

Holy Cross College Autonomous), Nagercoil
Nationally Re-Accredited with A⁺ (CGPA 3.35) by NAAC (IV Cycle)
Kanyakumari District, Tamilnadu, India.

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Department of History
UG Syllabus
(With effect from the academic year 2020-2021)
Issued from the Deans' Office

DEPARTMENT OF HISTORY



Vision

To provide a holistic education from the socio-cultural and historical perspective to ascertain academic and professional excellence.

Mission

To Stimulate and develop all facets of the students personality and to inculcate a sense of Social and Ethical responsibility.

Programme Educational Objectives (PEOs)

PEO -1	The graduates will apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.
PEO -2	The graduates pursue lifelong learning and continuous improvement of the knowledge and skill with the higher professional and ethical standards.
PEO -3	The graduates will acquire a comprehensive knowledge of historical events and theories for obtaining excellence through competitive examinations and career opportunities.

Programme Outcomes (POs)

POs	Upon completion of B.A. History programme, the graduates will be able to:
POs 1	Utilize efficiently the acquired knowledge of humanities to face life challenges
POs 2	Implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
POs 3	Prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
POs 4	Develop professional and life skills
POs 5	Form well integrated persons who will strive to transform the society with their acquired a knowledge by meeting the challenges of day-to-day life.
POs 6	Appraise the contributions of great personalities at the local, national, global level and to adopt ethical standards all through their endeavors.

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of B.A. History programme, the graduates will be able to:
PSO – 1	Understand the socio, economic religious and political conditions of India through the ages at the local, regional and national level.
PSO – 2	Assess the Contributions of various civilizations of the world and create a clear picture about the events of World History.
PSO – 3	Discuss the developments in art and architecture, language and literature, Science and Technology and industry.
PSO – 4	Compare and contrast the features of different constitutions and to have a basic knowledge about the theories of political science.
PSO – 5	Narrate the importance and the developments of historical writing.

Eligibility Norms for Admission

Candidate should have passed the Higher Secondary Examination conducted by the Government or any other equivalent course approved by Manonmaniam Sundaranar University, Tirunelveli.

Duration of the Programme: 3 years

Medium of Instruction: Tamil

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components of B.A. History Programme

Part III (Major and Allied)

Major	Core – Theory papers	(12x100)	1200
	Elective - Theory papers	(4 x 100)	400
	Major Project	(1x100)	100
	Total marks		1700
Allied (I & II)	Theory	(4x100)	400
	Total marks		400
Part III -	Total marks		2100

Course Structure
Distribution of Hours and Credits

Course	Sem.I	Sem.II	Sem.III	Sem.IV	Sem.V	Sem.VI	Total	
							Hours	Credits
Academic Courses								
Part I–Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part II-English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part-III								
Major Core – Theory	6(4)	6(4)	6(4)	6(4)	6(5)+6(5)+6(5)+6(5)	6(5)+6(5)+6(5)+6(5)	72	56
Major Project	-	-	-	-	4(4)	-	4	4
Major Elective	-	-	4(4)	4(4)	-	4(4)	12	12
Allied – Theory	6(4)	6(4)	6(4)	6(4)	-	-	24	16
Part IV								
Add on Course(Professional English)	2(2)	2(2)	2 (2)	2 (2)	-	-	8	8
NME (Non-Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
SEC(Skill Enhancement Course)	2 (2)	2 (2)	-	-	-	2 (2)	6	6
AEC(Ability Enhancement Course)	-	-	-	-	2(2)	-	2	2
Total	30(22)	30(22)	30(22)	30(22)	30(26)	30(26)	180	140
Non Academic Courses								
Part V								
*FC –I (Values for Life)	-	(1)	-	-	-	-	-	1
*FC– II(Personality Development)	-	-	-	(1)	-	-	-	1
*FC–III (Human Rights Education)	-	-	-	-	(1)	-	-	1
*FC –IV (Gender Equity Studies)	-	-	-	-	-	(1)	-	1

Certificate Course								
*SLP-Community Engagement Course	-	-	(2)	-	-	-	-	2
*SLP-Extension activity (RUN)			-	(2)	-	-	-	2
*STP - Clubs & Committees / NSS	-	-	-	(2)	-	-	-	2

Non Academic Courses are mandatory and conducted outside the regular working hours.

Skill Development Programme (Mandatory Certificate Course -30 hours) will be offered in the first year for all the students.

Total number of Hours = 180

Total number of Compulsory Credits = 140+10

Courses Offered

Semester	Course	Course Code	Title of the Course	Hours/Week	Credits
I	Part I	TL2011/ FL2111	Language: Tamil/French	6	4
	Part II	GE2012/ GE2111	General English	6	4
	Part III	HC2011	Major Core I - History of India up to 712 A.D	6	4
		HA2011	Allied I – History of Kanniyakumari District	6	4
	Part IV	AAS201	Add on Course: Professional English for Arts and Social Sciences - I	2	2
		HNM211	Non- Major Elective Course I (NME- I) – Working of Indian Constitution – I	2	2
		SEC201	Skill Enhancement Course: Meditation and Exercise	2	2
		FCV201	Foundation Course I – Values for Life	-	-
STP201		Student Training Programme (STP) – Clubs & Committees / NSS	-	-	
II	Part I	TL2021/ FL2121	Language: Tamil/French	6	4
	Part II	GE2022/ GE2121	General English	6	4
	Part III	HC2021	Major Core II- History of India 712 AD– 1526 AD	6	4

		HA2021	Allied II – Fundamentals of Tourism	6	4
	Part IV	AAS202	Add on Course: Professional English for Arts and Social Sciences- II	2	2
		HNM212	Non-Major Elective Course II (NME- II) - Working of Indian Constitution - II	2	2
		SEC202	Skill Enhancement Course: Computer Literacy	2	2
	Part V	FCV201	Foundation Course I – Values for Life	-	1
		SLP201	Service Learning Programme (SLP)- Community Engagement Course	-	-
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
III	Part I	TL2031/ FL2031	Language: Tamil/French	6	4
	Part II	GE2032/ GE2131	General English	6	4
	Part III	HC2031	Major Core –III –History of India 1526 AD – 1707 AD	6	4
		HC2032 HC2033 HC2034	Elective – I- a) – Archaeology Elective – b) - Epigraphy Elective – c) – Major Religions in the World	4	4
		HA2031	Allied III - Principles of Political Science with Special Reference to India	6	4
	Part IV	AAS203	Add on Course: Professional English for Arts and Social Sciences- III	2	2
	Part V	FCV202	Foundation Course II – Personality Development	-	-
		SLP201	Service Training Programme (SLP) – Community Engagement Course	-	2
		SLP202	Service Learning Programme (SLP) RUN	-	-
		STP201	Students Training Programme (STP) – Clubs & Committees/NSS	-	-
IV	Part I	TL2041/ FL2041	Language: Tamil/French	6	4
	Part II	GE2042/ GE2141	General English	6	4
	Part III	HC2041	Major Core IV – History of India 1707 AD – 1857AD	6	4
		HC2042	Elective II – a) Indian Architecture	4	4

