

B.A. History (UG)
CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOMES BASED
CURRICULUM FRAME WORK (CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Sem.	Part	Name of the Courses	Title of Course	Ins.Hr	Credits	Exam. Hours	Maximum Marks		
							In t.	Ext .	Total
I	I	Ability Enhancement Course – I (AEC - I)	(Tamil\$ / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course –II (AEC - II)	English Course - I	6	3	3	30	70	100
	III	CoreCourse–1 (CC-1)	History of India upto 1206 C.E	4	4	3	30	70	100
		CoreCourse-2 (CC-2)	History of Tamil Nadu up to 1336 C.E.	4	4	3	30	70	100
		Allied Course – 1 (AC - 1)	Studies on States and Governments-I	3	3	3	30	70	100
		Allied Course-2(AC - 2)	Comparative Governments	3	3	3	30	70	100
	IV	Value Education		2	2	3	30	70	100
		Interdisciplinary Course – 1 (IDC - 1) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800
II	I	Ability Enhancement Course –III (AEC - III)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100
	II	Ability Enhancement Course –IV (AEC - IV)	English Course - II	6	3	3	30	70	100
	III	CoreCourse–3 (CC-3)	History of India From 1206 C.E. to 1707 C.E	4	4	3	30	70	100
		Core Course- 4(CC-4)	History of Tamil Nadu from 1336 C.E. To 1800 C.E.	4	4	3	30	70	100
		Allied Course–3 (AC -3)	Studies on States and Governments-II	3	3	3	30	70	100
		Allied Course–4 (AC -4)	Fundamental Principles of Archaeology	3	3	3	30	70	100
		Skill Enhancement Course -1 (SEC-1) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Interdisciplinary Course – 2 (IDC - 2) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800

III	I	Ability Enhancement Course –V(AEC - V)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100	
	II	Ability Enhancement Course –VI (AEC - VI)	English Course - III	6	3	3	30	70	100	
	III	CoreCourse–5(CC-5)	History of India From 1707 C.E. to 1857 C.E	4	4	3	30	70	100	
		Core Course- 6 (CC-6)	History of Tamil Nadu from 1800 C.E. to 1947 C.E	4	4	3	30	70	100	
		Allied Course–5(AC- 5)	An Introduction to Public Administration	3	3	3	30	70	100	
		Allied Course-6(AC- 6)	Panchayat Raj	3	3	3	30	70	100	
	IV	Skill Enhancement Course-2 (SEC- 2) ##	NaanMudhalvan Course	2	2	3	30	70	100	
		Interdisciplinary Course- 3 (IDC - 3) \$\$	One Course from Outside Department	2	2	3	30	70	100	
		Health & Wellness @		--	1	--			100	
			Total	30	25				900	
	IV	I	Ability Enhancement Course –VII (AEC - VII)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100
		II	Ability Enhancement Course –VIII (AEC - VIII)	English Course - IV	6	3	3	30	70	100
III		Core Course-7(CC-7)	History of India From 1857 C.E.to 1947 C.E	4	4	3	30	70	100	
		Core Course-8(CC-8)	History of Europe From 1453 C.E. to 1789 C.E.	4	4	3	30	70	100	
		Allied Course-7(AC- 7)	Indian Heritage	3	3	3	30	70	100	
		Allied Course 8 (AC- 8)	Introduction to Tourism	3	3	3	30	70	100	
IV		Skill Enhancement Course -3 (SEC- 3)##	Naan Mudhalvan Course	2	2	3	30	70	100	
		Interdisciplinary Course – 4 (IDC - 4) \$\$	One Course from Outside Department	2	2	3	30	70	100	
		Total		30	24				800	
Summer Internship / Industrial Activity during the Summer Vacation after II Year										

V	III	CoreCourse-9(CC-9)	History of India 1947-2000 C.E.	5	4	3	30	70	100
		CoreCourse-10(CC-10)	History of USA up to 1865 CE	5	4	3	30	70	100
		CoreCourse-11(CC-11)	History of Europe 1789 C.E to 1945 C.E	5	4	3	30	70	100
		CoreCourse-12(CC-12)	Introduction to Historiography	5	4	3	30	70	100
		CoreCourse-13(CC-13)	History of China and Japan	5	4	3	30	70	100
	IV	Skill Enhancement Course -4 (SEC-4) ##	Introduction to Interpersonal Communication	2	2	3	30	70	100
		Skill Enhancement Course -5 (SEC-5) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Introduction to Disaster Management		2	2	3	30	70	100
		Summer Internship / Industrial Activity@@	(with Viva-Voce)	--	2	--	20	80	100
	Total			30	28				900
VI	III	Core Course-14(CC-14)	History of USA 1865 C.E.to 2000 C.E.	6	4	3	30	70	100
		Core Course-15(CC-15)	History of Education In India	6	4	3	30	70	100
		Core Course16(CC-16)	History of Science & Technology in India	6	4	3	30	70	100
		Core Project Work - 17(CPW-17) @@	Project (with viva voce)	6	3	4	20	80	100
	IV	Value Added Course		2	2	3	30	70	100
		Skill Enhancement Course- 6 (SEC-6) ##	General Knowledge For Competitive Examinations	2	2	3	30	70	100
		Skill Enhancement Course- 7 (SEC-7) ##	Naan Mudhalvan Course	2	2	3	30	70	100
		Environmental Science		2	2	3	30	70	100
		Gender Studies		2	1	3	30	70	100
		Extension Activities *		--	1	--	--	--	--
	Total			30	25				900
	Grand Total			180	150				5100

SKILL ENHANCEMENT COURSE			
Sl. No.	Title of Courses	Sl. No.	MANDATORY Naan Mudhalvan Course ##
1.	History for Civil service Examination	1.	2 nd Semester:
2.	Constitution for Competitive Examination		
3.	Indian Art and Architecture	2.	3 rd Semester:
4.	Archives Keeping		
5.	Nationalism and National Integration	3.	4 th Semester:
6.	Contemporary World		
7.	Introduction to Interpersonal Communication	4.	5 th Semester:
	--	5.	6 th Semester:

INTERDISCIPLINARY COURSE (IDC) FOR WHO HAVE OPT TAMIL AS PART - I	
1 st Semester	Human Rights
2 nd Semester	Journalism
3 rd Semester	India's March towards Freedom
4 th Semester	AN INTRODUCTION TO INDIAN CONSTITUTION

INTERDISCIPLINARY COURSE (IDC) # FOR WHO HAVE NOT OPT TAMIL AS PART - I		
Those who have studied Tamil upto 10 th +2 but opt for other languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil - II
Those students who opt for either special Tamil (or) Basic Tamil as IDCs, have to choose 2 more IDCs courses in their 3 rd and 4 th Semester from Outside his / her department.		

INTERDISCIPLINARY COURSE (IDC) \$\$ FOR NCCADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force
Those students who opt for NCC Course as IDCs, have to choose 2 more IDCs courses in their 1 st and 2 nd Semester from Outside his / her department	

**SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES -
ARTS/HUMANITIES**

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Courses	16	4	64	1600
4.		Allied Course (AC)	8	3	24	800
5.		Core Project Work (CPW)	1	3	03	100
6.	IV	Skill Enhancement Courses (SEC)	7	2	14	700
7.		Interdisciplinary Course (IDC)	4	2	08	400
8.		Value Education	1	2	02	100
9.		Health and Wellness	1	1	01	100
10.		Introduction to Disaster Management	1	2	02	100
11.		Summer Internship/ Industrial Activity	1	1	02	100
12.		Value Added Course	1	2	02	100
13.		Environmental Studies	1	2	02	100
14.		Gender Studies	1	1	01	100
15.		Extension Activities (NCC/NSS/SPORTS/ ANTI DRUG CELL/YRC& Any Other Activities	--	1	01	--
	Total		51		150	5100

\$	For those who have studied Tamil upto10 th +2(RegularStream)															
+	Syllabus for other Languages should be on par with Tamil at degree level															
#	Those who have studied Tamil up to10 th +2 but opt for other languages in degree level under Part–I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part– IV under the Ability Enhancement Course.															
##	Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions 5 courses from 2 nd to 6 th semester should be studied under Skill Enhancement Course.															
\$\$	NCC Course is one of the Choices in the Ability Enhancement Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.															
@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><th>Part</th><th>Description</th><th>Marks</th></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														
@@	Summer Internship / Industrial Activity Summer Internship will be carried out during the summer vacation after the second year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table><tr><th>Description</th><th>Marks</th></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva-Voce</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>	Description	Marks	Report	80	Viva-Voce	20	Total	100							
Description	Marks															
Report	80															
Viva-Voce	20															
Total	100															
*	Extension Activities shall be outside instruction hours.															

PROGRAMME OUTCOMES

1. The Professionally Competent Graduates of Arts/Humanities buoy up with the right mix of Knowledge-bank, Skill-set, Mind-set and Pragmatic Wisdom in their chosen fields.
2. The Seasoned and Spiritedness Graduates of Arts/Humanities exhibit a sense of commitment to fruitful contribution to society and nation with benchmark quality contours.
3. The Leadership Latitude Exuberant Graduates of Arts/Humanities are mentored such that they are ready to lead or support emergent leadership in their chosen fields with commitment to nobility and rationality.
4. Graduates are directed in understanding of ethical principles and responsibilities, moral and social values in day-to-day life thereby attaining Cultural and Civilized personality.
5. Graduates are able to collate information from different kinds of sources and gain a coherent understanding of the subject.

PROGRAM SPECIFIC OUTCOMES

- Subject knowledge is enhanced
- Trained to participate in discussions and debates
- Skills acquired for competitive exams at national and regional levels
- Acquired the ability of original thinking
- Displays the ability of understanding historical events and processes

FIRST YEAR	CORE COURSE – I HISTORY OF INDIA UPTO 1206 CE	SEMESTER : I
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To understand the pre-historic culture, civilizations of Harappan, Vedic and Epic period
- To differentiate the teachings of Buddhism and Jainism and its impact on society and interpret the invasions of Persian and Greeks in India.
- To analyse the administrative methods and Art and Cultural contributions of Asoka.
- To explain the rise of Great Empires of Kushanas and Guptas period and describe their Cultural Development.
- To assess the age of Harsha, Rajput Culture and explain Arab conquest of Sindh and its Impact and causes for the End of Native Empire.

UNIT-I: PRE AND PROTO-HISTORIC INDIA 15 HRS

Geographical Features - Sources of Indian History - Pre- and Proto History - Harappan Civilization - Megalithic Culture – Early Vedic Age – Later Vedic Age. Map: Important sites of Harappa culture

UNIT-II: AGE OF RELIGIOUS MOVEMENTS AND FOREIGN INVASIONS 15 HRS

Rise of Mahajanapadas - Buddhism and Jainism - Buddhism and Jainism Principles – Impact of new religions - Greek and Persian Invasions of India - Impact of Foreign Invasions. Map: Locate the important places related to Jainism & Buddhism

UNIT-III: BIRTH OF EMPIRES IN NORTH INDIA 15 HRS

Rise of Magadha – Urbanisation - The Mauryan Empire – Asoka’s achievements and his contribution to Buddhism Cultural Development and Administration of the Mauryas, Concept of Dhamma - Decline of the Mauryas - Post Mauryas – Satavahanas, Sungas, Kanvas, Kalingas-

The Rise of Kushanas – Kanishka’s achievements, Mahayana Buddhism - Cultural Development under Kushanas – Gandhara School of Art

Map: Spot the important sites of Buddhist Monuments and Pillar & Rock inscriptions of Asoka

UNIT-IV: THE RISE OF GUPTAS AND ITS AFTERMATH 15 HRS

Gupta Empire-Political condition-Chandragupta I, Samudragupta I, Chandragupta II, Kumaragupta I , Administration, Art and Cultural development under the Guptas -Education and Revival of Sanskrit, Establishment of Nalanda University – decline of Gupta Empire.

Map: Samudra Gupta’s Southern Expedition

UNIT-V: THE RISE OF REGIONAL KINGDOMS AND MUSLIM INVASIONS 15 HRS

The Age of Harsha - Harsha and Religious Contributions - Provincial Dynasties - Chalukyas - Rashtrakutas - Paramaras - Palas - Pratiharas - The Arab conquest of Sindh - Mahmud of Ghazni - Invasions - Mohammed of Ghor - Battles of Tarain- Impact of Arab conquest.

Map: Harsha's Empire

UNIT-VI (For continuous internal assessment only) 15 HRS

Key word: Khandas, Varshas, Kharoshthi Extra Reading / Key word: Chaldean inscriptions, Pithecanthropus or Homo erectus Theravada, Mahayana and Vajrayana Shaonaus Shoo, Bodhisattvas Shashanka, Taizong

REFERENCE BOOKS

1. Smith Vincent, A. (1920). History of India, Oxford Publication, Oxford. Sharma (1921). Ancient India, Luzzac & co., Madras.
2. Panikkar, K.M. (1947). A Survey of Indian History, National Information Trust Pvt. Ltd, Mumbai. Nilakanta Sastri, K.A. (1950). An Comprehensive History of India, Art Press, Madras.
3. Basham, A.L. (1967). The Wonder that was India, Rup & Co, New Delhi.
4. Sathiyanaatha Iyer, R. (1974). History of India Vol. I, Viswanathan Publication Pvt Ltd, Chennai. Kosambi, D.D. (1992). The Culture and Civilization of Ancient, Vikas Publishing, New Delhi, India. Majumdar, R.C. (2002). An Advanced History of India, Mac Millan, New Delhi.
5. Upinder Singh (2018). A History of Ancient and Early Medieval India, Pearson India Education Services Pvt Ltd, New Delhi
6. Sharma, R.S. India's Ancient Past. Oxford University Press, 2017. Thapar, Romila. A History of India, Vol1:From Origin to 1300

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	To understand pre historic culture particularly stone age Indus valley and Vedic culture and its importance in Ancient Indian history	K1
CO2	They learn the differentiation between Buddhism and Jainism and its impact in Indian society and also Political importance of foreign invasion such as Alexander invasion	K2
CO 3	They are able to learn the administration of Asoka & art and architecture developed under his reign	K3
CO 4	To know about the contribution of Kushans and Gupta empire for Ancient Indian history	K4
CO 5	To analyse the rise of regional kingdoms and Muslim invasions.	K5

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	2	1	2	3	3	1	1	2	3	2.1
C02	3	3	2	3	2	3	3	2	2	3	2.6
C03	3	2	2	3	2	3	2	1	2	3	2.3
C04	3	2	2	2	3	3	1	2	2	3	2.3
C05	3	3	2	2	3	3	2	2	2	3	2.5

CO-PO-PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE -2(CC-2) HISTORY OF TAMIL NADU UPTO 1336 C.E.	SEMESTER : I
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To study the region of ancient Tamilagam and the prehistoric past of the Tamil region along with the geography of Tamil Nadu
- To understand the Sangam Age, various sources to study the Sangam Age and the political, social, economic, and cultural conditions of the Sangam age as well as the Kalabhara interregnum.
- To trace the history of the Pallavas and Pandyas and their contribution to the art and architecture of Tamil Nadu.
- To examine the rise of the Cholas and their legacy in political, social, economic, and architectural spheres.
- To analyse the contribution of the Second Pandyan Empire to the socio-cultural and political conditions of Tamil country and the impact of the invasion of Malik Kafur.

