)**

Growth of Travel Agency in India
Government's Role in promotion of Travel Industry
(TAAI)Travel Agents Association of India
Regulatory Laws for Tourism Business
Recent Trends in India

Text Books

1.Bishwanath Ghosh, Tourism and Travel Management, Vikas Publishing House, Pvt, Ltd., New Delhi,2008.

Books for Reference

- 1.A.K. Bhatia, Tourism Development –Principles and Practices, Sterling Publications, New Delhi, 1983
- 2.Sudesh Lahri, Indian Tourism Destinations for Seasons, Adhyayan Publishers & Distributors, New Delhi,2004
- 3.Mohinder Chand, Travel Agency Management –An Introductory Text
- 4.Jagmohan Negi, International Tourism, and Travel Concepts and Principles, S.Chand and Company Ltd., New Delhi,2004
- 5.Rattandeep Singh, Infrastructure of Tourism in India, Kanishka Publishers & Distributors, New Delhi,1996.

EVALUATION PATTERN

Time: 3 Hours

Maximum marks : 100 marks

Answer Any five out of TEN questions in detail (1000 words)
(Essay Type)