		HC2043 HC2044	Elective - b) Tourism Product in India Elective - c) Tourism Marketing			
		HA2041	Allied IV - Modern Constitution	6	4	
	Part IV	AAS204	Add on Course: Professional English for Arts and Social Sciences – IV	2	2	
		FCV202	Foundation Course II –Personality Development	-	1	
		SLP202	Service Learning Programme (SLP) ExtensionActivity (RUN)	-	2	
		STP201	Students Training Programme (STP) – Clubs & Committee / NSS	-	2	
V	Part III	HC2051	Major Core V – History of India 1858 AD – 1947 AD	6	5	
		HC2052	Major Core VI - History of Tamil Nadu up to 1336 AD	6	5	
		HC2053	Major Core VII – Historiography	6	5	
		HC2054	Major Core VIII- History of Europe from 1789AD – 1945AD	6	5	
		HC20PR	Major Project	4	4	
	Part IV	AEC201	Ability Enhancement Course (AEC): Environmental Science	2	2	
		FCV203	Foundation Course III–Human Rights Education	-	1	
	VI	Part III	HC2061	Major Core – IX- Contemporary History of India since 1947 AD	6	5
			HC2062	Major Core – X – History of Tamil Nadu 1336AD – 2017AD	6	5
			HC2063	Major Core – XI – History of Science and Technology 1500 AD – 2000 AD	6	5
HC2064			Major Core – XII – History of Ancient World Civilizations	6	5	
HC2065 HC2066 HC2067			Elective –III- a) Archives Keeping Elective- b) History of Far East Elective- c) History of Middle East	4	4	
Part IV		HSK206	Skill Enhancement Course (SEC)-Audio – Visual Aids	2	2	
Part V		FCV204	Foundation Course IV- Gender Equity Studies	-	1	
				TOTAL	180	140+10

Self-Learning and Extra Credit Courses

Semester	Course Code	Title of the Course	Hour/Week	Credits
III/ V	HC20S1	Introduction to Indian History – I	-	2
IV/VI	HC20S2	Introduction to Indian History – II	-	2
III-IV	HC20S3	MOOC-Online Course	-	2

Value Added Courses

Semester	Course Code	Name of the Course	Total Hours
III/ IV	VAH201	Tourism Management	30
V/VI	VAH202	Epigraphy	30

Instruction for Course Transaction Distribution of Total Hours- Major Core

Components	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI
Lecture hours	75	75	60/75	60/75	60/75	75
CIA –Continuous Internal Assessment(2)	5	5	5	5	5	5
Quiz(2)	1	1	1	1	1	1
Class Test(3)	3	3	3	3	3	3
Group discussion/ Seminar/ Open Book Test	6	6	6	6	6	6
Total hours	90	90	75/90	75/90	75/90	75/90

Distribution of Total Hours Elective/ Allied

Components	Elective			Allied			
	Sem. III	Sem. IV	Sem. VI	Sem. I	Sem. II	Sem. III	Sem. IV
Lecture hours	60	60	60	75	75	60	60
CIA –Continuous Internal Assessment(2)	5	5	5	5	5	5	5

Quiz(2)	1	1	1	1	1	1	1
Class Test(2)	3	3	3	3	3	3	3
Group discussion/ Seminar/ Open Book Test	6	6	6	6	6	6	6
Total hours	75	75	75	90	90	75	75

Examination Pattern

Each paper carries an internal component. •

There is a passing minimum for external component.

A minimum of 40% in the external examination and an aggregate of 40% is required.

Part III (Major/ Elective/ Allied)

Ratio of Internal and External= 30:70

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal test (2)	15
Quiz (2)	4
Class Test (3)	6
Class assignment/ Home assignment/ Field assignment/ Article review/ Group discussion/ Problem solving	5
Total	30

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1	4	Part A 10 x 1 (No choice)	10
Part B 3 x 4	12	Part B 5 x 4 (Internal choice)	20
Part C 3 x 8	24	Part C 5 x 8 (Internal choice)	40
Total	40	Total	70

Practicals: Major Core & Allied papers

Ratio of Internal and External= 40:60

Total: 100 marks

Part IV (Add-onCourse/ Non MajorElective (NME /SEC/AECC)

Ratio of Internal and External = 50:50

a) Add-on Course: Professional English for Arts and Social Sciences

Internal Components and Distribution of Marks

Internal Components	Marks
Listening and Speaking	25
Reading and Writing	25
Total	50

Question Pattern for External Examination

External Exam	Marks
Written Test: Open Choice – 5 out of 7 Questions (5 x 10)	50
Total	50

b) Non Major Elective (NME)

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Internal Components	Marks
Internal Test (2)	20
Quiz (2)	15
Class Assignment / Home Assignment / Project Report	15
Total	50

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No Choice)	4	Part A 5 x 1 (No Choice)	5
Part B 3 x 4 (Internal Choice)	12	Part B 5 x 3 (Internal Choice)	15
Part C 3 x 8 (Internal Choice)	24	Part C 5 x 6 (Internal Choice)	30
Total	40	Total	50

c) Skill Enhancement Course (SEC) - Computer Literacy

Internal Components

Component	Marks
Objective Type Questions (30x1)	30
Exercise (Book) Compulsory (2x10)	20
Total	50

External Components

Component	Marks
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Exercise 1	20
Exercise 2	10
Procedures for Both Exercises	20
Total	50

d) Skill Enhancement Course (SEC) – Meditation and Exercise

Internal Components

Component	Marks
Objective Type Questions (20x1)	20
Exercise (2x10)	20
Assignment	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice –10 out of 15 Questions (10x3)	30
Total	50

e) Ability Enhancement Compulsory Course (AEC) – Environmental Studies

Internal Components

Component	Marks
Project Report	30
Viva Voce	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 10 out of 15 Questions (10x3)	30
Total	50

Part V

i) Foundation Course (Values for Life, Personality Development, Human Rights Education and Gender Equity Studies)

Ratio of Internal and External = 50: 50

a) Foundation Course I: Values for Life

Internal Components

Component	Marks
Song, Mime, Skit	20
Book Activities	20
A Kind Action	10

Total	50
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External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

b) Foundation Course II: Personality Development

Internal Components

Component	Marks
Exercise from Book	20
Skit	10
Group Album	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

c) Foundation Course III: Human Rights Education

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

d) Foundation Course IV: Gender Equity Studies

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

e) SLP - Community Engagement Course (CEC)

(Field Work – 15 Hours ; Class Hours – 15 Hours)

Internal Components

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field work)	30
Total	50

External Components

Component	Marks
Project Report / Case Study(10-15 pages in print)	50
Group project	
Total	50

f) SLP – ServiceLearning Programme: Reaching the Unreached Neighbourhood(RUN)

1. 60 Hours mandatory programme included in the curriculum (2 credits).

g) STP – Student Training Programme

1. Compulsory for all I & II year students (2 credits).
2. Clubs and Committees – Eco Club, YRC, Rotaract Club, NSS/ RRC, AICUF, Consumer Club, Sports, Legal Literacy and Women’s Cell.
3. Each student can opt for one club/ committee.