UNIT-I: THE REGION AND PREHISTORIC PAST 15 HRS

Geographical Features of Tamil country - Important landscape features - Rivers, Hills, - Sources- archaeological Sites, and material remains -major archaeological excavations in Tamil Nadu-- Adichanallur, Kodumanal, Arikamedu, Korklai, Alagankulam, Keezhadi- Prehistoric period- Palaeolithic, Mesolithic cultures - Neolithic-Megalithic, Iron Age.

UNIT-II: Ancient Tamil Civilization 15 HRS

Sangam Age-Sources - Archaeological Sources – Epigraphy – Numismatics -Literature- Ettuthokai (Eight Anthologies) and Pathupattu (Ten Idylls), Tolkapiyam and Foreign Accounts- . Sangam Age - Historicity - Early Cholas: Karikala Chola – Cheras - Chenkutuvan – Pandyas:- Neduncheliyan – Polity – Social Conditions, Condition of women - education, marriage, family and Religion -Economic Conditions - Occupation - Agriculture, Animal domestication, internal and foreign Trade - Post Sangam Age-Kalabhara Interregnum - Impact of their rule.

UNIT-III: THE RULE OF THE PALLAVAS AND THE FIRST PANDYAS 15 HRS

Early Pallavas and Later Pallavas - Simhavishnu, Mahendra Varma I-Narasimha Varma I-Narasimha Varma II - Nandivarma III-Socio-economic conditions in the Pallava period- Land donation, taxation, water management - Division of society - Cultural Contribution of the Pallavas - Architecture and Literature – Paintings - Rise of Bakthi movement and its impact- Growth of Literature and Education - The First Pandya Empire: Triangular conflict between Pallavas, Pandyas, and Western Chalukyas - Administration – Art and Architectur

UNIT-IV: THE AGE OF THE IMPERIAL CHOLAS 15 HRS

Imperial Cholas: Vijayalaya Chola, Aditya Chola, Parantaka Chola, Raja Raja I – Rajendra I – Kulottunga I - Overseas Expansion - Chalukya - Chalukya - Chola relations Chola Administration - Land grants and temple administration - Local Self Government - Water Management - Social – economic condition under the Cholas – Maritime Trade & Commerce Literature, art, architecture - Bronze Sculptures.

UNIT-V: THE SECOND PANDYAN EMPIRE AND ITS AFTERMATH 15 HRS

The Second Pandyan Empire: Maravarma Sundara Pandya, Jatavarman Sundara Pandya I, Veera Pandya and Sundara Pandya - Triangular conflict among Cholas, Pandyas and Hoysalas - Social and Economic Life - Malik Kafur's Invasion - causes, Events and Impact - Birth of Vijayanagara Empire

UNIT-VI (For continuous internal assessment only)

Extra Reading: Kaveri River, Gudiyam caves, Western and Eastern Ghats tinai concept, Akam and Puram

Dravidian style of architecture, Brahmadeyas, Account of Hieun Tsang, Vettuvan Koil, Eri systems Decentralization, Kudavolai system, segmentary state, political iconography Slave

Dynasty Revival of Pandyas, Internal Rivalry

REFERENCE BOOKS

1. Kangasabhai, V. (1956) (reprint). Tamils Eighteen Hundred Years Ago. The South Saiva Siddanta works publishing society, Madras
2. Nilakanta Sastri, K.A. (1959). A History of South India: From the Earliest Times to Vijayanagar, Oxford University Press, Madras.
3. Pillay, K. K. (1969). A social history of the Tamils. University of Madras.
4. Chellam, V.T. (1981) New Light on the Early History of Tamil Nadu, Vijay Publications, Trichy.
5. Subramanian, N. (1999). Social and Cultural History of Tamil Nadu, Ennes Publications, Udumalpet.
6. Manoranjithamoni, C. (2015). History of Tamil Nadu. Dave-Beryl Publications, Tirunelveli.
7. Chellam, V.T. (2016). Tamil Nadu: History and Culture (in Tamil), Manivasagar Pathipakam
8. Karashima, Noboru. ed., A Concise History of South India: Issues and Interpretations. Oxford University Press, 2014.
9. Subbarayalu, Y. South India under the Cholas. Oxford University Press, 2012

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Identify the various sources for the study of the Tamil country from the ancient period to the 13th century along with the physical features of Tamil region	K1
CO2	Understand the prehistoric period and political rule of kings from various dynasties from Sangam age till the invasion of Malik Kafur	K2
CO3	Illustrate the contributions of the ancient and medieval Tamil kingdoms to language, literature, and architecture that shape the present society	K3
CO 4	Interpret the socio-economic and cultural contribution of the Tamil rulers and their significance in the present period.	K4
CO 5	Analyse the formation of states, administrative structure, and water management in ancient and medieval Tamilakam and its relevance in the present world.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	1	1	2	3	3	1	3	2	2	2.1
C02	3	2	2	2	2	3	1	3	3	2	2.2
C03	3	1	1	3	2	3	2	3	2	2	2.2
C04	3	2	2	3	2	3	3	3	2	3	2.6
C05	3	3	3	2	3	3	3	3	3	3	2.9
Mean Overall score											2.4
Correlation											Moderate

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE-I STUDIES ON STATES AND GOVERNMENTS-I	SEMESTER: I
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To narrate the evolution of states and explore the classification of governments
- To enumerate about the classification of constitution.
- To illustrate the concepts of separation of powers
- To highlight the Suffrage of India.
- To analyse about the types of political parties in India

UNIT-I STATE

Classification of States: Aristotelian Classification- Modern Classification-Contemporary classification-Division of Power as the Basis of Classification -merits and Demerits of Unitary and Federal States-Problems of Federal Government

UNIT-II STATE SOCIETY RELATIONS

State-society relations and citizenship- State-Society relations- State Legitimacy- Interaction of formal and informal institutions- Concept of Citizenship- Statelessness- Civic trust and socio-political cohesion- Intra-society relations-Sociopolitical cohesion and nationhood.

UNIT-III SEPARATION OF POWERS

Separation of Powers- Montesquieu views on separation of powers-Multiple branches of Government-Objective behind the Doctrine of Separation of Power- Utility of The Doctrine of Separation of Power-Separation of Powers in Practice: England, America and India

UNIT-IV SUFFRAGE

Meaning and Types of suffrage-Types of Constituency-Duty of representatives-Representation of minorities-Electorate

UNIT-V POLITICAL PARTIES

Classifications of Political parties- Evolution and Growth- Role of Political parties- Defects of Political Parties-Interest and Pressure Groups and their Tactics.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Amal Roy and Mohit Bhattacharya: Political Theory: Ideas and Institutions, The World Press, Calcutta, 2002. 11 12
2. Appadurai: Substance of Politics: Oxford University Press, New Delhi, 1990.
3. C.F.Strong: Modern Political Constitutions, Sedgwick & Jackson Limited, London, 1973.

REFERENCE BOOKS:

1. James M. Beck, —The Constitution of United States¹, Indiana Law Journal, Vol. I, Issue I, Article 7, Maurer School of Law: Indiana University, 1926.
2. Brij Mohan Sharma, Modern Governments, Asia Publishing House, Mumbai, 1969.
3. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
4. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.
5. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
6. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam's Sons, New York, 1963.
7. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), Ponnaiah Pathipagam, Chennai, 2001.
8. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
9. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.
Hoveyda Abbas, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson, Chennai, 2011

ONLINE RESOURCES:

- https://link.springer.com/chapter/10.1007/978-981-4451-51-2_7 2.
- <https://www.politics-dz.com/en/classification-of-constitution/> 3.
- <https://en.wikipedia.org/wiki/Suffrage> 4. <https://ouclf.law.ox.ac.uk/montesquieu-in-england-his-notes-onengland-with-commentary-and-translation-commentary/> 5.
- <https://www.jointpeacefund.org/files/documents/state->

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They Understand the evolution of states and explore the classification of governments	K1
CO2	Students will know the classification of the constitution.	K2
CO 3	To enumerate the concepts of separation of powers. Explore the Suffrage of India. understand the types of political parties in India	K3
CO 4	They understand the evolution of states and explore the classification of governments	K4
CO5	They analyze the classification of the constitution.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	2	2	3	2	2	3	1	3	2	2.3
C02	3	2	2	3	2	2	2	1	3	2	2.2
C03	3	2	3	2	2	2	2	1	3	2	2.3
C04	3	2	3	2	3	2	2	1	3	3	2.4
C05	3	2	2	3	3	2	2	1	3	3	2.4
Mean Overall score 2.3											
Correlation Moderate											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE -2 COMPARATIVE GOVERNMENTS	SEMESTER: I
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To discuss basic aspects of the constitution including separation of powers and its importance, and party system in modern politics
- To trace the constitution of UK and its salient features
- To analyse the constitution of USA and the practice of presidential form of government
- To explain the salient features of French Constitution and make comparative study of French President and American President
- To narrate salient features of the Swiss constitution and its uniqueness

UNIT I

Constitution: Definition of Constitution – Meaning of State – The theory of Separation of Powers – the Rule of Law and the Administrative Law – Party system and Convention

UNIT II

Constitution of U.K.: Salient Features – The Executive – Monarchy – Parliamentary Form Of Government-Prime Minister and Cabinet – The Legislature – Parliament – House of Commons and House of Lords – Judiciary – Party System

UNIT III

Salient features-President Powers and Position-Congress Composition and Functions-Supreme Court-Composition, Jurisdiction and Role Comparative study: US President with UK Prime minister, US Speaker with UK Speaker

UNIT IV

Salient features of the constitution-President -election -power and role- Prime Minister-function role and council of ministers-Parliament -Composition and Functions
A comparative study of US President and French President

UNIT V

Constitution of Switzerland: – Salient features – Federalism – Federal council as Plural Executive – Federal Assembly – National Assembly – National Council - Federal Tribunal – Direct Democracy – Referendum – Initiative and Recall.Comparative study-President of USA and Switzerland USA Congress and Switzerland

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They learn prime objectives of the constitution, importance of separation of powers and how political party functioned	K1
CO2	They understand salient features of the English constitution and how parliamentary form of government functioned in England	K2
CO 3	They assimilate constitution of USA and importance of Presidential form of government	K3
CO 4	They know basic aspect of the French constitution and its salient features and they can compare with president of USA and President of France	K4
CO 5	They assimilate salient features of the Swiss constitution and how it was unique.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO 5	Mean score of COs
CO1	3	2	2	3	2	2	3	1	3	2	2.3
C02	3	2	2	3	2	2	2	1	3	2	2.2
C03	3	2	3	2	2	2	2	1	3	2	2.3
C04	3	2	3	2	3	2	2	1	3	3	2.4
C05	3	2	2	3	3	2	2	1	3	3	2.4
Mean Overall score 2.3											
Correlation Moderate											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	INTERDISCIPLINARY COURSE 1 (IDC-1)	SEMESTER: I
	HUMAN RIGHTS	
CODE	(THEORY)	CREDITS:4

OBJECTIVES:

- To know the meaning and historical development of human rights.
- To remember the role of UNO in safeguarding the human rights mechanism.
- To study promotion and protection of Human Rights.
- To analyze the constitutional provisions in India for human rights.
- To know about human rights issues in India.

UNIT I

Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights-National Law and National Rights in ancient, medieval and modern periods

UNIT II

The emergence of Human Rights on to the world stage- Human Rights and the U.N.O -Universal Declaration of Human Rights- International Covenants on Civil and Political, Economic, social and cultural Rights - U.N. Human Rights Commission.

UNIT III

European Convention on Human Rights - Helsinki Charter, African Convention.

UNIT IV

India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission- Main recommendations of the National Human Rights Commission – State Human Rights Commission

UNIT V

Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour – refugees - capital punishment – National Commission for Women – National Commission for SC & ST – National Commission for Minorities.

UNIT VI. (Advance topics not for final examination)

Human rights as essential education-understanding value of life to protect it-Human rights and individual dignity-variations across cultures in human rights-humans rights and impact on humanity- caste, class and government as countering forces to human rights- supportive mechanisms to achieve human rights

REFERENCES BOOKS:

1. Andrews, J.A. & Hines, W.D. International Protection of Human Rights. London: Mansell Publishing Ltd.1987.
2. Carnston, Maurice, what are Human Rights? London: The Bodley Head Ltd, 1973.
3. Desai, A.R. ed. Violations of Democratic Rights in India, Bombay: Popular Prakashan, 1986. Donnelly, Jack. The Concept of Human Rights. London: Croom Helm, 1985.
4. Henkin, Louis. The Rights of Man today. London: Stevens & Sons, 1978. Jois, Rama. M.Human Rights and Indian values. Delhi: NETE, 1997.
5. Krishna Iyer, V.R. Human Rights and Law. Indore: Vedpal Law House,1984 , Human
6. Rights - A– a Judge’s Miscellany, Delhi: B.R.Publ.1995.
7. Nimal, C.J. ed., Human Rights in India: Historical, Social and Political Perspectives, New Delhi: OUP, 1999.
8. Pathak, R.S. ed., Human Rights in the Changing World, New Delhi: International Law Association, 1988.
9. Sivagami Paramasivam, Studies in Human Rights, Salem.2000. Sen, Amartya. Development As Freedom. New Delhi: OUP,1999.
10. Schuster, Edward James, Human Rights Today: Evolution or Revolution, New York: Philosophical Library, 1981.
11. Subbian, A Human Rights Systems, New Delhi,2000.