Semester I
Major Core – I History of India upto 712 A. D.
Course Code: HC2011

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Record the pre history of India	PSO-1	R
CO2	Identify the cultural heritage of India	PSO-1	Un
CO3	Analyze the Socio-economic life of early Indian people	PSO -1	An
CO4	Evaluate the contributions of the administrators to the early Indian Society	PSO-1	Ev
CO5	Construct an idea about the early invasions in India	PSO-1	C

Unit I

Geographical features - Sources - Pre-historic culture -Paleolithic, Neolithic, Chalcolithic - Indus Valley Civilization – The Harappan culture - Vedic civilization - Early and later Vedic Age - Epic period.

Map: 1. Geographical features in India.

2. Archaeological sites of India.

Unit II

Condition of India during the sixth and seventh century B.C - Mahajanapathas - Birth of new Religions - life of Mahavira and his principles - life of Gautama Buddha and his principles - Impact of new religions - Persian and Greek Invasions - Impact of foreign invasions.

Map: 1. Mahajanapadas.

2. Persian and greek invasions.

Unit III

Rise of Magadha - the Mauryan Empire - Asoka's achievement and his contribution to Buddhism - Cultural development and administration of the Mauryas - Decline of the Mauryas - the minor dynasties - Satavahanas, Sungas, Kanvas, Kalingas - Political Social , Economic and Religious conditions.

Map: 1. Mauryan Empire

2. Satavahanas

Unit IV

The rise of Kushanas - Kaniska's achievements - Mahayana Buddhism- cultural development under Kushanas- Gandhara school of Art - Gupta Empire - Chandra Gupta I Samudra Gupta and Chandra Gupta II- Administration, Art and Cultural development under the Guptas - Decline of Gupta empire.

Map: 1. Kaniska.

2. Gupta.

Unit V

The age of Harsha Vardhana - Harsha and Buddhism - North India after Harsha - Origin of Rajputs and their culture- Kingdoms of the Deccan - Chalukyas –Western Chalukyas –Vengi Eastern Chalukyas –Chalukyas of Kalyani.

Map: 1. Harsha.
2. Chalukyas

Books for Study

1. Ramalingam, T.S. (1992). *A Cultural History of India*. Madurai, D.S. Publications.
2. Swaminathan, A. (2013). *History of India upto 1707*. Chennai, Deepa pathippagam.

Books for References

1. Basham, A.L. (1975). *History of India*. New Delhi, Oxford University Press.
2. Sharma, S.R. (2001). *Ancient India*. Chennai, New Century Book House Pvt. Ltd.
3. Sasi Kumar Mitra, (1949). *The Vision of India*. Calcutta, Jaico Publishing House.
4. Tribhuvandas Sha, L. (1938). *Ancient India*. New Delhi, Abhijeet Publications.
5. Venkadesan, K. (2014). *History of India*. Rajapalayam, V.C. Publications.

Semester I
Allied – I History of Kanniyakumari District
Course Code: HA2011

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

Co No.	Upon completion of this course, students will be able to	PSO addressed	CL
Co - 1	Record the historical events of the district on chronological order	PSO - 1	R
Co - 2	Analyse the socio – economic condition of our own land	PSO - 1	An
Co - 3	Appraise the cultural heritage of Kanniyakumari District	PSO - 1	An
Co - 4	Identify the resources available in Kanniyakumari District	PSO - 1	Un
Co - 5	Discuss the growth of education and its causes	PSO - 1	Un

Unit I

Sources – Political History – Aye kingdom — Travancore rulers – Marthanda Varma- Colachel War – De Lennoy – South Travancore in the Freedom Struggle – Salt Satyagraha – Nanjilnad Congress Youth League – Quit India Movement – Travancore Tamil Nadu Congress – State – re – organization - Formation of Kanniyakumari District 1956 – Marshal Nesamony (Father of Kanniyakumari)

Unit II

Social Condition : Caste System – Caste hierarchy – Social Disabilities – Slavery – Devadasi System – Marumakkathayam – Pulappedi – Parappedi – Mannappedi - Social reform movements – Upper Cloth Movement – Temple Entry Movement – Suchindram Satyagraha –Economic Condition: Agriculture – Paddy – Coconut – Tapioca – Fruits and Grains – Beekeeping – Fishing – Industries.

Unit III

Religious Condition: Hinduism – Saivism – Vaishnavism - Jainism – Chitalar Cave Temple – Amman Worship – Minor deities – Hindu Festivals – SivalayaOttam – Advent of Christianity – Roman Catholics – London Missionary Society - Salvation Army – Other Missionary Activities – Islam – Religious reformists – Muthukutti Swamigal, Narayana Guru, Seyguththampi Pavalar.

Unit IV

Growth of Education: Work of Early Missionaries – Primary Education – Secondary Education – Higher Education – Technical Education –Evolution of Local Self Government in South Travancore – The Travancore Village Panchayats Act – The Travancore Village Unions Act of 1939 – The Travancore – Cochin Panchayat Act of 1950 – The Municipal Act of Travancore, 1920 - The Travancore District Municipalities Act of 1941 - Panchayat Raj and Rural Development.

Unit V

Monuments of South Travancore – Forts and Palaces – Irrigation Systems in South Travancore – Dams – Pechipparai and Perunchani -Transport and Communication – AVM Canal – Mangammal Salai – C. P. Salai.

Books for Study

1. Perumal, A.K. (2003) *Then Kumariyin Kathai*, Chennai, United Writers. (TI)
2. Thangamani, S. (2005) *Kanniyakumari Maavatta Arasiyal Samooga Varalaru*,(TI). Chennai, Kanniyakumari Maavatta Varalattupperavai Veliyeedu,

Books for Reference

1. Agur, C.M, (1990). *Church History of Travancore*, New Delhi, S.P.S Press.
2. Daniel, D.(1992). *Travancore Tamil Struggle for Identity (1938-1956)*, Madurai, Raja Publishers.
3. Emily Gilchrest Hatch,(1933).*Travancore – A Guide Book for the Visitor*, New York, Humphery Milford.
4. NagamAiya,V. (1906)*Travancore State Manual*, Vol. II, III, IV, New Delhi, Asian Educational Services.
5. Velu Pillai, T.K. (1940) *The Travancore State Manual*, Vol. II, IV, Trivandrum, Government of Travancore.

Semester I

Add On Course

Professional English for Arts and Social Sciences- I

Course Code: AAS201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I: Communication

1. Listening to Audio Text & answering Questions
2. Pair Walk
3. Comprehension passage
4. Developing a story with pictures
5. Vocabulary

Unit II: Description

1. Listening to Process Description – Online shopping
2. Speaking – Role Play – sample 1
3. Reading Passages on Products
4. Process Description – Compare & Contrast
5. Vocabulary

Unit III: Negotiation Strategies

1. Listening to interviews of specialists
2. Brain Storming (Mind mapping)
3. Economic System (Longer Reading Text)
4. Why learn the skill of writing an essay
5. Vocabulary

Unit IV: Presentation Skill

1. Listening to Lecture – I
2. Short Talks – I
3. Reading comprehension – passage I
4. Writing Recommendations
5. Vocabulary

Unit V: Critical Thinking Skills

1. Listening Comprehension
2. Speaking – Making Presentation – Task 1 & 2
3. Reading – Comprehension Passages, Note making
4. Writing - Problem & Solution Essays, Creative writing
5. Vocabulary

Text Book:

Tamil Nadu State Council for Higher Education (TANSCHE). *Professional English for Arts and Social Sciences – I.*

Semester I
Non Major Elective - NME - I: Working of Indian Constitution - I
Course Code: HNM211

Hours/Week	Credit	Total Hours	Marks
2	2	30	100

Objectives

1. To understand the Salient features of the Indian Constitution.
2. To evaluate the rights and duties of Indian Citizen.

Course Outcomes

Cos	Upon Completion of this course, students will be able to	PSOs Addressed	CL
CO-1	Trace the Constitutional developments in India	PSO-4	
CO-2	Reconstruct the formation of Constituent Assembly and the framing of Indian Constitution	PSO-4	C
CO-3	Record the rights and duties of the Indian Citizens	PSO-4	R
CO-4	Discuss about the principles of democracy	PSO-4	U
CO-5	Illustrate the benefits of general elections	PSO-4	A

Unit I

Constitutional Developments in British India – Minto-Morley Reforms Act of 1909 – Montague-Chelmsford Reforms Act of 1919–Dyarchy.

Unit II

Government of India Act of 1935 – Framing of the Constitution – Constituent Assembly - Sources of the Constitution.

Unit III

Salient Features of the Constitution – The Preamble - Fundamental Rights - Fundamental Duties

Unit IV

Directive Principles of State Policy – Amendments to the Constitution – Special Reference on 42nd, 72nd and 73rd Amendment- Indian Federation

Unit V

Process of Law Making - Ordinary Bill – Money Bill – Union Public Service Commission – Election Commission

Text Books

1. Gomathinayagam, (2013). *Modern Governments*, Sivakasi, Tency publications.
2. Kailey, S.L. (1969). *World Constitutions*, Eight Edition, New Delhi, Sudha Publications (P) Ltd.

References Books

1. Prof. Pylee, M.V. (2007). *Constitutional Government in India*, New Delhi, S.Chand and Company Ltd.
2. Agarwal, R.C. & Dr. Mahesh Bhatnagar, (2013). *Constitutional Development and National movement of India*, New Delhi, S.Chand and Company Pvt. Ltd.
3. Arthur BerriedaleKeith , A. B.(2011). *Constitutional History of India, 1600 – 1935*, Delhi, Low Price Publications.
4. LaxmiKanth, (2004). *Indian Polity*, New Delhi, Tate McGraw Hill.
5. Appadorai A, (1961). *The Substance of Politics*, Madras, Oxford University Press.

Semester I
Skill Enhancement Course (SEC): Meditation and Exercise

Course Code: SEC201

Hours/ Week	Credit	Total Hours	Marks
2	2	30	100

Objectives

1. To promote good - health and emotional stability among students.
 2. To increase relaxation of body and mind.
- Toequip the students with traditional understanding of yogasanas and meditation.
3. To prevent stress-related health problems.

Unit I: Physical Health

Physical Structure of Human Body- Five Factors to Balance in Life- Nadisuthi- Neuro-Muscular Breathing Exercises - Eye exercises - Kapalabathi.

Unit II: Yogasanas

Surya Namaskar- Eka Pada Asana (Viruchhasana) - Chakrasana (sideways) - Uthkadasana - Padmasana- Vajrasana- Pachi Mothasana- Navasana- Pavana Mukthasana- Salabhasana- Dhanurasana- Makkarasana.

Unit III: Mind

Mind-Mental frequency- Meditation- Benefits of Meditation.

Unit IV: Personality Development

Analysis of Thought - Six roots for thought – Introspection for analysis of thought - Practical technique for analysis of thought - Moralization of desire - Analysis of desire - Practical technique for moralization of desire.

Unit V: Human Resources Development

Eradication ofworries-Analyse your problems and eradicate worry–Practical exercise to eradicateworries- Benefits of Blessings - Effect of goodvibrations - practicingblessing a daily habit.

Text Book:

Value Education - Vision for Wisdom World Community Service Centre , Aliyar.

Reference books:

1. Handbook on Yoga-N.C.Narayanan
2. Simplified Physical Exercises – Thathuvagnani Vethathiri Maharishi
3. Mind – Thathuvagnani Vethathiri Maharishi
4. Yoga for modern age – Thathuvagnani Vethathiri Maharishi.
5. Yogasanas-- Vision for Wisdom World Community Service centre , Aliyar.

Semester I
Foundation Course I - Values for Life
Course Code: FCV201

Hours / Week	Credit	Total Hours	Marks
1	1	30	100

Objectives:

1. To inculcate the importance of values among the students.
2. To instill personal, family, social and religious values among the learners.
3. To equip them as responsible human beings.

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	PSO Addressed	Cognitive Level
CO-1	understand the human values, its importance and components	PSO-	U
CO-2	apply the values learnt in real life situation	PSO-	Ap
CO-3	comprehend the different personal values and its components	PSO-	U
CO-4	realize the personal values and to practice them	PSO -	Ap
CO – 5	understand the family values	PSO -	U

Unit I

Values – meaning- definition –value education - importance – objectives – essence – components- process - issues to be taught – benefits – significance of values in the present scenario - core value concerns – role of educators

Unit II

Personal Values – importance – purpose – factors that form personal values – components - assistance, truth, hard work, perseverance, respect for elders and teachers.

Unit III

Family Values - types – selfless love and service, sacrifice, Affection, gratitude, sharing humanity, kindness, peace, obedience

Infatuation – love – marriage – relationship

Familial love – brotherly love – sisterly love – parental love – definition – quotes from title

Unit IV

Social values – function – benefits - Components – honesty, integrity, compassion, empathy, commitment, responsibility, discipline, punctuality, respect, courtesy, dedication, attitude.

Unit V

Religious values – faith, belief, forgiveness, surrender. Prayer – definition – components – types, benefits

God's love and protection – relevant quotes and reflections.

Text Book

Ed. Jansi, Mary, Jeyaseeli, Mary Helen Stella and Anitha Malbi. Values for Life. Saras Publication. Nagercoil.