E-LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Human_rights
2. <http://www.humanrights.is/en/human-rights-education-project/human-rightsconceptsideas-and-f ora/part-i- the-concept-of-human-rights/definitions-and classifications>
3. <https://www.un.org/en/universal-declaration-human-rights/> .

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Students can Understand the meaning and historical development of human rights	K1
CO2	Students can Understand emergence of Human Rights on to the world stage	K2
CO 3	They explore the Constitutional provisions in India.	K3
CO 4	They understand the Right against discrimination.	K4
CO 5	Create awareness on Rights against discrimination, inequality and exploitation in a Rights based approach.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	2	2	3	2	2	3	1	3	2	2.3
C02	3	2	2	3	2	2	2	1	3	2	2.2
C03	3	2	3	2	2	2	2	1	3	2	2.3
C04	3	2	3	2	3	2	2	1	3	3	2.4
C05	3	2	2	3	3	2	2	1	3	3	2.4
Mean Overall score 2.3											
Correlation Moderate											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE – 3 (CC-3) HISTORY OF INDIA 1206 - 1707 C.E.	SEMESTER: II
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To trace the origin and foundation of Delhi sultanate.
- To study the features of Vijayanagar and Bhamani kingdom.
- To understand the establishment of the Mughal Empire in India.
- To analyze the Socio-Economic condition under Mughals.
- To know the rise of Marathas and their contribution to the society.

UNIT-I FORMATION OF THE DELHI SULTANATE:

The Slave dynasty – Qutb-ud-din Aibek- Iltutmish— Razia Sultana – Ghiyasudin Balban: Theory of Kingship- The Khiljis : Jalal-ud-din Khilji – Alaud-din-Khilji -conquest and consolidation – Administrative reforms and Economic Reforms- Market Regulations– South Indian Expedition of Malik Kafur-The Tughluq: Muhammad bin Tughluq – Firoz Shah Tughluq– Social condition during Sultanate period-Sayyid and Lodi

UNIT-II POLITY IN SOUTH:

Vijayanagara and Bhamani kingdom –Administration- Art and architecture – socio economic and religious conditions -Art and architecture-Influence of Yadavas, Kakatiyas and Hoysalas in South Indian History.

UNIT-III ESTABLISHMENT OF MUGHAL EMPIRE IN INDIA:

Condition of India on the eve of Babar's invasion – Major battles faced by Babur in India-Sur administration – Akbar Conquest and Consolidation of Empire-Jahangir –Nurjahan Junta-Shajahan – Aurangzeb and their Deccan policy.

UNIT-IV SOCIAL AND ECONOMIC CONDITION UNDER MUGHALS:

Social and economic condition of Mughals – Mughal administration-Mansabdari system - Akbar's religious policy –Mughals art,architecture and paintings

UNIT-V RISE OF MARATHAS:

Chatrapathi shivaji and his administration-the Relationship with Mughals-
-Marathas under Peshwas – Mughal -Sikh relationship

UNIT-VI (Advanced reading not for examination)

CURRENT CONTOURS (For continuous internal assessment only) Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, equiz etc., related to this subject may be suggested by the teacher concerned.

REFERENCE BOOKS:

1. Majumdar, R.C. (ed), History and culture of Indian People, Bhartiya Vidya Bhavan, Bombay, 1960.
2. V.D. Mahajan, Mughal Rule in India, S. Chand & Sons, New Delhi
3. Mehta, J.L., Advanced Study in the history of Medieval India, (Sterling Publishers, New Delhi, 1983).
4. Sharma L.P., History of Medieval India, (Vikas Publishing, New Delhi, 1981)
5. Satish Chandra, Essays on Medieval Indian History. New Delhi: Oxford University Press, 2005, Dept. Lib. Acc. No. 1883.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the origin and foundation of Delhi sultanate.	K1
CO2	Assimilate the feature of Islamic architecture	K2
CO3	Students can learn and the establishment of the Mughal Empire in India.	K3
CO4	Explore the socio-economic condition under Mughals.	K4
CO5	Illustrate the rise of Marathas and their contribution to society.	K5

RELATIONSHIP MATRIX

COURSE OUTCOME S (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	2	2	2	3	3	1	2	2	3	2.3
C02	3	2	1	3	2	3	2	1	2	3	2.2
C03	3	2	2	2	3	3	1	2	2	3	2.3
C04	3	3	2	2	3	3	2	2	3	3	2.6
C05	3	3	3	2	3	3	2	2	3	3	2.7
Mean Overall score 2.4											
Correlation Moderate											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE- IV (CC-IV) HISTORY OF TAMIL NADU 1336 -1800 C.E.	SEMESTER: II
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To trace the Administration and Achievements of the Nayaks.
- To analyze the Nayaks rulers in Tanjavur.
- To explain the administration of Tondaimans.
- To narrate the administration of Nawabs.
- To understand the advent of Europeans in Tamilagam.

UNIT-I TAMILNADU UNDER NAYAKS:

Kumara Kampana's Expedition- Administration under the Vijayanagar Empire- Nayankara System - Village Administration- Ayagar System- Social Economic and Religious condition - Art, Architecture and Literature - Nayaks of Madurai: Viswanatha Nayak- Tirumalai Nayak- Rani Mangammal- Rani Minakshi-Administration- Social, Economic and Religious condition- Art, Architecture and literature.

UNIT-II NAYAKS RULE IN TANJORE:

Sevappa Nayak- Ragonatha Nayak- Art and Architecture- Nayaks of Senji- Sethupati of Ramnad: Sadaikka Deva- Tirumalai Sethupati- Kilavan Sethupati- Administration- Socio-Economic and Religious Condition-Literature, Art and Architecture

UNIT-III TONDAIMANS OF PUDUKKOTTAI AND MARATHAS:

Raghunatha Tondaiman-Vijayaragunatha Tondaiman- Diwan Seshiah Sastri- Administration- Establishment of Maratha Rule: Marathas of Tanjore: Ekoji- Shaji I- Serfoji II- Administration- Social, Economic and Religious condition- Art , Architecture and Literature.

UNIT-IV CARNATIC NAWABS:

Navayat Dynasty: Saadat-ullah-Khan- Dost Ali- Wallajah Dynasty: Anwarudin- Chanda Sahib- Muhammad Ali-Khan Sahib- Administrative System - Art and Architecture.

UNIT-V THE ADVENT OF THE EUROPEANS:

The Portuguese - The English –The Dutch-The French - Anglo - French Conflict- Carnatic wars – Anglo-Mysore Wars- Hyder Ali and Tipu Sultan- Poligar System- Velunachiyar - Kattabomman – Polygar Revolts and Maruthu brother –Fall of the Polygars.

UNIT-VI: CURRENT CONTOURS: (Advanced reading not for examination) (For continuous internal assessment only) Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Gowri, K., Madurai under East India Company 1801-1857, Raj Publishers Madurai, 1987.
2. Venkatesan, G, History of Modern Tamil Nadu From 1600 – 2011 A.D., Narmatha Publications, Rajapalayam, 2017.
3. Mahalingam T.V., South Indian Polity (Rev. Edn 1976), (Madras University, 1967)

REFERENCE BOOKS:

1. Mangala Murugesan, K., Self Respect Movement, Thendral Pathipakam, Chennai, 1982.
2. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
3. Sathyanatha Aiyar, R., History of Nayaks of Madurai, Oxford University, 1924.
4. Subramanian, N., History of Tamil Nadu 1565 – 1982, Ennes Publication, Madurai, 1987.
5. Varghese Jeyaraj, S., Socio-Economic History of Tamil Nadu, 1565-1967, Anns Publications, Uthamapalayam, 2017.
6. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.
7. —, History of south India: from prehistoric times to the fall of Vijayanagar,
8. K.A. Nilakanta Sastri, Champakalakshmi, P.M. Rajan Gurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.
9. K.K. Pillai -Tamilaga Varalarum Panpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
10. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
11. Chithra Madhavan, History and Culture of Tamil Nadu, Vol. 1, D.K. Print World (P) Ltd., New Delhi, 2005.

E- LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/Nayaka_dynasties
2. <http://tnpsctutorial.blogspot.com/2013/09/the-nayak-rule.html>
3. https://fifthworld.fandom.com/wiki/Princely_State_of_Pudukkottai
4. <https://www.oliveboard.in/blog/the-advent-of-europeans/>

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the rise and fall of the Nayak rule, administration, Art and Architecture.	K1
CO2	Explain the social and Economic conditions of Tamil Nadu under the Sethupathi rule.	K2
CO 3	Evaluate the impact of Tondaimans of Pudukkottai and Marathas of Tanjore in Tamil Society.	K3
CO 4	Assimilate the impact of Carnatic Nawab Rule in Tamil Nadu.	K4
CO 5	Students to Know about the advent of Europeans and its consequences in Tamil Nadu	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	2	2	3	3	3	1	2	2	3	2.4
C02	3	3	2	2	3	3	2	2	2	3	2.5
C03	3	3	3	2	3	3	2	2	3	3	2.7
C04	3	2	2	2	3	3	1	2	2	3	2.3
C05	3	3	3	2	3	3	2	3	3	3	2.8
Mean Overall score 2.5											
Correlation Moderate											

CO-PO-PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE-III	SEMESTER: II
	STUDIES ON STATES AND GOVERNMENTS - II	
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To highlight the unique features of the Indian Constitution.
- To study the powers and functions of the Chief Minister and Council of Ministers.
- To understand the important constitutional and non-constitutional bodies in India.
- To analyse the local Government and its function.

UNIT-I MAKING OF CONSTITUTION:

Philosophical foundations of the Indian Constitution-Salient Features of the Indian Constitution Preamble of the Indian Constitution-Citizenship of India- Constitutional Amendments in India Fundamental Rights and Duties; Directive Principles of State Policy.

UNIT-II UNION GOVERNMENT:

The President-The Vice-President-The Prime Minister- Central Council of Ministers, Cabinet committee-Parliament; Supreme Court- Composition, Powers and Functions.

UNIT-III STATE GOVERNMENT:

The Governor- the Chief Minister- State Council-of Ministers State Legislatures; High court Composition Powers and functions

UNIT-IV CONSTITUTIONAL AND NON- CONSTITUTIONAL BODIES:

Election commission-Public service commission- National commission for SCs and STs Attorney General of India -Advocate general of state -Planning Commission- National Development council- Human Rights commission for central and state.

UNIT-V UNION TERRITORIES AND LOCAL GOVERNMENT:

Union Territories; Urban Local Government-Corporations-Municipalities-74th Constitutional Amendment-Rural Government: Balwanth Rai Mehta and Ashok Mehta Committees-District Panchayat-Panchayat Samiti Village Panchayat- District Collector-73rd Constitutional Amendment

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Austin, Granville, the Indian Constitution, New Delhi, Oxford University Press, 1966.
2. Johari, J.C: The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.

REFERENCE BOOKS:

1. Agarwal, R.C. Constitutional Development and National Movement, S. Chand & Company Ltd. New Delhi, 2005.
2. Basu, D.D. Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
3. Grover, B.L. & Grover, S. The Evolution of Indian Constitution and Freedom Struggle, S. Chand & Company Ltd., New Delhi, 1985.
4. Johari, J.C. The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.
5. Pylee, M.V. India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.
6. Rao, B Shiva., (Ed). The Framing of India's Constitution: Select Documents, Volume 1, Delhi, Universal Law Publishing Company, 1967.
7. Vishnu Bhagavan, Indian Constitutional Development: 1600 to 1947, Sterling Publishers, Pvt. Ltd, New Delhi, 2001.
8. U.R Ghai: Indian Political System, Academic Publishing House, Jalandhar, 2000.
9. Harihara Das: Political System of India, Anmol Publications, New Delhi, 2000.
Kishore Sharma: Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2005.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the unique features of the Indian constitution.	K1
CO2	They learn the working of union executives.	K2
CO 3	Understand the power and function of chief minister and council of ministers	K3
CO 4	They can explain the constitutional and non-constitutional bodies in India	K4
CO 5	They know about the local government and its function	K5

RELATIONSHIP MATRIX

COURSE OUTCOME	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
C01	3	3	2	3	3	3	2	2	2	3	2.6
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	2	3	3	3	2	2	3	3	2.7
C05	3	3	3	2	3	3	3	2	3	3	2.8
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE- 4	SEMESTER:
	FUNDAMENTAL PRINCIPLES OF ARCHAEOLOGY	II
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To highlight the meaning, scope, and types of Archaeology
- To trace the history of archaeology along with the theoretical approaches to archaeology
- To explain the exploration and excavation methods.
- To evaluate the various dating methods in archaeology
- To trace the important features of excavated sites of prehistoric, protohistoric, and historic periods in India.

UNIT-I: INTRODUCTION TO ARCHAEOLOGY

Definition and Scope of Archaeology - Types of Archaeology - Ethno-archaeology, Geo-archaeology, Salvage Archaeology - Classification of Archaeology - Prehistoric Archaeology, Proto Historic Archaeology & Historical Archaeology - Archaeology and other Disciplines - Anthropology, Geology, Botany, Zoology, Physics, History.

UNIT-II: HISTORY OF ARCHAEOLOGY AND APPROACHES TO ARCHAEOLOGY

A Brief History of Archaeology in the World - Classical Archaeology, Three Age System, Antiquarianism, Scientific Archaeology - History of Archaeology in India - Indological studies, Asiatic Society of India, Post-Independence era - Approaches to Archaeology – Culture - Historical approach, Descriptive to Quantitative - Processual and post Processual Approaches.

UNIT-III: EXPLORATION AND EXCAVATION METHODS

Site Survey – Survey methods, Sampling methods, Geophysical Methods - Survey Equipment and Excavation tools and Staff - Types of Excavation - Stratigraphy, Horizontal Excavation, Vertical Excavation, Quadrant Method - Archaeological Recording- Maps, soil description, Antiquity register.