Semester II

Major Core – II History of India from 712 A.D. to 1526 A.D

Course Code: HC2021

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Recall the effects of Arab conquest in India	PSO – 1	R
CO – 2	Describe the various Delhi Sultans and their activities in India	PSO – 1	Un
CO – 3	Analyze the causes for the decline of Delhi Sultanate	PSO – 1	An
CO – 4	Evaluate the administrative system of the Vijayanagar empire	PSO – 1	Ev
CO – 5	Construct an understanding about the Muslim kingdom of South India	PSO – 1	C

Unit I

The Arab conquest of Sindh - Impact of Arab conquest- Mohammed of Gahzini and Mohammed of Ghor - Circumstances for the Rise of Delhi Sultanate- Sources for the Study of Sultanate - Records of Alberuni – Khalkana.

Map: 1. Mohammed of Gahzini
2. Mohammed of Ghor

Unit II

Slave Dynasty - Qutb-ud-din Aibak – Iltumish - Razziya Begam - Balban – Administrative Reforms – Chengiz Khan invasion - Successors of Balban- Khilji Dynasty - Jalal-ud-din Khilji - Ala-ud-din Khilji - Territorial expansion - Malik Kafur's South Indian Expeditions - Central Administration - Economic Policies - Market Regulations - Successors of Ala-ud-din Khilji.

Map: 1. Balbans Empire
2. South India expedition Ala--ud-din Khilji

Unit III

Tughluq Dynasty - Mohammed–bin-Tughluq - Firoz Shah Tughluq - Sayyid dynasty - Lodi Dynasty – Ibrahim Lodi- Causes for the Decline of the Delhi Sultanate.

Map: 1. Mohammed–bin-Tughluqs Empire
2. Ibrahim Lodis Empire

Unit IV

Sultanate Administration- Central- Provincial- Revenue- Military- Art and Architecture under the Sultans - Literary development under the Sultans – social condition – Impact of Muslim Rule in India.

Map: 1. Provinces of Delhi Sultans
2. Art and architectural centres of Delhi Sultans

Unit V

Kingdoms of South India - The Bhamini Kingdom –Muhammad Gawan -The Vijayanagar Empire - Krishnadeva Raya - Successors of Krishnadeva Raya - Battle of Talaikotta - Decline of the Vijayanagar Rule – Socio- economic and Religious Condition - Art, Architecture and Literature.

Map: 1. Bhamini Kingdom.

2. Vijayanagar Empire.

Book for Study

1. Ramalingam, T.S. (1992). *A Cultural History of India*. Madurai, D.S. Publications.
2. Swaminathan, A. (2013). *History of India upto 1707*. Chennai, Deepa Pathippagam.

Books for Reference

1. Majumdar, R.C. (2000). *History and Culture of Indian People*. New Delhi, MacMillan Publications.
2. Rajendra, K.V.(2010). *Ancient and Medieval Indian History*. New Delhi, Pacific Publication.
3. Sujan Seth, (2009). *Ancient and Early Medieval History of India*. New Delhi, Navyug Publishers and Distributors.
4. Singh, S.K. (2013). *History of Medieval India*. New Delhi, Axix Books Private Limited.
5. Triphavandas L. Shah. (1983). *Ancient India*. New Delhi, Abjeet Publications.

Semester II

Allied – II Fundamentals of Tourism

Course Code: HA2021

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Recall the origin and growth of tourism	PSO – 3	R
CO – 2	Describe the effects of earth zones, world geography and International Standard Time for the promotion of tourism	PSO – 3	Un
CO – 3	Evaluate the role of tour operators and travel agents in the promotion of tourism	PSO – 3	Ev
CO – 4	Appreciate the national and cultural heritage of India	PSO – 3	Ev
CO – 5	Analyze the policies of T.T.D.C in fostering the tourism industry in Tamil Nadu.	PSO – 3	An

Unit I

Definition of Tourism – Origin and Growth of Tourism – Types of Tourism – Forms of Tourism – Basic Components of Tourism- Attractions –Accommodation- Transport.

Unit II

Geography of the World – Earth zones –Natural attractions- Hills- Mountains- Forests- Rivers-Deserts- Coasts- Beaches- Man made attractions- World time differences – International Standard Time

Unit III

Functions of Travel Agency and Tour Operators – Types of Tour Packages – Preparation of Tour itinerary – Fares and Ticketing - Important world currencies with its Logo - Travel Agents in India – tourist guides.

Unit IV

Growth and development of Tourism in India – Folk culture – Folk customs - Folk Dances – Classical dance – Folk music – Classical music.

Unit V

Indian Tourism Development Corporation – Tamil Nadu Tourism Department Corporation –Important Tourist centres in India

Books for Study

1. Swaminathan, A.(1992) Tourism, Madras, VetriAchagam.
2. Ramakrishnan,C. (2008) Indian Heritage Tourism , Chennai, Pavai Publications.

Books for Reference

1. IsacJeyadhas, R. (2012). *Tourism Promotion Publicity and Marketing*. Marthandam, MCL Roy Publications.

2. Kumaraswami, A. (2003). *Tourism. Melasoorankudy*, Nalini Publications
3. Malhotra, R. K. (1998). *Tourism Planning and Management*. New Delhi, Anmol Publications.
4. Shaloo Sharma. (2002). *Indian Tourism Today – Policies and Programmes*. Jaipur, ABD Publishers.
5. Sinha, P. C. (1998). *Tourism Marketing*. New Delhi, Anmol Publications.
6. Thangamani, R. (2000) *Tourism – An Introduction*, Karur, Muthu Publications.

Semester II

Add On Course

Professional English for Arts and Social Sciences- II

Course Code: AAS202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To enhance the lexical, grammatical and socio-linguistic and communicative competence.
2. To develop creative and critical thinking skills of students.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO addressed	CL
CO – 1	recognise new words with its meaning and usage	1	R
CO – 2	comprehend unfamiliar texts and describe with ease.	2	U
CO – 3	apply language for speaking and writing with confidence in an intelligible and acceptable manner.	3	Ap
CO – 4	apply critical and theoretical approaches in analysing concepts and contexts	3	Ap
CO – 5	analyze critically, negotiate and present without committing errors.	4	An

Unit I: Communication

4. Listening to instruction
5. Small Group Work
6. Comprehension- Difference between facts & opinions
7. Developing a short poem with pictures
8. Vocabulary

Unit II: Description

1. Listening to Process Description - Cartographic Process
2. Speaking – Role play – sample 2

3. Reading Passages on Equipment & gadgets
4. Paragraph: Sentence Definition & Extended Definition, Free writing
5. Vocabulary

Unit III: Negotiation Strategies

1. Listening to interviews of inventors in fields
2. Small Group Discussion – Specific
3. Longer reading text –The Art of Loving
4. Essay Writing – Solidarity
5. Vocabulary

Unit IV: Presentation Skill

1. Listening to Lecture – 2
2. Short Talks – Poverty and the need to alleviate it
3. Reading comprehension – passage 2
4. Interpreting Visual Inputs
5. Vocabulary

Unit V: Critical Thinking Skills

1. Listening for Information
2. Making Presentation task 3& 4
3. Motivational Articles on Professional Competence, Professional Ethics & Life Skill
4. Problem & Solution Essays, Summary Writing
5. Vocabulary

Text Book:

Tamil Nadu State Council for Higher Education (TANSICHE). *Professional English for Arts and Social Sciences – I.*

Semester II
Non Major Elective-NME– II: Working of Indian Constitution - II
Course Code: HNM212

Hours/Week	Credit	Total Hours	Marks
2	2	30	100

Objectives

1. To understand the Salient features of the Indian Constitution
2. To evaluate the rights and duties of Indian Citizen

Course Outcomes

Cos	Upon Completion of this course, students will be able to	PSOs Addressed	CL
CO-1	Reconstruct the formation of Constituent Assembly and the framing of Indian Constitution	PSO-4	C
CO-2	Record the rights and duties of the Indian Citizens	PSO-4	R
CO-3	Discuss about the principles of democracy	PSO-4	U
CO-4	Illustrate the benefits of general elections	PSO-4	A
CO-5	Correlate the activities related to the making of an act	PSO-4	An

Unit I

Central Government: President of India - Election - Powers and Functions — Powers and Functions of Vice – President

Unit II

Prime Minister – Powers and Functions – Cabinet – Structure – Powers and Functions

Unit III

Indian Parliament – Lok Sabha – Speaker - Rajya Sabha – Vice - Chairman

Unit IV

State Government- Governor - Powers and Functions — Chief Minister – Powers and Functions - Council of Ministers

Unit V

Union Territories – Judiciary System – Supreme Court – Rule of Law – Judicial Review

Text Books

1. Gomathinayagam, (2013). *Modern Governments*, Sivakasi, Tency publications.
2. Kailey, S.L. (1969). *World Constitutions*, Eight Edition, New Delhi, Sudha Publications (P) Ltd.

References Books

1. Prof. Pylee, M.V. (2007). *Constitutional Government in India*, New Delhi, S.Chand and Company Ltd.
2. Agarwal, R.C. & Dr. Mahesh Bhatnagar, (2013). *Constitutional Development and National movement of India*, New Delhi, S.Chand and Company Pvt. Ltd.

3. Arthur BerriedaleKeith , A. B. (2011). *Constitutional History of India, 1600 – 1935*, Delhi, Low Price Publications.
4. LaxmiKanth, (2004). *Indian Polity*, New Delhi, Tate McGraw Hill.
5. Appadorai A,(1961). ‘ *The Substance of Politics*’, Madras, Oxford University Press.

Semester II
Skill Enhancement Course (SEC): Computer Literacy
Course Code: SEC202

Hours/Week	Credits	Total hours	Total marks
2	2	30	100

Objective

To enable students to understand the basic working of ms office which includes ms word, excel and powerpoint.

Unit I

Microsoft Word: Starting MS-Word – Introduction to word 2007 user interface – Understanding document views – Creating a new document – Saving a file – Printing a document – Opening an existing file – Microsoft word 2007 basic features.

Unit II

Formatting text – Formatting paragraphs – Graphics – Tables – Page Setup – Bullets and Numbering – Columns and Ordering – Text Boxes – Mail Merge.

Unit III

Microsoft Excel: Starting MS- Excel – Introduction to Excel 2007 user interface – Creating a New workbook – Saving a workbook – Opening an Existing workbook – Entering data into a cell – Selecting cells – Entering data using autofill – Using merge & center – Sorting data – Creating a table – Formatting a table.

Unit IV

Adjusting cell data alignment – Changing cell data orientation - Adding borders to cell – Basic operations on worksheet – Advanced operations on worksheets – Resizing columns and rows in a worksheet – Using formulas and functions – Charts.

Unit V

Microsoft PowerPoint: The PowerPoint window – PowerPoint views – Create a new presentation - Changing a slide layout – Inserting text on a new slide – Inserting a new slide – Rearrange the order of slides – Delete a slide – Save a presentation – Applying themes to a presentation – Change background style – Creating a textbox – Format

textboxes – Add an image – Format an image – WordArt – Slide transitions – Slide animation - Setup slide show.

Text Book

1. J. Anto Hepzie Bai & S. J. Jenepha Mary, “Step Into Microsoft Office 2007”.

LAB EXERCISES

MS WORD

1. Design an Invitation
2. Design a Book Cover
3. Prepare a Calender
4. Mail Merge

MS EXCEL

1. Mark Sheet Preparation
2. Chart
3. Macro
4. Built-in Functions

MS POWERPOINT

1. Creating Resume
2. Birthday Greeting Card

Semester II & III
Service Learning Programme (SLP)
Community Engagement Course
Course Code: SLP201

Credits	Total no. of hours	Total marks
2	30 15 classroom + 15 field)	(50 + 50)

Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio- economic improvements

Credit

2 credit, 30 hours, at least 50% in field, compulsory for all students

Contents

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning, Methodology	No. of Classes
1	Appreciation of Rural Society	Rural life style, rural society, caste and gender relations,	Prepare a map (physical, visual or digital) of the	- Classroom Discussions	2

		rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure	village you visited and write an essay about inter-family relations in that village.	- Field visit** - Assignment Map	4 2
2	Understanding rural economy & livelihood	Agriculture, Farming, landownership, water management, animal husbandry, non- farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	Field visit** Group discussions in class Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio- visual)	- Classroom Field visit** Group presentation of Assignment	2 4 2
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNRGA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	Classroom Each stud selects one program for field visit** Written assignment	2 4 2

** **Recommended** field-based practical activities:

- Interaction with SHG women members, and study of their functions and

challenges; planning for their skill building and livelihood activities

- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps
- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs
- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing

Teaching & Learning Methods

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

Recommended Readings

Books:

1. Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
1. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
2. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Semester III
Major Core –III: History of India from 1526 A.D to 1707 A.D.
Course Code: HC2031

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To study the establishment of Mughal rule and its contributions to Indian Society.
2. To examine the impact of Mughal rule in India.

Course Outcomes

CO	Upon completion of this course, students will be able to	PSO Addressed	CL
Co – 1	Critique the establishment of Mughal rule in India	PSO -1	Ev
Co – 2	Evaluate administration of Sher Shah	PSO-1	Ev
Co – 3	Create an awareness about the contributions of the Mughals to Indian Politics	PSO-1	C
Co – 4	Estimate the features of Mughal Art and Architecture	PSO -3	Ev
Co – 5	Assess the administration of Shivaji Estimate the teachings of Guru Nanak	PSO – 1	Ev

Unit -I

Source for the Mughal History - Condition of India on the eve of Babur's invasion - Babur - Humayun- Shershah Sur - His Administration and Military Reforms.