UNIT-IV: DATING METHODS IN ARCHAEOLOGY

Dating Methods in Archaeology - Relative and Absolute - Relative Dating - Historical Dating, stratigraphy, and seriation - Absolute dating -Radio Carbon, Tree ring method, Thermoluminescence - Other dating methods - Inscriptional dating, eras - Saka era and Vikrama era.

UNIT-V: STUDY OF SELECT EXCAVATED SITES IN INDIA

Prehistoric Sites - Athirampakkam, Bhimbetka - Protohistoric Sites - Burzahom, Dholavira - Historical sites - Arikamedu, Pattanam, Marine Archaeological Sites - Dwaraka, Poompuha

UNIT VI-Extra Reading

Artefacts, Excavation, CRM, Alexander Cunningham, Mortimer Wheeler, L.Binford, Ian Hodder
Dendrochronology, AMS, Harris Matrix, GIS, External trade, Rockart, Underwater archaeology

TEXTBOOKS

1. Childe, V. Gordon, (1960). A Short Introduction to Archaeology, Collier. New York.
2. Raman, K.V. (1986). Principles and Methods of Archaeology. Parthajan Publications, Madras.
3. Rajan, K., (2002). Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur.
4. Rajan. K., (2016). Understanding Archaeology, Manoo Pathippakam, Thanjavur.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the definition and nature of sites from prehistoric to historical periods	K1
CO2	They know about the various types of archaeology and archaeology's relation with other disciplines	K2
CO3	They Interpret the archaeological data through exploration and excavation methods	K3
CO4	Analyse the antiquity of archaeological data through relative and absolute dating methods	K4
CO5	Evaluate the theoretical approaches in archaeology with special reference to processual and post-processual archaeology	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	2	1	2	3	3	1	1	2	3	2.1
C02	3	2	2	2	3	3	2	2	2	3	2.4
C03	3	2	2	2	3	3	2	2	3	3	2.5
C04	3	2	2	2	3	3	1	2	3	3	2.4
C05	3	3	3	2	3	3	2	2	3	3	2.7
Mean Overall score											
Correlation Moderate											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	INTERDISCIPLINARY COURSE- 2 (IDC-2)	SEMESTER: II
CODE	JOURNALISM (THEORY)	CREDITS:

OBJECTIVES:

- To highlight the fundamental concepts, principles, nature, scope, and significance of journalism in society.
- To examine the historical development of journalism in India, including the contributions of pioneers, the Indian language press, and the role of newspapers in the freedom movement.
- To analyze the growth and transformation of print, radio, and television journalism in post-independence India and their contributions to national development.
- To evaluate the emergence and development of Tamil journalism, its pioneers, leading newspapers, and contemporary trends in the Tamil press.
- To assess the functioning of news agencies, regulatory mechanisms, press laws, censorship, media influences, and audience dynamics in the Indian media landscape.

Unit-I

Principles of Journalism. Journalism - Definition Nature Scope and Significance.

Unit II:

History of Journalism, early growth of journalism Raja Ram Mohan Roy and the growth of Indian Language Press – East India Company and role of Newspapers and Indian Press in First World War – The role of newspapers in the National Liberation Movement. Press in Indian Freedom Movement.

Unit III:

Press in Post Independence years. Development of Radio and TV Journalism. Contribution of press in National Development. Censorship and press. Press and society. Language and Press in India.

Unit IV:

Origins of Indian Journalism - Indian Pioneers –Tamil press origin. Leaders of Tamil press. Trends of contemporary Tamil Press – Prominent News Papers.

Unit V:

News Agencies, Controlling influences of press. Regulatory bodies. Amendments in Laws of the press. Audience continuum.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS:

1. History of Indian Journalism: J. Natarajan, Publications Division, New Delhi.
2. Mass Communication in India: Keval J. Kumar, Jaico Publishing House.
3. History Of Indian Journalism: S P ThiagaRajan
4. The Press in India: G N S Raghavan

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the principles, nature, scope, significance, and functions of journalism in contemporary society	K1
CO2	Explain the historical evolution of Indian journalism, including the contributions of Raja Ram Mohan Roy, the Indian language press, and the role of newspapers during colonial rule and the national freedom movement	K2
CO 3	They can analyze the development of print, radio, and television journalism in post-independence India and assess the relationship between media, society, and national development.	K3
CO 4	They know the origins and growth of Tamil journalism, identify major pioneers and leaders of the Tamil press, and evaluate contemporary trends in Tamil newspapers.	K4
CO 5	They Evaluate the role of news agencies, regulatory bodies, press laws, censorship, ownership influences, and audience behavior in shaping modern journalism and media practices.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	2	2.4
C02	3	3	2	3	3	3	2	2	2	3	2.6
C03	3	3	3	2	3	3	2	3	3	3	2.8
C04	3	2	2	3	3	3	2	2	2	3	2.5
C05	3	3	3	3	3	3	3	3	3	2	2.9
Mean Overall score											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE-5 (CC-5) HISTORY OF INDIA 1707 -1857 C.E.	SEMESTER: III
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To highlight the history of the later Mughals
- To explain the congenial condition for the coming of the Europeans and the establishment of their settlements.
- To discuss the struggle for supremacy among the Europeans.
- To narrate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- To evaluate the economic condition of India during the company rule.

UNIT I

Later Mughals-Mughals after Aurangzeb-War of succession- Bahadur Shah I,Jahandar Shah,Farrukhsiyar,Muhammad Shah -Role of Sayyid Brothers in Mughal politics-Rise of regional kingdoms-Bengal,Hyderabad,Jat,Punjab- Foreign invasion and its impact-Nadri shah,.Ahmabd shah abdali,Battle of Panipat III

UNIT II

Battle of Plassey-Battle of Buxar-Treaty of Allahabad-Introduction of Dual Government in Bengal-Robert Clive - Warren Hastings - Lord Cornwallis - Lord Wellesley - Lord William Bentinck - Lord Dalhousie - Lord Canning.

UNIT III

Constitutional Developments till 1857: Regulating Act (1773) - Pitt's India Act (1784) - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) - Charter Act (1853).

UNIT IV

East India Company: Administrative Policies till 1857 - Judicial Organisation - Social Reform - Spread of Modern Education.

UNIT V

Economic Policies of British till 1857 - Economic Drain in India - Industry: Domestic and craft industry; – Land Revenue Settlements - Irrigation - Famines in India and Development of Famine Policy.

UNIT VI (Advance topics not for final examination) British and the Administrative Modernity-reinterpretation of 18th century impact of 19th century social reforms on contemporary India-lessons from famine policy of British-Modern education and the emergence modern society

REFERENCE BOOKS

Bayly, C.A., Indian Society and the making of the British Empire (New Cambridge History of India). 11.1 (Cambridge University Press, 1987). Bipan Chandra, Communalism in Modern India (2nd edn) (Delhi, Vikas, 1987). Bipan Chandra, Nationalism and Colonialism in Modern India (Delhi, Orient Longman, 1981)., Rise and Growth of Economic Nationalism in India (Delhi, PPH, 1966). Chakravarty, Suhash, The Raj Syndrome: A Study in imperial Perception (Delhi, Penguin Overseas, 1991). Tapan Raychaudhuri and Irfan Habib (eds.) Cambridge Economic History of India, Vol.1 (Delhi, S. Chand, 1984). Desai, A.R., Peasant Struggles in India (Delhi, OUP, 1979). Desai, A.R., Social Background of Indian Nationalism (Mumbai, Popular Prakashan, 1986). Fisher, M.H., (ed.), Politics of the British Annexation of India 1757-1857 (Oxford in India Readings). (Delhi, OUP, 1993). Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, OUP, 1983). Hutchins, F., Illusion of Permanence British Imperialism in India (New Jersey, Princeton Univ., 1967). Naoroji, Dadabhai, Poverty and Un-British Rule in India (London 1901, Delhi Commonwealth, 1988). Panigrahi, D.N. (ed.). Economy, Society and Politics in Modern India (Delhi, Vikas, 1985). Ray, Rajat K., Entrepreneurship and Industry: 1800-1947 (Oxford in India Readings) (Delhi, OUP, 1992). Roy, Tirthankar, The Economic History of India, 1857-1947 (OUP, 2000). Siddiqi, Asiya, (ed.). Trade and Finance in Colonial India 1750-1860 (Oxford in India Readings) (Delhi, OUP, 1995). Stokes, Eric, Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India (Delhi, Vikas, 1978), The English Utilitarians and India (Delhi, OUP, 1959)

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Students can understand the History of Later Mughals	K1
CO2	They assimilate establishment of British supremacy and the contribution of Governor Generals of Bengal	K2
CO 3	Students to know about the constitution development under company rule	K3
CO4	To analyze about the administration of the British East India Company	K4
CO5	They analyze the economic impact of the British rule in India	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	2	2	2	3	3	1	2	2	3	2.3
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	2	3	3	3	2	2	2	3	2.6
C04	3	3	2	2	3	3	2	2	2	3	2.5
C05	3	3	3	2	3	3	2	3	3	3	2.8
Mean Overall score										2.5	
Correlation										Medium	

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 6 (CC-6) HISTORY OF TAMIL NADU 1800 -1947 C.E.	SEMESTER: III
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- Trace the Tamil people's resistance against Europeans.
- To analyze the condition of Tamilnadu under British rule.
- To enumerate the early phase of the freedom movement in Tamilnadu.
- To narrate the achievement of Justice party rule in Tamilnadu
- To discuss the role of Tamil People in Indian National Army

UNIT-I EARLY RESISTANCE TOWARDS THE COLONIAL RULE

Palayakkars: Puli Thevar and Kattabomman - Palayakkars revolts-South Indian Rebellion – Causes, course and results – Maruthu Brothers- Theeran Chinnamalai- Fall of Palayakkars-Vellore Mutiny of 1806 A.D-Causes- Course – Consequences.

UNIT-II TAMILNADU UNDER BRITISH RULE:

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

UNIT-III THE EARLY PHASE OF FREEDOM MOVEMENT:

Madras Native Association, Madras Mahajan Sabha-Establishment of Indian National Congress and its impact on Tamil Nadu-Swadesi and Boycott movement- V.O Chidambaram Pillai- A. Subramanya Bharathi – Vanchinathan –Neelakanta Brahmachari- Subramanya Siva – Home Rule Movement

UNIT-IV RISE OF JUSTICE PARTY AND ITS INFLUENCE

South Indian Liberal Federation (SILF) -Rise of Justice Party- Early leaders -Sir P. Theagaraya Chetty, Dr. C. Natesa Mudaliar., T.M. Nair-Major reforms carried out by Justice Party-E.V.R. & Self-respect Movement - Establishment of Dravida Munnetra Kazhagam.

UNIT-V CONTRIBUTION OF TAMIL NADU IN INDIAN FREEDOM STRUGGLE:

Role of Tamil Nadu in Indian Freedom Struggle (1920-1947)-Non Cooperation Movement and its impact--Simon Commission boycott- Civil Disobedience movement–Vedaranyam Satyagraha-Quit India Movement-Towards Indian Independence -Role of Tamil People in Indian National Army

UNIT-VI CURRENT CONTOURS: (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Devanesan, History of Tamil Nadu, Benu Publications, Madurai, 1990.
2. Rajayyan. K, History of Tamil Nadu, Ratna Publications, Trivandrum, 1989.
3. Krishnaswamy A., Nayaks of Madura, Annamalai University.
4. Rajayyan K., History of Tamilnadu, Raj Publishers, 1982
5. Ma. Po. Sivagnanam, History of freedom movement in Tamil Nadu, Tamil University Publication, Thanjavur, 1988.
6. Subramanian N., Social and Cultural History of Tamil Nadu upto 1984.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They Learn about the Tamil peoples' Resistance against Europeans.	K1
CO2	Students know about the condition of Tamil Nadu under British rule.	K2
CO3	They learn about the early phase of the freedom movement in Tamil Nadu.	K3
CO4	Students assimilate about the achievements of Justice party rule in Tamil Nadu.	K4
CO 5	They assess the contribution of Tamil Nadu in Indian freedom struggle	K5

RELATIONSHIP MATRIX\

COU RSE OUTC OME S (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	2	2	3	3	2	2	2	3	2.5
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	2	3	3	3	2	2	3	3	2.6
C05	3	3	3	2	3	3	2	3	2	3	2.6
Mean Overall score											
Correlation											
High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE-5 AN INTRODUCTION TO PUBLIC ADMINISTRATION	SEMESTER: III
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To explain the foundations of Public Administration by examining its meaning, scope, significance, evolution, and contemporary developments
- To discuss major administrative theories and thinkers and evaluate their contributions to the development of administrative thought
- To describe the administrative behavior in public organizations.
- To trace the organizational structures and systems in public administration
- To evaluate the mechanisms of accountability and control and their role in promoting transparency, responsiveness, citizen participation, and good governance.

UNIT I

Introduction: Meaning, scope and significance of Public Administration; Wilson& vision of Public Administration; Evolution of the discipline and its present status; New Public Administration; Public Choice approach; Challenges of liberalization, Privatisation, Globalisation; Good Governance: concept and application; New Public Management.

UNIT II

Administrative Thought: Scientific Management and Scientific Management movement; Classical Theory; Weber& bureaucratic model - its critique and post-Weberian Developments; Dynamic Administration (Mary Parker Follett); Human Relations School (Elton Mayo and others); Functions of the Executive (C.I. Barnard); Simon& decision-making theory; Participative Management (R. Likert, C.Argyris, D.McGregor).

UNIT III

Administrative Behaviour : Process and techniques of decision-making; Communication; Morale; Motivation Theories - content, process and contemporary; Theories of Leadership: Traditional and Modern.

UNIT IV

Organisations : Theories - systems, contingency; Structure and forms: Ministries and Departments, Corporations, Companies, Boards and Commissions; Ad hoc and advisory bodies; Headquarters and Field relationships; Regulatory Authorities; Public - Private Partnerships.