Map: 1. India on the eve of Babur's invasion

2. Sher Shah's Empire

Unit – II

Akbar the Great– wars and conquests of Akbar - His Religious Policy– Din I Lahi– Mansabdari System-Rajput Policy, Deccan Policy – Wars and conquests of Jahangir - Nurjahan.

Map: Mughal Empire under Akbar and Jahangir.

Unit – III

Wars and conquests of ShahJahan – Golden Age of the Mughals - War of Succession - wars and conquests of Aurangzeb - His Religious Policy.

Map: Mughal Empire under Jahangir, ShahJahan and Aurangzeb.

Unit -IV

Mughal Administration -.Central Administration – Provincial Administration – Military Administration-Social and Economic Condition under the Mughals- Mughal Art and Architecture - Paintings, Music and Literature.

Unit -V

Causes for the decline and disintegration of the Mughals-Emergence of Shivaji-His wars and conquests- Maratha Administration Rise of Sikhs-Guru Nanak- Successors of Guru Nanak- Relationship between the Sikhs and the Mughals.

Text Books

- Dharmaraj,J.(2012).*History of India*, (Tl.), Vol. III,Sivakasi, Tensy Publications.
- Mahajan, V.D.(1991). *Medieval India*, New Delhi, S. Chand & Co. Ltd.

ReferencesBooks

- Krishna Reddy, (2009).*Indian History*, New Delhi, Tata M.C. Graw Hill Education Private Ltd.
- Majumdar, R.C. (1952).*Medieval India*, Baranas, MotilalBarsidars Publishers.
- NilakantaSastri, K.A.(1952).*History of India*, Part II &III, Madras, S.Viswanathan Central Art Press.
- Sathianathaier, R. (1952). *A Political and Cultural History of India*, Vol II and III, Madras, S. Viswanathan Publications.
- Sharma, I.P.(1981).*Medieval History of India*, New Delhi, Vikas Publishing House Pvt Ltd.

Semester III
Major Elective – I (a): Archaeology
Course Code: HC2032

Hours/Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To discuss the different types of exploration methods, dating methods and preservation methods.
2. To have the skill of digging and preservation of archaeological sites.

Course Outcomes

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Define Archaeology and the emergence of archaeology as a disciplines	PSO -1	R
CO2	Appraise the contribution of important Archaeologist	PSO -1	An
CO3	Illustrate various exploration method	PSO- 1	Ap
CO4	Identify various Preservation methods and dating methods	PSO- 1	R
CO5	Revise the History of Archaeology in India	PSO -1	Ev

Unit I

Definition of Archaeology- Kinds of Archaeology- Classical Archaeology- Pre-Historic Archaeology- New Archaeology- Economic Archaeology- Ethno Archaeology- Environmental Archaeology- Under Water Archaeology- Salvage Archaeology.

Unit II

Important Archaeologists- Michael Mercati- HenrichSchilmann- Arthur Evans- Paul Emile Botta- E.H. Thomson- General Pitt Reverse- Thomas Jefforson- Sir Flinders Patrie- Childe VereGardon- Stuart Piggot.

Unit III

Exploration Methods- Large Scale Excavation- Vertical Excavation- Excavation Techniques- Digging Methods- Excavation of a Burial- Concept of Stratigraphy in Archaeology- Law of Archaeological Stratigraphy- Process of Stratification- Maps- Site Plan- Survey Methods- Position Fixing- Search Methods.

Unit IV

Field Conservation- Organic Material- Inorganic- Kinds of Preservation- Dating Methods in Archaeology- Relative Dating- Absolute Dating- Radio Carbon Dating (C14)-

Dendrochronology- Archaeomagnetism- Potassium Argon Method- Fluorine Test- Nitrogen Test- Pollen Test.

Unit V

History of Archaeology in India- Asiatic Society-Lord Curzon- Sir William Jones- Alexander Cunningham- Archaeological Survey of India- Sir John Marshall- Robert Bruce Foote- Mortimer Wheeler- H. D. Sanghalia- S.R. Rao- A. Gosh- B.B. Lal- K. V Raman- Dr. T. V. Mahalingam.

Text Books

1. Raman, K.V.(1998). *Principles and Methods of Archaeology*, Chennai, Parthiban publications.
2. Venkataraman, R.(1999). *Indian Archaeology*, Coimbatore, Ennes Publication, Tirumalai Printers.

References Books

1. Edward Harris.(1989). *Principles of Archaeological Stratigraphy*, London, Academic Press Ltd.
2. Hester R. Thomas, Shafer J. Harry and Feeder L. Kenneth,(1997).*Field Methods in Archaeology*, California, USA,Mayfield Publishing Company.
3. Philip Barker,(1977).*Techniques of Archaeological Excavations*, London,Batsford Ltd.
4. Rajan, K. (2002).*Archaeology Principles and Methods*, Thanjavur, MahooPathippakam
5. Upinder Singh,(2002).*Mysteries of the Past Archaeological sites in India*,India,National Book Trust.

Semester III
Major Elective – I (b): Epigraphy
Course Code: HC2033

Hours/Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To discuss the types of Inscriptions and Writing Materials.
2. To have a skill about the Important Inscription

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Define Epigraphy	PSO-8	R
CO2	Explain the Dating of Inscriptions	PSO-8	Un
CO3	Discuss Tamil Brahmi inscription	PSO -3	U
CO4	Explain Estampaging of Inscriptions	PSO-10	U
CO5	Discuss the Important Inscriptions	PSO-10	Ev

Unit I

Epigraphy- Introduction and Importance – Types of Inscriptions- Writing Materials.

Unit-II

Epigraphical contents and conventions- Dating of Inscriptions- Estampaging of Inscriptions.

Unit-III

Decipherment of Scripts- Brahmi-Tamil Brahmi Inscriptions-Tamizhi- Vatteluthu-Kharoshti-Grantha Script-Nagari.

Unit-IV

Cave Inscriptions- Inscriptions of Pallavas, Cholas, Pandyas and Vijayanagar. Copper Plate Inscriptions- Royal Seals-Symbols of Ruling Powers of North and South India- Difference between stone Inscriptions and copper Plate Inscriptions. Inscriptions on Pottery.

Unit-V

Important Inscriptions-Asokan Edicts- Allahabad Inscriptions- Hathikumba Inscriptions- Kuram Copper Plates- Velvikudi Copper Plates- Uttiramerur Inscriptions- Kanyakumari Inscriptions.

Text Books

1. Chandnibi,S. (2015).*Epigraphical reading in Chola History*, NewDelhi, Random publications.

2. Sathyamurthy,K.(1979).*Text book on Indian Epigraphy*.Delhi,D.K.Finance Press.

ReferencesBooks

1. KaumudiMarathe. (1998).*Temple of India, Circles of stone*, Mumbai,Business Publications INC.
2. Lucille Schulberg,(1969).*Historic India*, Netherland,Time life International.
3. NilakndaSastri, (1994).*A History of South India*,Madras, Oxford University Press.
4. Pillay.K.K. (1979).*Studies in the History of India with Special Reference to Tamil Nadu*, Madras, Rantham Press.
5. VinsentA.Smith,(1954). *The Early History of India*, London,Oxford University Press.