UNIT V

Accountability and control: Concepts of accountability and control; Legislative, Executive and Judicial control over administration; Citizen and Administration; Role of media, interest groups, voluntary organizations; Civil society; Citizen Charters; Right to Information; Social audit

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCES BOOKS

1. R.T. Golembewski, Public Administration as a Developing Discipline: Perspectives on Past, Present and Futures, New York, Marcel Dekker, 1977.
2. M. Bhattacharya, Public Administration: Structure, Process and Behaviour, Calcutta, The World Press, 1991.
3. M. Bhattacharya, New Horizons of Public Administration, New Delhi, Jawahar Publishers and Distributors, 2001
4. M. Blau, Bureaucracy in Modern Society, New York, Random House, 1962.
5. M. Bhattacharya, Restructuring Public Administration: Essays in Rehabilitation, New Delhi, Jawahar, 1990.
6. R.W. Cox, Public Administration in Theory and Practice, Englewood Cliffs, N.J. Prentice Hall, 1994.
7. N. Henry, Public Administration and Public Affairs, New Delhi, Prentice Hall, 1999.
8. P.B. Heymann, The Politics of Public Management, London, Yale University Press, 1987. Glenn O'Stahl, Public Personnel Administration., Harper and Row Publishers, New York, 1983.
9. S.W. Hays and R.C. Kearney, Public Personal Administration: Problems and Prospects, Prentice Hall, Englewood Cliffs, NJ, 2003.
10. S.L. Goel, Public Personnel Administration, Deep and Deep Publication, New Delhi 2002
11. H.A. Simon, Administrative Behaviour: A Study of Decision-Making Process in Administration, New York, The Free Press, 1957.
12. S.R. Maheshwari, Administrative Thinkers, Macmillan, New Delhi 2000
13. G.F. Grant, Development Administration: Concepts, Goals, Methods, Madison: University of Wisconsin Press, 1979.
14. Peter Self, Administrative Theories and Politics, George Allen and Unwin, London, 1977.
15. M. Bhattacharya, New Horizons of Public Administration

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Students are able to understand the basic concepts of public administration	K1
CO2	They understand the contributions of major administrative thinkers such as F.W. Taylor, Max Weber, Mary Parker Follett	K2
CO3	They can analyze the theories of decision-making, communication, motivation, and improve organizational effectiveness.	K3
CO4	They assimilate the various organizational theories and structures and differentiate between administrative institutions	K4
CO 5	They Evaluate the role of accountability and control mechanisms exercised by the legislature, executive judiciary, in public administration	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	3	2	3	3	2	3	2	3	2.7
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	3	3	2.8
C04	3	2	2	2	3	3	1	2	2	3	2.4
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE- 6 PANCHAYAT RAJ	SEMESTER: III
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To examine the contributions of major thinkers and leaders to the growth of decentralized governance
- To Highlight the role of Gandhian thought in Panchayat Raj
- To analyze the evolution and functioning of the Panchayat Raj system in Tamil Nadu and its constitutional foundations.
- To explain the financial structure, sources of revenue, budgeting, and financial management practices of local self-government institutions.
- To evaluate the role of Panchayats in community development, rural welfare programmes, and participatory governance.

UNIT I

Concept of Panchayat Raj – Evolution of panchayat in India – Little Republics, local self-government under Cholas, local self-government under the British Rippon's Experiment.

UNIT II

Mahatma Gandhi's Concept on Panchayat Raj – Vinobhaji's views on Gramodhan and Boomdhan movements – Committees on Panchayat Raj after independence.

UNIT III

Panchayat Raj system in Tamil Nadu : From 1687 to 1920 – Actions of British Government-development in 1920-1947- Subsequent changes from 1947 to 2001 – Two-tier system under Kamaraj-Constitutional Assembly debates on Panchayat Raj and direct election under M.G.R.

UNIT IV

Panchayat Finance – Sources of income – State Finance Commissions and their recommendations – Budget allocation – Financial management in the local Bodies.

UNIT V

Panchayat Administration – community development schemes – programmes : Jawahar Yozhana, IRDP – Public Participation in Panchayat Raj – Role of NGOs.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS

1. Sachdheva and Durga, Simple study of Local Self Governments in India.
2. S.R.Maheswari and Sriram Maheswari, Local Government in India.
3. Status of Panchayat Raj in the States and Union Territories of India 2000, New Delhi: Institute of Social Science, 2000.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Students can learn the concept, significance, and historical evolution of Panchayat Raj institutions in India,	K1
CO2	They understand the ideas and contributions of Mahatma Gandhi and Vinoba Bhave toward decentralized governance,	K2
CO 3	They can analyze the recommendations of various committees on Panchayat Raj	K3
CO 4	They assimilate the historical development and administrative structure of the Panchayat Raj system in Tamil Nadu,	K4
CO 5	Students can analyze the concept, significance, and historical evolution of Panchayat Raj institutions in India.	K5

RELATIONSHIP MATRIX

OUT C OME S (COS)CO URS E	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mea n score of COs
CO1	3	3	2	3	3	3	2	2	2	3	2.6
C02	3	3	3	3	3	3	2	2	3	3	2.8
C03	3	3	3	2	3	3	2	3	3	3	2.8
C04	3	3	2	2	3	3	2	2	2	3	2.5
C05	3	3	2	3	3	3	2	2	2	3	2.6
Mean Overall score 2.6											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	INTERDISCIPLINARY COURSE- 3 (IDC- 3) INDIA'S MARCH TOWARDS FREEDOM	SEMESTER: III
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To explain the nature and impact of colonialism and the evolution of anti-colonial resistance in India.
- To trace the emergence of Indian nationalism and the role of various political organizations in the freedom struggle.
- To enumerate the contribution of mass movements and the leadership of major nationalist figures in mobilizing people against colonial rule.
- To highlight the major political activities from 1928-1939.
- To assess the factors that led to Independence and Partition and their implications for modern India.

Unit I. Colonialism

Stages of Colonialism-Colonialism in India- Early Anti-colonial struggles: Poligar Mutiny in Tamil Nadu 1799,1801. Vellore Mutiny in 1806- Revot of 1857.

Unit II. Early Nationalism and Agitational Politics: 1885-1916

Foundation of the CongressFirst phase of Congress--Partition of Bengal-Boycott and Swadeshi-National Education- the Congress Split- Muslim League-Revolutionary Terrorism- Home Rule Movement.

Unit III. Gandhian Era - Mass Nationalism 1917-1925

The Appeal of Gandhi -Champaran, Kheda, Ahmedabad-Non-Cooperation and Khilafat Movement –No changes and Swarajists.

Unit IV. Nationalist Advances: 1928-1939

Simon commission and Nehru Report- - From Dominion State to Purna Swaraj. Civil Disobedience: 1930-1931- Towards Salt Satyagraha- regional studies-the Round Table Conference-Gandhi - Irwin Pact - Press-Films forging nationalism.

Unit V. Towards Freedom and Partition - 1939-1947

States people's movement - The Left in the Congress - The Tripuri Crisis 1939-1942and INA-The Muslim League and Pakistan- Cripps Proposals--Quit India - The advance of the League Azad Hind -Communal Holocaust -Partition and Independence.

UNIT-VI Current Contours (For continuous internal assessment only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS

1. Baker,Johnson, Seal.(eds.) Power, Profit and Politics:Essays on Imperialism,
2. Nationalism and Change in 20th Century India, Cambridge,1981. Bamford,P.C. Histories of the Non- Cooperation and Khilafat Movement .New Delhi: Deep,1974.Reprint.
3. Brown Judith. Gandhi's Rise to Power Indian Politics 1915 -1922. Cambridge,1972. Chandra, Bipin.
4. Nationalism and Colonialism in Modern India. New Delhi,1984.
5. Rise and Growth of Economic Nationalism in India. New Delhi,1966.
6. Desai,A.R. Social Background to Indian Nationalism .Delhi:Vikas,1978. Kumar,Kapil. Peasants inRevolt-Tenants,Landlords,Congress and the Raj in Oudh,1886-1922 .New Delhi:Manohar,1984. Kumar,Ravindra. Development of the Congress Constitution New Delhi,1949.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Students can learn the stages of colonialism in India and evaluate the significance of early anti-colonial struggles	K1
CO2	They understand the growth of early nationalism and the emergence of political organizations	K2
CO3	They assimilate the leadership and mass mobilization strategies of Mahatma Gandhi	K3
CO4	They analyze the major political events like civil disobedience movement, Salt Satyagraha, Poona Pact and 1935 Act	K4
CO5	The students can evaluate the circumstances towards independence.	K5

RELATIONSHIP MATRIX

COURSE OUTCOM E S (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO 5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	3	3	3	3	3	3	3	3.0
C05	3	3	3	2	3	3	2	3	3	3	2.8
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 7 (CC-7) HISTORY OF INDIA 1857 - 1947 C.E.	SEMESTER: IV
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To Analyze the importance of 1857 revolt and Queen Proclamation
- To explain about socio religious movement in India.
- To enumerate the emergence of Indian National congress
- To narrate the knowledge about the values cherished in the freedom movement.
- To trace the Gandhian Ideologies for independence.

UNIT-I BRITISH PARAMOUNTCY:

Revolt of 1857-Causes, Course and results-Queen Victoria's Proclamation - Act of 1858 - Council Act of 1861 and 1862- Lytton's Viceroyalty- Ripon and Local-Self- Government- Lord Curzon- Partition of Bengal.

UNIT-II SOCIO - RELIGIOUS REFORM MOVEMENTS:

Brahmo Samaj - Prarthana Samaj -Arya Samaj – The Ramakrishna Mission - Swami Vivekanandha-The Theosophical Society-Muslim Reform Movements-Aligarh movement - Depressed Class Movements: Narayana Guru and SNDP-Iyothee Thassa Pandithar -Rettamalai Srinivasan - Jyothirao Phule and Satya Shodhak Samaj.

UNIT-III BIRTH OF INDIAN NATIONAL CONGRESS:

National Awakening-Emergence of Indian Nationalism-Predecessors of Indian national congress- First phase and second phase of INC-Minto- Morley Reforms Act of 1909 - Achievements-Revolution,patriotism-Aurobindo Gosh-Tilak, Bipin Chandra Pal, Lala Lajpat Rai – Gokhale-Annie Besant and Home Rule movement-Montague Chelmsford act -The Swedish Movement

UNIT-IV GANDHIAN ERA:

Early Satyagrahas: Champaran –Ahamedabad- Kheda-Rowlatt Act- Jallianwala Bagh Tragedy-Khilafat Movement-Mantague Chelmsford Reforms -Non-cooperation Movement- Civil Disobedience Movement – Round table conferences –Gandhi Irwin Pact – Poona Pact - Muslim League - Indian Government Act of 1935.

UNIT V TOWARDS INDEPENDENCE

Quit India Movement – INA-Cripps Mission- Formation of Interim Government-Constituent Assembly-Indian Independence Act of 1947

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Keswani. K. B., History of Modern India from 1800 A.D-1984 A.D, Himalaya Publishing House, Bombay, 1985.
2. Venkatesan G.,History of Freedom Struggles in India, Rainbow Publication, Coimbatore, 1985. Book (s) for Reference
3. Mahajan V.D., History of National Movement in India, S. Chand & Carnet, New Delhi, 1985, Ed-III. Majumdar R. C., An Advanced History of India Part III, MacMillan, 1988.
4. Sathianathaier, History of India Vol. III,S. Viswanathan, Madras, 1969. 5. Sharma S.R., Indian Movement 1857 A.D. – 1947 A.D., B.R. Publishing Corporation, Delhi, 1988

REFERENCES BOOKS:

- 1.R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006.
- 2.Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.
- 3.Mahendra Kumar Talware, History of National Movement and Constitutional Development of India.
- 4.Bipin Chandra et.al. India's Struggle for Independence, Penguin India, Delhi, 2000.
- 5.Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern Indian, Orient Blackswan, Hyderabad, 2004.
- 6.Larry Collins and Dominique Lapierre, Freedom at Midnight, 7th Edition, S. Chand & Company Ltd, New Delhi, 2011.
- 7.Maulana Abul Kalam Azad, India Wins Freedom, I Edition, Orient Blackswan, Hyderabad, 2009.
- 8.Rajendra Prasad, India Divided, Hind Kitabs Limited, Bombay, 1947.
- 9.V.D. Mahajan, Modern Indian History, S. Chand Publisher, New Delhi, 2010.
- 10.L. Prasad, Indian National Movement, Lakshmi Narain Agarwak, New Delhi, 2001. 11. N. Jayapalan, History of the Freedom Movement: 1857 to 1947, Atlantic Publishers

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They can understand the historical events after the 1857 revolt.	K1
CO2	They know the Socio religious movement in India.	K2
CO3	Students can assimilate the factors responsible for the emergence of Indian National Congress.	K3
CO4	They can explain the native resistance against the British.	K4
CO 5	Students can Evaluate role of Gandhi in National Movement	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	2	3	3	3	2	2	2	3	2.6
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	3	3	3	3	3.0
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Lo

FIRST YEAR	CORE COURSE-8 (CC-8) HISTORY OF EUROPE 1453 - 1789 C.E.	SEMESTER: IV
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To trace the salient features of renaissance
- To explain the reformation in Europe
- To study the formation of Enlightened Despotism in Europe.
- To understand the commercial revolution in Europe
- To narrate the parliamentary institutions in England

UNIT I RENAISSANCE IN EUROPE

Salient features-Art, Literature, Architecture- Science and technology

UNIT II

Geographical discoveries-Early attempts made by Portugal, Spain-Role of France and Britain-Reformation-major causes-contribution of Marin Luther King-Reformation in Europe- Counter reformation-society of Jesus

UNIT III

Absolute monarch in Europe -Louis IX-Peter the great Catherine in Russia-Frederick in Prussia-Maria Theresa and Joseph II in Austria

UNIT IV

Commercial revolution, decline of feudalism-mercantilism, rise of capitalism

UNIT –V

Birth of Parliamentary Institutions in England, Early conflict with monarch, Parliament under James I, Charles I, Civil war, Parliamentary institutions in England in 17th and 18th C Enlightenment Era in Europe-Salient Features-Impact on European Society.

UNIT-VI CURRENT CONTOURS:

(For Continuous Internal Assessment Only) Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Devanesan, World History Up to 1960 (Tamil).
2. Durant Will, The Story of Civilization, Vol V, To XI New York, 1953-1975
3. Ramalingam T. S. History of Europe (1453-1789).
4. Rao, B.V History of Europe 1450-1815. New Delhi, Sterling Publication, 2014
5. Swain, J.E. A History of World Civilization, New Delhi Eurasia Publication, 1970
6. Thiagarajan J. History of Europe.
7. Thomson, David Europe Since Napoleon, London, Penguin, Reprint, 1966
8. Dharmaraj, J, History of Europe 1453 - 1789 A.D, (Tamil), Tansy Publications, Sivakasi, 2015.
9. James Edward Gillespie, A History of Geographical Discovery, 1400 - 1800, H. Holt and Company Publishers, New York, 1933.

REFERENCE BOOKS:

1. Cicely Veronica Wedgwood, The Thirty Years War, Review Books, New York, 1938. Charles River Editors ,French Legends, The Life and Legacy of King Louis XIV Space Independent Publishing Platform, North Charleston South Carolina, 2013.
2. Andrew Graham Dixon, Renaissance, University of California Press, California, 1999.
3. ArunBattacharjee, History of Europe (1453 - 1789), Sterling Publishers Private Limited, New Delhi, 2001
4. 4.H.A. Davis Blount, An Outline History of the World, Read Books, New Delhi, 2007.
5. Mckinley, Albert E.,Arthur C. Howland & Matthew L. Dawn, World History Vol I & II , Atlantic Publishers, New Delhi, 1994
6. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970
7. George Walter Southgate, A Text Book of Modern European History 1453-1661, Dent, 1954.
8. Carlton J.H. Hayes, A Political and Social History of Modern Europe, Vol. 1, Macmillan, Madras, 1924.
9. Arun Battacharjee, A History of Europe (1453-1789), sterling Publisher, Delhi, 1981.
10. Sir Charles Grant Robertson, A History of Western Europe, A.d. 1453-1789: From the Fall of Constantinople to the French revolution, E.Benn, London, 1929.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They can understand the origin, growth, and salient features of the Renaissance and its impact on European society.	K1
CO2	Students can analyze the causes for reformation in Europe	K4
CO3	They learn the emergence of Enlightened Despotism in Europe and the contributions of major enlightened rulers to administration and reforms.	K2
CO 4	Assimilate the nature and significance of the Commercial Revolution and its role in the growth of trade, capitalism, and colonial expansion in Europe.	K3
CO 5	Explain the development of parliamentary institutions in England and their contribution to constitutional government	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	3	2	3	3	2	2	2	3	2.6
C03	3	3	3	3	3	3	2	3	3	3	2.8
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE-7	SEMESTER: IV
	INDIAN HERITAGE	
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To explain the fundamental characteristics of Indian culture and the influence of geographical, upon Indian civilization.
- To analyse the evolution of Indian languages, scripts, literature, and philosophical traditions
- To enumerate the major developments in Indian art, architecture, painting, music, and dance and appreciate their historical significance.
- To trace the evolution of governance, state formation, administrative systems, taxation, and political thought in India.
- To assess the contributions of ancient India to science and technology

Unit-I

Indian Culture: Characteristics of Indian culture, Significance of Geography on Indian Culture - family and marriage in India- position of women in ancient India - caste system.

Unit-II

Indian Languages and Literature: Evolution of script and languages in India- Indian Philosophy.

Unit-III

Indian Arts and Architecture: Temple oriented Art and Architecture - Gandhara School and Mathura School of Art - Indian Painting Tradition - Indian Classical Music and Dances of India.

Unit-IV

Governance: States formation – Saptanga theory – Collection of Taxes – Functions of the State.

Unit-V

Science and Technology: Astronomy – Mathematics –Medicine.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS:

1. A.L. Basharn (ed.), A Cultural History of India. P.D. Mehta, Early Indian Religious Thought. Cultural Heritage of India, Vol.1, The Ramkrishna Mission Institute of Culture, Golpark, Kolkata. Dube, S.C. 1990. Indian Society New Delhi: National Book Trust, India.
2. Dubois, Abbe J.A. 1906. Hindu manners, customs and ceremonies, Oxford: Clarendon Press.
3. Dutt, N.K. 1986. Origin and Growth of Caste in India, Calcutta: Firma KLM. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
4. Kabir, Humayun, Our Heritage, National Information and Publications Ltd., Mumbai, Kapadia, K.M.. 1958. Marriage and Family in India. London. : Oxford. Majumdar, R.C. (ed.). 1951. The Vedic Age, London.
5. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
6. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.
7. Romila Thapar, Cultural Pasts: Essays in Early Indian History.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	To recall the distinctive features of Indian culture	K1
CO2	To understand the origin and evolution of Indian scripts	K2
CO 3	To explain the major artistic and architectural traditions of India	K3
CO 4	To analyze the distinctive features of Indian government	K4
CO 5	To evaluate the scientific and technological achievements of ancient India in astronomy	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	2	3	3	3	2	2	3	3	2.7
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	2	2	3	3	3	1	2	3	3	2.6
C04	3	3	3	3	3	3	2	3	2	3	2.8
C05	3	3	3	2	3	3	2	3	2	3	2.7
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	ALLIED COURSE-8 INTRODUCTION TO TOURISM	SEMESTER: IV
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To explain the concept, forms, types, components, and historical evolution of tourism
- To analyse the characteristics of tourists, visitors, travellers, and excursionists and examine emerging trends in tourism
- To enumerate the various sectors of the tourism industry, career opportunities, customer service requirements, and travel-related procedures and formalities.
- To trace the development and growth of the hospitality industry and understand functions of national and international tourism organizations in the promotion and regulation of tourism activities.
- To highlight the major tourist sites in India

UNIT I

What is Tourism? - Concept of Tourism, Defining Tourism - Tourism Forms and Types - Tourism components, Elements and infrastructure - Historical Evolution and Development of Tourism - Tourism in India - Tourism in Tamil Nadu.

UNIT II

Tourist /Visitor / Traveller /Excursionist—definition and differentiation - Emerging concepts: Eco/rural/agri./farm/green/wilderness/country side/ special interest tourism - Travel motivator and deterrents - Pull and Push forces in tourism.

UNIT III

Tourism Industry Issues - Customer Services, career opportunities in Travel Trade, Travel Insurance, Travel Information Manual - Travel formalities: the passport and Visas, health certificates, Taxes, Custom and currencies.

UNIT IV

Hospitality Industry: Organisation of Hotel, Front Office, House Keeping, Food & Beverage Department, Types of Accommodation, classification of hotels.

Tourism organization /Institutions: Origin, Organisation and functions of WTO, PATA, IATA, ICAO, FHRAI, TAAI, IATO and UFTAA.

UNIT V

Major Tourist Places in India and Tamil Nadu-New Delhi,Ajanata,Ellora,Kashmir,Mahabalipuram Ooty,Madurai,Kanyakumari,Rameswaram

UNIT VI (Advance topics not for final examination):

Heritage development and tourism-Popularisation of history through tourism-cross-regional and pan-Indian heritage education and tourism tourism as an educational-entertainment formula-new trends in tourism

REFERENCE BOOKS:

1. Bhatia, A.K., International Tourism, Fundamentals and Practices, (Sterlings Publishers, 1991) Bhatia, A.K., Tourism Development: Principles and Practices.
2. Burkart and Melik, Tourism: Past, Present and Future, (London: 1995).
3. George Young, Tourism: Blessing for Blight. Gill, S. Pushpinder, Tourism Planning and Management, (Anmol Publications, 2003).
4. Kandari, O.P. Chandra Ashish, Tourism Development; Principles and Practices, (Shree Publishers, 2004).
5. Kaul, R.M., Dynamics of Tourism – A Triology, Vol.I, (New Delhi: 1997).
6. Krishan, K., Kamra, Chand Mohinder, Basic of Tourism; Theroy Operation and Practice, (Kanishka Publication New Delhi 2004).
7. Prem Nath Sen, Successful Tourism Management, (New Delhi: 1997).
8. Sethi, Praveen, Handbook of Effective Travel and Tourism, (Rajat Publication,1999).
9. Sethi, Praveen, Strategies for the Future of Travel and Tourism, (Rajat Publication, 1999).

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	To highlight the concept, nature, forms, types, components, and significance of tourism.	K1
CO2	To demonstrate the distinctions among tourists, visitors, travellers, and excursionists and identify the characteristics	K2
CO 3	Illustrate the issues in Tourism.	K3
CO 4	Assimilate knowledge of tourism industry operations, customer service practices, career opportunities, travel insurance, travel documentation, and international travel regulations.	K4
CO 5	They can summarize the major tourist sites in India	K5

RELATIONSHIP MATRIX

COU RSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Me n score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	2	2	3	3	2	2	2	3	2.5
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	3	3	3	3	3	3	3	3.0
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	INTERDISCIPLINARY COURSE	SEMESTER:
	AN INTRODUCTION TO INDIAN CONSTITUTION	IV
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To explain the historical background and evolution of the Indian Constitution
- To analyse the Significance of Fundamental Rights.
- To enumerate the structure, powers, and functions of the Union and State Governments.
- To trace the organization, jurisdiction, and functioning of the Indian judicial system and its role in safeguarding constitutional values.
- To explain the functions of major constitutional bodies and their contribution to democratic governance.

UNIT I

Historical background of Indian constitution 1861-1935–formation of constituent assembly-making of the Indian constitution-preamble

UNIT II

Fundamental rights-directive principles of state policy- fundamental duties

UNIT III

President, vice-president, Cabinet, parliament Governor, cabinet state assembly Judiciary-supreme court, original and appellate jurisdiction, writs, structure, power and function High court and its function-Public interest litigation
Subordinate courts

UNIT IV

Attorney General of India, Comptroller and auditor General of India-Election Commission of India- Union Public Service Commission of India, Finance Commission

UNIT V

Amendments-types of amendments-major judgments passed by the Supreme Court to influence the constitution

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS

1. James M. Beck, The Constitution of United States, Indiana Law Journal, Vol. I, Issue I, Article 7, Maurer School of Law: Indiana University, 1926.
2. Brij Mohan Sharma, Modern Governments, Asia Publishing House, Mumbai, 1969.
3. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
4. 4.M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.
5. K.C, Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
6. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam's Sons, New York, 1963.
7. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), Ponnaiah Pathipagam, Chennai, 2001.
8. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
9. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.
10. Modern Governments and Constitutions, Vol. I & II, Atlantic Publishers and Distributors, New Delhi, 2002.
10. Hoveyda Abbas, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson, Chennai, 2011.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	They can understand the historical developments from the constitutional	K1
CO2	They explain the significance of the Fundamental rights	K2
CO 3	They Assimilate the structure, powers, and functions of the President, Vice-President, Parliament, Governor, State Legislature, and Council of Ministers at the Union and State levels.	K3
CO 4	They analyze the organization and jurisdiction of the judiciary, including the Supreme Court, High Courts, subordinate courts,	K4
CO 5	Evaluate the method of amendments and its impact in the Indian Constitution	K5

RELATIONSHIP MATRIX

COURSE OUTC OMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
C01	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	2	3	3	3	2	2	2	3	2.6
C03	3	3	3	3	3	3	2	3	2	3	2.8
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 9 (CC-9) HISTORY OF INDIA 1947 - 2000 C.E.	SEMESTER: V
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To highlight the political developments in India after Independence.
- To analyze the contributions of various Prime Ministers and evaluates their role in shaping policies in post-independence India.
- To enumerate the major political, social, and economic developments that influenced contemporary Indian society and governance.
- To trace the evolution of democratic institutions, coalition politics, regional movements, and national integration in independent India.
- To evaluate the growth of education in India since independence

Unit I

Position of India on the eve of Independence- The problems of partition-Integration of Indian States- States re-organization.

Unit II:

Prime Ministers of India- Jawaharlal Nehru – Internal Policy- Lal Bahadur Sastri- Indira Gandhi -Birth of Bangladesh- Emergency- Indira Gandhi-Fall of Indira Gandhi-Rise of Janata -Second coming of Mrs Gandhi and assassinated

Unit III

Rise of Rajiv Gandhi – Foreign Policy – National Front Government- Vishwanath Pratap Singh - Mandal Commission-P. V. Narasimha Rao - Atal Bihari Vajpayee-Inder Kumar Gujral

Unit IV

Peasants Struggle – Terrorism in Punjab – Assam Struggle – Telengana Struggle –Foreign Policy of India – India and Non- Aligned Movement- India and UNO-SAARC.

Unit V: Development of Education- Planned Economic Development – Transport

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS

1. Biphan Chandra, India after Independence, (1947-2000) Penguin Books, New Delhi, 2000.
2. Braw P.K., Politics of India since Independence, New Delhi, 1999.
3. Chakaravarthy S.R, Contemporary India, New Delhi, 2005.
4. Dharamraj. J., Contemporary History of India, (Tamil) Tensy Publications, Sivakasi, 2014.
5. 'Varalatra Suvadugal' (Tamil) Thina thanthi Pathippagam, Veperi, Chennai, 2010.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Recall the challenges faced by India at the time of Independence	K1
CO2	Explain the contributions of major Prime Ministers of India	K2
CO 3	Summarize the significance of major political events such as the Bangladesh Liberation War, the Emergency, the rise of coalition governments, and contemporary political transformations.	K3
CO 4	Analyze knowledge of important political movements and regional struggles	K4
CO 5	Review the principles and objectives of India's foreign policy and its relations with international organizations	K5

RELATIONSHIP MATRIX

COURSE OUTC OMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
C01	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	2	3	3	3	2	2	2	3	2.6
C03	3	3	3	3	3	3	2	3	2	3	2.8
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 10 (CC- 10) HISTORY OF U.S.A UPTO 1865 C.E.	SEMESTER: V
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To explain the historical circumstances that led to the establishment of the American colonies and the emergence of the United States as an independent nation.
- To Analyse the causes, course, and consequences of the American War of Independence and the framing of the American Constitution.
- To enumerate the contributions of early American Presidents and their role in shaping the political and constitutional development of the United States.
- To trace the evolution of American democracy, and nation-building during the nineteenth century.
- To study the significance of major political doctrines, diplomatic initiatives, perceived by Abraham Lincoln

UNIT-I:

Early discoveries-Establishment of 13 colonies-European penetration into American soil-development of America as a modern state-American War of Independence - Causes –course – Peace Treaty of Paris 1783-Reasons for the failure of the English – Results- The Making of the Constitution – Aftermath of the war of Independence.

UNIT: II

Federalists in Power. The New Republic 1789-1801- George Washington- John Adams, Thomas Jefferson. The Democrat (1801-1809) James Madison (1809-1817) the war of 1812- The Peace of Ghent 1814- The Hartford Convention (Dec, 1814- Jan, 1815)

UNIT: III

Monroe Doctrine and Jackson Democracy James Monroe (1817-1825); J.Q. Adams (1825-1829)-Acquisition of Florida – Missouri Compromise 1820- John Marshall, – Monroe Doctrine – Andrew Jackson and His Democracy (1829-1837)

UNIT: IV

Territorial Expansion Colonization of Texas and Oregon, The Mexican War, Purchase of Alaska 1868-; James Buchanan (1857-1861)

UNIT: V

Abraham Lincoln Early Career _ War Between the States. North and South before the War-Emancipation of slaves – Results of the Civil war- Reconstruction of the South- the Lincoln Plan

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOK(S)

1. Hill, C.P. A History of the United States. New York: Edward Arnold Publications, 1971.
2. Print. Nevins, Allan. Pocket History of the U.S. New York: Pocket Books; 9th Revised Edition, 1992.
3. Print. US Department of State Bureau of International Information Programs, History from Early Settlement to the 2008 Presidential Election USA, Create Space Independent Publishing Platform, 2014.
4. Print. REFERENCE BOOK(S) Shi, David E., and George Brown Tindall.
5. America: A Narrative History. New York, W.W. Norton, 2016. Print.
6. Garraty, John Arthur, and Mark Christopher Carnes. A Short History of the American Nation. New York, Longman, 2001.
7. Print. Kaul, T.N. The Kissinger Years – Indo-American Relations. India: Arnold-Heinemann Publishers, 1980.
8. Print. Lerner, Max. America as A Civilization. New Delhi: Oxford and IBH Publisher, 1988. Print. Parkes, A History of U.S.A., Calcutta: Scientific Book Agency, 1975.
9. Print. Sidlow, Edward, and Beth Henschen. America at Odds. Belmont, CA, Wadsworth, 2009.
10. Print. LaFeber, Walter. America, Russia, and the Cold War: 1945-2007. New York: McGraw-Hill Higher Education, 2006.
11. Print. DeGregorio, William A., and Aaron Jaffe.
The Complete Book of U.S. Presidents. Fort Lee, NJ, Barricade Books, 2017. Prin

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Outline the process of European settlement, the establishment of the Thirteen Colonies, a	K1
CO2	Explain the causes, major events, outcomes, and historical significance of the American Revolutionary War and the framing of the United States Constitution	K2
CO 3	Illustrate the political developments of the early republic and the contributions of leaders	K3
CO 4	Analyze the Monroe Doctrine, and Jacksonian Democracy	K4
CO 5	Summarize the significance of major events such as the acquisition of Florida, the Missouri Compromise, the annexation of Texas,etc	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	3	3	2	3	3	2	3	2	3	2.7
C02	3	3	3	3	3	3	2	3	2	3	2.8
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	2	3	2	3	2.8
Mean Overall score 2.8											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 11 (CC-11) HISTORY OF EUROPE 1789 -1945 C.E.	SEMESTER: V
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To study the major political transformations that shaped Europe from the French Revolution to the end of the Napoleonic era
- To analyse the causes, course, and consequences of revolutionary movements in Europe.
- To enumerate the contributions of important political leaders for Unification of Germany and Italy
- To trace the processes of nation-building, unification movements, and the emergence of modern states in Europe.
- To explain the development of international diplomacy and global organizations in maintaining peace and security.

Unit I

French Revolution - Causes, Course and Results - Rise of Napoleon Bonaparte -Napoleonic Wars - Continental System - Domestic reforms - Causes for the failure of Napoleon.

Unit II

Vienna Congress - Holy Alliance - Concert of Europe - Metternich System – Charles X - Revolution of 1830 and 1848 - Napoleon III.

Unit III

Unification of Italy- various stages - Unification of Germany - Role of Bismarck in the Unification of Germany.

Unit IV

Eastern Question - Greek War of Independence - The Young Turk Movement - The Crimean War - Balkan Wars.

Unit V

First World War - Treaty of Versailles - League of Nations - The Russian Revolution of 1917 - Fascism in Italy - Nazism in Germany - Second World War and its results - Formation of UNO.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS:

1. A.J.Grant, Europe in the Nineteenth and Twentieths Centuries, 1789 -1950, Longman Publications, London, 1980.
2. H.A.L. Fisher, A History of Europe, Vol. II, Surject Publications, Delhi, 1994.
3. B.V. Rao, History of Europe, Sterling Publishers, New Delhi, 2002.
4. J. Dharmaraj, History or Europe, 1789 to Present day (Tamil) Tensy Publications, Sivakasi, 2014.
5. S.P. Nanda, History of Modern Europe and the World, Anmol Publications, New Delhi, 2000.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Point out the causes, major events, and consequences of the French Revolution and its role in transforming European society and politics.	K1
CO2	Demonstrate the significance of the Congress of Vienna, the Holy Alliance, the Concert of Europe, and the revolutionary movements of 1830 and 1848 in reshaping Europe.	K2
CO 3	Examine the processes of Italian and German unification	K3
CO 4	Evaluate the nature of the Eastern Question and evaluate the significance of events such as the Greek War of Independence, the Crimean War, the Young Turk Movement, and the Balkan Wars in European diplomacy.	K4
CO 5	Assess the causes courses and the results of first and second world war and formation of UNO	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
C01	3	3	3	2	3	3	2	3	2	3	2.7
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	3	3	3	2	3	3	3	2.9
C04	3	3	3	3	3	3	2	3	3	3	2.9
C05	3	3	3	2	3	3	2	3	2	3	2.7
Mean Overall score 2.8											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 12 (CC-12) INTRODUCTION TO HISTORIOGRAPHY	SEMESTER: V
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To explain the need for studying history
- To Analyze definition, nature and scope of history
- To know the contribution of historians through ages
- To trace the historian's approaches to history.
- To Evaluate the methodology in writing

UNIT-I CONCEPT OF HISTORY: Definition of History and Historiography-History: Nature, Scope and Value - History as Science-History as Art.

UNIT-II TYPES OF HISTORY: Kinds of History- History and other Social Sciences - History and Geography - History and Political Science-History and Economics etc

UNIT-III PRACTITIONERS OF HISTORY: Greco-Roman: Herodotus-Theological interpretation: St. Augustine - Medieval Arab Historian: Ibn Kaldun - Modern Western Historians: Leopold Von Ranke -

G.M. Trevelyan - A.J. Toynbe

UNIT-IV HISTORIOGRAPHY AND HISTORIANS OF INDIA: Puranas and History-Buddhist and Jain Historiography -: Kalhana-Alberuni- Amir Khusru - Barani- Ibn Batuta - Abul Fazl-Modern Indian Historians; Jadunath Sarkar, - J.S. Mill - V.A.Smith - D.D.Kosambi - South Indian Historians: K.A.N. Sastri, K.K. Pillai.

UNIT-V ART OF WRITING: Selection of topic-Review of literature-Collection of data: Primary and Secondary - Internal and External Criticism-Cauterization - Bibliography-Footnotes-Chart-Tables and Appendices-Computation and Quantitative analysis-Presentation.

UNIT-VI CURRENT CONTOURS :(For Continuous Internal Assessment Only) Recent trends in Social Science research- Expert lectures, online seminars - webinars Presentation through PPT, U-tube videos, e- quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Rajayyan K. History in Theory and Method. Madurai: Ratna Publications, 2004 2.
2. Subramanian N. Historiography. Madurai: Koodal Publishers, 1993.
3. Ali Sheik. History – Its Theory and Method. New Delhi: Macmillan India Ltd., 1993

REFERENCES BOOKS:

1. Ali, Sheik. History: Its Theory and Methods. Macmillan. New Delhi, 1980.
2. Jacques and Henry F. Graff, The Modern Researcher. Harcourt Brace, San Diego, 1985.
3. E.H. Carr, what is History, Harmondsworth, 1977.
4. S. Clark, "The Annales Historians", in Q.Skinner ed., The Return of Grand Theory in the Human Sciences, Cambridge 1985.
5. R.G. Collingwood, The Idea of History, Oxford 1977.
6. Dictionary of the History of Ideas Vol.I II, III, New York.
7. Harper Collins Floud, Roderick. An Introduction to Quantitative Methods for Historians. London, 1983.
8. Ranajit Guha, Subaltern Studies, Vol. I, IV and VI, Delhi:, 1994.
9. E.J. Hobsbawm, "Karl Marx's Contribution to Historiography in Ideology and Social Science" Suffolk, 1972.
10. Le Roy Laurie, "The Event and the 'Long Term' on Social History", in the Territory of
11. the Historian.
12. S. Manickam , Theory of History & Method of Research, Paduman Publication, Madurai, 1977.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Know the various disciplines of history.	K1
CO2	They can enhance historical writing skills.	K2
CO 3	Learn the various works of historians.	K3
CO 4	Evaluate the sources in historical writings.	K4
CO 5	Analyse methodology in historical writings.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	3	2	3	3	2	3	3	3	2.8
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	3	3	3	2	3	3	3	2.9
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.8											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE 13 (CC-13) HISTORY OF CHINA AND JAPAN	SEMESTER: V
CODE	(THEORY)	CREDITS:

OBJECTIVES:

- To know about European intercourse with China.
- To study the formation of the Kuomintang party in China.
- To understand the circumstances leading to the Chinese revolution.
- To trace the formation of communism in China.
- To analyze the causes for the emergence of Militarism in Japan

UNIT-I EUROPEAN INTERCOURSE WITH CHINA:

Opium Trade- First Opium War and Treaty of Nanking-Taping Rebellion- Second Opium War and Treaty of Tientsin-European Intercourse with China-Sino-Japanese War – Open door policy – Hundred days’ reforms –Boxer Rebellion – The Revolution of 1911 - Yuvan Shi-Kai’s Presidency – Life and Principles of Dr. Sun-Yat-Sen.

UNIT-II RISE OF KUOMINTANG PARTY:

China and World War I – Paris peace conference – May 4th Movement – Kuomintang Party and Chinese National Government – Chiang – Kai –Sheik – Civil War between Kuomintang Party and Communists.

UNIT-III GROWTH OF COMMUNISM IN CHINA:

Rise of Mao – Tse – Tung – His early life –Long March – New Democracy – Cultural Revolution – Administration of Mao – Peoples Republic of China - Chou – En – Lai – Communists China foreign Policy (1949 – 1970).

UNIT-IV RESTORATION OF MEIJI ERA:

The Opening of Japan – Perry and Harris Mission –Meiji Restoration- Meiji Reforms – Constitution of 1889 —Anglo – Japanese Alliance –Russo Japanese War – Japan and First World War – Twenty One demands – Washington conference – Manchurian Crisis

UNIT-V POLITICAL ECONOMIC DEVELOPMENT OF JAPAN:

Rise of Militarism in Japan –The Axis Alliance Second Sino – Japanese War – Japan and Second World War – Post World War Japan – Development of Japan – Constitutional – Economical – Industrial – Agricultural –Socio and Cultural – Foreign Policy of Japan (1945 – 1970).

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only) Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Chaurasia, R.S., History of the Far East, (Forward Book Depot, New Delhi, 2003).
2. Christopher Hwe, China and Japan: History, Trends and Prospects, (Clarendon Press, 1996).
3. Vinacke, A History of the Far East in Modern Times, (Kalyani Publishers, New Delhi,

REFERENCES BOOKS

1. Chaurasia, R, S., History of Modern China, (Atlantic Publishers, 2004).
2. Chaurasia, R.S., History of the Far East, (Forward Book Depot, New Delhi, 2003).
3. David M.D., Rise and Growth of Modern Japan,(Himalaya Publishing House, 1989).
4. Dotforam, Eberlard, History of China, (Rutledge Kegan Paul Publishers, London, 1992).
5. Latinore, Making of Modern China, (G. Allen & Unwin, London, 1945).
6. Majumdar, R.K., and Srinivasan A.N., History of Japan, (Surjeet Book Depot, Delhi, 1978).
7. Singh A.K, History of East Asia, (APC Publications,New Delhi, 1980).
8. Sinha P and Surya. P. China and Japan in Ancient Power Politics, (Sage Publications, New Delhi,1992).
9. Vinacke, AHistory of the Far East in Modern Times, Kalyani Publishers, New Delhi, 1978.
10. K.M.Panikkar, Asia and Western Dominance: A Survey of Vasco Da Gama Epoch of Asian History, 1498-1945, New York, 1969 3. D.G.E. Hall, A History of South East Asia, Palgrave Macmillan, Sydney, 1981

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Understand the causes and consequences of Opium war	K1
CO2	Illustrate the Formation of Chinese national government	K2
CO 3	Explain the Growth of Communism in china.	K3
CO 4	Evaluate the significance of the Meiji Era.	K4
CO 5	Summarize the political development of Japan after Second World War.	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mean score of COs
CO1	3	3	3	2	3	3	2	3	2	3	2.7
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	3	3	3	3	3	3	3	3	3.0
C05	3	3	3	3	3	3	3	3	3	3	3.0
Mean Overall score 2.8											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE -14 (CC-14) HISTORY OF U.S.A 1865 – 2000 C.E.	SEMESTER: VI
CODE	(THEORY)	CREDITS:

OBJECTIVES

1. To explain the major political, economic, and social developments in the United States during the Civil War
2. To analyse the causes and consequences of American imperialism, progressivism, and the emergence of the United States as a global power.
3. To enumerate the contributions of significant American Presidents and their influence on policy.
4. To trace the evolution of American foreign relations, participation in world war
5. To study the origin, development, and impact of the Cold War on global politics

UNIT: I

Civil War – Causes, Course, Results, And Significance. Abraham Lincoln – Post Civil War Reconstruction

- Agricultural Expansion - Sherman Anti – Trust Act of 1890 – Rise of Big business – Labour movements.

UNIT: II

Growth of Imperialism –Spanish American War – Annexation of Hawai - Philippines and Caribbean – Pacific problems.

UNIT: III

Rise of Progressivism Rise of progressivism – Theodore Roosevelt - Square Deal –Domestic policy – Big Stick Diplomacy – Taft and Dollar Diplomacy.

UNIT: IV

America and the First World War: Role of America in the First World War – Woodro Wilson – His Fourteen points – Great Depression and its effects – Hoover administration. -America as World Power: Franklin D. Roosevelt – New Deal – America and the Second World War – War time Conferences – Establishment of UNO – Resurgence of USA as World Power.

UNIT: V

America after the second world war-America relationship with Europe -America with other countries-America and Cold war- NATO, SEATO,CENTO-Arms race-Nuclear weapons-America after the cold war-post world war scenario - Rise of America as a Global Power – Harry S. Truman to Bill Clinton – Origins of the Cold War – The Crises in Europe, Asia and Latin America – -US and UNO-USA during post-cold war period

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS:

1. Blake NMA Short History of America life.
2. Christopher P.Hill- History of the United States.
3. Frank Fredidal and Alan Frankly- America in the 20th Century.
4. John A. Kraut – The United States Since – 1865.
5. Rajappan K. History of the U.S.A.
6. Subramanian.N.A History of the U.S.A
7. William Change – The Unfinished Journey in America Since World War II
8. Whitaken , AP. The United States and South America.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Recall the causes, course, significance, and consequences of the American Civil War and the process of Reconstruction	K1
CO2	Explain the factors responsible for agricultural expansion, industrial growth, the rise of big business, labour movements, in American economic history.	K2
CO 3	Examine the various policies perceived by the United States of America	K3
CO4	Estimate the Progressive Movement and its political importance	K4
CO5	Assess the role of the United States in the First and Second World Wars, the contributions of important presidents	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	3	2	3	3	2	3	2	3	2.7
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	2	2	3	3	2	2	2	3	2.5
C04	3	3	3	2	3	3	2	3	2	3	2.7
C05	3	3	3	3	3	3	2	3	3	3	2.9
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	CORE COURSE -15 (CC-15) HISTORY OF EDUCATION IN INDIA	SEMESTER: VI
CODE	(THEORY)	CREDITS:

OBJECTIVES:

1. To study the ancient education system
2. To explain the British educational policies
3. To know about the development of education system after independence in India
4. To trace the education system in the current scenario.
5. To analyse the educational schemes for the development of students.

UNIT-I ANCIENT INDIAN EDUCATION:

Sources-Vedic Education- Buddhist Education- Method of teaching-Characteristics of teaching and learning centers- Development of Medieval Education – Characteristics, methods of teaching and organization of teaching. Education during medieval age-Sultanate and Mughals

UNIT-II BRITISH EDUCATION:

Second charter act-Macaulay's Education plan, nature of education on the basis of Wood's Educational dispatch. Their impact on programmes & policies in education.- The Policy of Downward Filtration Theory-Education Policies In India Under The Royal Crown Of British- 1882: Hunter Commission on Indian Education -Raleigh Commission 1904-Indian Universities Act- Government Resolution on Education Policy- 1917-19-Saddler University Commission- 1929- Hartog Committee- 1937- Wardha Scheme of Basic Education -1944 Sergeant Plan of Education.

UNIT-III PROGRESS OF EDUCATION AFTER INDEPENDENCE:

Primary Education –Universalisation of Primary Education.-National Policy on EducationYashpal Committee-Secondary Education :Secondary Education Commission (1952-53)Education Commission - Different Commissions And Committee For Higher Education: National Committee on Women's Education 1958- Hansa Mehta Committee Report 1962-Bhaktavatsalam Committee Report 1963-Kothari Commission' (1964-66)-National Policies on Education-Janardan Reddy Report, 1992.

UNIT-IV EDUCATION CURRENT SCENARIO IN INDIA:

Technical Education-Professional Education-Adult Education-women education-Rural Higher Education-Educational Research and Training-SC/STs and OBCs-Problems Faced by Students.

UNIT-V VARIOUS SCHEMES TO ENHANCE THE EDUCATION:

Elementary Education: Sarva Shiksha Abhiyan-Mid Day Meal -Breakfast scheme-Free books, uniform, Mahila Samakhya Secondary education: Rashtriya Madhyamik Shiksha Abhiyan- - National Scheme of Incentives to Girls for Secondary Education- -Scheme of Vocational Education -Scholarship schemes for Minority students- Higher Education: Scheme of Apprenticeship Training-UG, PG,Ph.D, scholarships-Post Doctoral Research Fellow (Scheme)-All India Council for Technical Education Scholarships- - Empowerment of Persons with Disabilities – Schemes / Programmes-Scholarship Schemes for ST Students by Ministry of Tribal Affairs.etc.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only) Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Nirmala Jeyaraj, Women and Society, Madurai, 2011
2. Shanta Agarwal, The Girl Child and Her Education, Social Welfare, Vol.53, No.6., New Delhi, September 2006
3. Nilima Srivastava, Women and Higher Education Need and Benefit, Social Welfare, Vol.53, No.6, New Delhi, September 2006,

REFERENCE BOOKS:

1. Report of the University Education Commission 1948-49, Ministry of Education and Culture, New Delhi, 1950,
2. Report of the Tamil Nadu Development Planning Commission, Government of India, New Delhi
3. Incredible India At A Glance, Year Book, New Delhi, 2005
4. Secondary Education Commission, 1952, Ministry of Education and Social Welfare, New Delhi, 1952
5. Yojana, Vol.45, November, New Delhi, 2001,
6. J.C. Aggarwal, Landmarks in the History of Modern Indian Education, New Delhi, 2007,.
7. Birendra Deka, Higher Education in India Development and Problems, New Delhi, 2000,
8. J.K. Pillai & S. Rajeswari, Readings in Women Education, Kodaikanal, 2002
9. J.C. Aggarwal, Progress of Education in India, New Delhi, 1977, p.394.
V.K. Kohli, Current Problems of Indian Education, Jullundur, 1974,

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Outline the evolution of the ancient Indian education system	K1
CO2	Explain the development of British education policies in India and critically understand major commissions and acts influencing colonial education.	K2
CO 3	Analyze the development of Indian education after independence through major commissions, policies, and committees in school and higher education.	K3
CO 4	Examine the current educational scenario in India including challenges, issues, and status of various sectors like technical, rural, women, and marginalized education.	K4
CO 5	Evaluate the impact and effectiveness of major educational schemes implemented in India for elementary, secondary, and higher education	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	P02	P03	P04	P05	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	2	1	3	3	3	2	2	2	3	2.4
C02	3	3	2	3	3	3	2	2	2	3	2.6
C03	3	3	3	3	3	3	2	3	3	3	2.8
C04	3	3	3	3	3	3	2	3	3	3	2.8
C05	3	3	3	3	3	3	3	3	3	3	3.0
Mean Overall score 2.7											
Correlation High											

FIRST YEAR	CORE COURSE -16 (CC-16) HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA	SEMESTER: VI
CODE	(THEORY)	CREDITS:

OBJECTIVES

1. To explain the growth and development of science and technology in India from ancient times
2. To analyse the contributions of eminent Indian scientists, mathematicians, physicians, and scientific institutions to the advancement of knowledge.
3. To enumerate the major achievements in astronomy, mathematics, medicine, atomic energy, space research, and information technology in India.
4. To trace the evolution of scientific thought and institutions during the colonial, nationalist, and post-independence periods.
5. To explain the interaction between indigenous knowledge systems and modern scientific developments in India.

UNIT I

Science and technology in ancient and medieval India-Astronomy, mathematics, medicine-Major contributions-aryabhatta, bhaskara, varahamihira, charaka and susruka-Mathematics-introduction of zero.

UNIT II

Modern science-astronomical observatories-Madras and Kodaikanal-Trigonometric study of India-Geological study of India-Colonial medicine-indigenous medicine.

UNIT III

Ayurveda,siddha, unnani-Indian perspective to colonial science- IACS Indian association of cultivation of science-Mahendranath sarkar-Jagadish chandra bose-PC Ray-Sir CV Raman-Srinivasa Ramanujam.

UNIT IV

Science and technology during Nehru era-Establishment of science institutions -ICMR, CSIR, ICAR, Department of atomic energy, Indian national committee for space.

UNIT V

Science and technology in contemporary India-Atomic Energy-Space Research-Nano Technology-Information on mass communication-AI

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only): Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS

- Anthony H.D.,(1963) Science and its Background, Macmillan & Co.Ltd., London
Arthur Eddington,(1947) New Pathways in Science, University Press, Cambridge
Bernal J.D. (1969) Science in History Vol.I, Vol.II, Vol.III, Vol.IV. All India Peoples Net Work,New Delhi.
Baldwin (1986), Technology and Man, London.
Chant, Colin, John Fauvel (1980) eds., Darwin to Einstein Historical Studies on Science and Belief (New York,Longman).
Chattopadhyaya, Debiprasad (1991) History of Science and Technology in India, Firma KLM, Calcutta
Egon Larsen,(1975), History of Inventions, Horst Erdmann Verlag Thomson Press, Faridabad.
Growther J.G. Routledge & Kegan Paul (1959), Discoveries and Inventions of the Twentieth Century, London
Hamilton, B. (1983), Technology and Progress. London. Kuppuram & Kumudhamani, History of SOT. 1-12, Vols.
O.P. Jagsi, History of Science & Technology, 1-15, Vols.
Horrobin J.F, (1959), Science for the Citizen, George Allen & Unwin Ltd., London
James R. Newman(ed),(1965), The International Encyclopedia of Science, Vols 1 to 4, Thomas Nelson & Sons Ltd., Nairobi
Kalpana Rajaram (1993), Science and Technology in India, Spectrum India, New Delhi.
Kumar, Deepak (1995) Science and the Raj, Oxford University Press, Delhi
Lawrence M. Levin(ed), (1956) The Book of Popular Science, Vols 1 to 10, The Crolier Society INC, New York
Patrick Pringle,(1956), Great Discoveries in Modern Science, George H. Harrap & Co.Ltd., London .
Philip Lenard, Stafford Hatfield H., Dac Andrade E.N. (1950), Great Men of Science, G.Bell and Sons Ltd., London.
Varghese Jeyaraj, S. (1997) History of Science and Technology, Anns Pub., Uthamapalayam.
Whitehead A.N.,(1953) Science and the Modern World, University Press, Cambridge

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Trace the development of science and technology in ancient and medieval India	K1
CO2	Explain the achievements of renowned scholars such as Aryabhata, Bhaskara II, Varahamihira, Charaka, and Sushruta, including the development of the concept of zero	K2
CO 3	Demonstrate the growth of modern scientific studies in colonial India, including astronomical observatories, geological surveys, trigonometric surveys, and the interaction between colonial and indigenous medical systems.	K3
CO 4	Analyze the knowledge of traditional systems of medicine such as Ayurveda, Siddha, and Unani and their contribution to healthcare	K4
CO 5	Assess the role of scientific organizations and pioneering scientists such as Mahendralal Sircar, Jagadish Chandra Bose, Prafulla Chandra Ray, C. V. Raman, and Srinivasa Ramanujan	K5

RELATIONSHIP MATRIX

COURSE OUT COMES (COS)	P01	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS04	PSO5	Mea n score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	2	3	3	3	2	2	3	3	2.6
C05	3	3	3	2	3	3	2	3	2	3	2.7
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low

FIRST YEAR	SEC 6- GENERAL KNOWLEDGE FOR COMPETITIVE EXAMINATIONS	SEMESTER: VI
CODE	(THEORY)	CREDITS:

OBJECTIVES

- To trace the physical features, natural and political boundaries of India
- To narrate the agricultural methods and natural resources, wildlife and sanctuaries in India
- To explain the importance of the Indian States, Union territories and its uniqueness.
- To highlight the Transport and communication system in India.
- To study the scientific and technological capabilities of India.

UNIT-I PHYSICAL FEATURES OF INDIA

Natural and Political boundaries –Himalayan Mountains- Northern Plains – The Deccan plateau – Indian desert- Major River System of India – Soils in India.

UNIT-II AGRICULTURE:

Main Crops and Produces – Green Revolution – Dairy Farming – Methods of Irrigation – Mineral Resources of India – Forest Resources.

UNIT-III STATES AND UNION TERRITORIES

Indian States – Union Territories – National Parks and Wild life sanctuaries – Important Sites and Monuments – National Insignia.

UNIT-IV TRANSPORT AND COMMUNICATION

Railway Zones – Major Ports – Air Transport – Defense and Security – Defense Setup – Navy – Air force.

UNIT-V SCIENCE AND TECHNOLOGY

India's Missile Programme – Agni – Prithvi – Akash – Trishul – Astra – India's Space Programme – Aryabhata – Bhaskara I – Indian National Satellite System – India's Atomic Research – Pokhran Chandrayan I – Kalpana Chawla.

UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):

Current invention in India-Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

REFERENCE BOOKS:

1. Gopal Singh -Geography of India
2. Manorama Year Book (Tamil & English).
3. India, A Reference Annual, Latest Edition, Publication Division, Govt. of India.

COURSE OUTCOMES WITH MAPPING

After the completion of this course, students are able to understand the following features

CO No.	CO STATEMENTS	COGNITIVE LEVEL (K LEVEL)
CO1	Recall the unique physical features of India	K1
CO2	Explain the effects of Green Revolution.	K2
CO3	Demonstrate the Significance of historical monuments	K3
CO4	Analyze the transport and communication system.	K4
CO5	Evaluate the origin and growth of Science and Technology of India	K5

RELATIONSHIP MATRIX

COURSE OUTCOMES (COS)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean score of COs
CO1	3	3	2	2	3	3	2	2	2	3	2.5
C02	3	3	3	2	3	3	2	3	2	3	2.7
C03	3	3	3	2	3	3	2	3	2	3	2.7
C04	3	3	2	3	3	3	2	2	3	3	2.6
C05	3	3	3	2	3	3	2	3	2	3	2.7
Mean Overall score 2.7											
Correlation High											

CO–PO–PSO Mapping Matrix

Scale: 3 = High, 2 = Moderate, 1 = Low