Semester III
Major Elective – I(c): Major Religions of the World
Course Code: HC2034

Hours/ week	Credit	Total Hours	Marks
4	4	60	100

Objectives

1. To set light on the important principles of religions
2. To develop the skill of public speaking

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Understand the origin of Christianity in the world	PSO-1	C
CO2	Set light on the important principles of religions	PSO-1	C
CO3	Recall the Religious life of the Indus People	PSO-1	R
CO4	Appraise the missionary works of various religions in world	PSO-1	Ev
CO5	Value the essence of world religion	PSO-1	Ev

Unit-I

Christianity -The Bible - Life of Christ – Major Teachings Christianity - Spread of Christianity – Division – Catholicism – Protestantism– Various Denominations – Missionaries

Unit-II

Islam - life of Mohammed the Prophet-Major Teachings -The Quran – Spread-Divisions – Sunnis –Shias – Sufis – Sikhism – Adi Grantham.

Unit-III

Religious life of the Indus people- Siva-Mother Goddess worship-Vedic religion-Indira, Agni, Vayu, Varuna, Rudra Hinduism – The Bhagavad Gita- Sanathana Dharma-Major Divisions-Saivism – Vaishnavism – Lingayats – Kapalikas - Kalamukas

Unit-IV

Jainism – Mahavira – teachings – councils – Angas – Supangas - Buddhism – Buddha – Teachings - Tripitakas – Hinayana – Mahayana - spread- Missionaries.

Unit-V

Zoroastrianism – ZendAvesta - Fire worship – Confucianism - Major Teachings-Code of conduct –Taoism -major Teachings – Judaism - Shintoism.

Text Books

- i. Davies, H.A. (1950). *Outline History of the World*, New Delhi, Prentice Hall of India.
- ii. Sathianathaier, R.A. (1952). *Political and Cultural History of India*, Madras, Central Art Press.

References Books

- James Edger Swain, (1947). *History of World Civilization*, New Delhi, Eurasia Publishing House (P) Ltd.
- Khurana,K.L.(1930).*History of India Earliest Times to 1526 A.D*, Agra, Lekshmi Narayan Agarwals Educational Publishers.
- Pillay,K.K,(1990). *Studies in India with special reference in Tamil Nadu*, Madras,Published by author.
- Sharma,M.S.(2014).*Modern Indian History*, New Delhi,Black Prints.
- William L. Langer. (1946). *An Encyclopedia of World History*, London, New Extended Edition, Hanap&Galley Press.

Semester III
Allied –III: Principles of Political Science with special Reference
to India
Course Code: HA2031

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To Analyse the important aspects of the State Government
2. To estimate the effective functioning of the Indian Constitution

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Analyze the important aspects of the state and Government	PSO-2	An
CO-2	Categorize the Rights and Duties of Citizen	PSO -2	An
CO-3	Name the forms and types of Government	PSO-2	Re
CO-4	Appraise the salient features of the Indian Constitution	PSO-4	An
CO-5	Estimate the effective functioning of the Indian Constitution	PSO-4	Ev

Unit-I

Definition of State and Government - Organs and functions of Government – Citizenship - Process of acquiring it-loss of Citizenship.

Unit-II

Forms of Government- Unitary and Federal-Types of Constitutions-Written and unwritten-Rigid and Flexible-Executive-Parliamentary and Presidential- Legislature-Unicameral and Bicameral-Rule of law and Administrative law.

Unit-III

Constituent Assembly - Framing of a new Constitution-Sources of the Constitution-Basic features of Indian Constitution-Fundamental Rights- Fundamental Duties-Directive Principles of State Policy.

Unit-IV

Powers and functions of the President, Vice - President, Prime Minister and his Cabinet, Parliament, Lok Sabha, Speaker, Rajya Sabha- Process of Law Making-Lobbying-Judiciary.

Unit-V

States: Governor, Chief Minister and his Cabinet, State Legislature, Speaker - Centre-State Relations-Public Service Commission- Election Commission- Amendments- Selective Amendments-42,44,72,73.

Text Books

1. Dharmaraj,J.(2013).*Modern Governments(TI)*,Sivakasi, Tensy publications.
2. Gomathinayagam&Ebi James, (2013).*Modern Governments*,Sivakasi, Tensy Publications.

References Books

1. Basu, Durga Das,(2001). *An Interpretation to the Indian Constitution*, Agra, Wardha& Co.
2. Griva.V(ed), (1997).*Political Systems and Constitution of India*, New Delhi, Deep Publications.
3. Khanna,V.N.(1981). *Constitution and Government of India*, New Delhi, Book well.
4. LaxmiKanth, (2004).*Indian Polity*, New Delhi, Tata McGraw Hill publication.
5. Nainta,R.P. (2000).*The Government and the Constitution*, New Delhi, Deep& Deep Publications.

Semester III

Add On Course

Professional English for Arts and Social Sciences- III

Course Code: AAS203

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I:

Listening – Answering comprehension exercises

Speaking – Reading passages – open ended questions

Reading – One subject based reading of text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (semi-guided)

Unit II:

Listening – Announcement

Speaking – Just a minute activity

Reading – Analyzing Ads

Writing – Dialogue writing

Unit III:

Listening – Listening to interviews (subject based)

Speaking – Interview with subject teachers / professionals (using video conferencing skills)

Reading – Selected sample of web page

Writing – Creating web pages

Reading Comprehension – Essay on Digital competence for academic and professional life

Unit IV:

Listening – General videos (lifestyle and values)

Speaking – Movie review, book review

Writing – Poster making – writing slogans / captions (subject based)

Reading – Essay on creativity and imagination

Unit V:

Speaking – Presentation using Power Point

Reading / Writing – Circulars, minutes of meeting, paraphrasing

Text Book:

Tamil Nadu State Council for Higher Education (TANSCHE). *Professional English for Arts and Social Sciences – II*.

Semester III

Foundation Course II - Personality Development

Course Code: FCV202

Hours/ week	Credit	Total hours	Marks
1	1	30	100

Objectives

1. To practice personal and professional responsibility.
2. To develop and nurture a deep understanding of personal motivation.

Course Outcome

CO No.	<i>Upon completion of this course, the students will be able to:</i>	PSO Addressed	Cognitive Level
CO-1	identify various dimensions and importance of effective personality	PSO-	A
CO-2	apply the models of positive thinking in real life situations	PSO-	A
CO-3	To overcome shyness and loneliness and cope up with the society.	PSO-	Y

Unit I

Personality – Factors influencing personality – Theories on personality – Types of personality. Self acceptance – self awareness–self concept – elements - self esteem – types of self esteem
– impact of self esteem – importance – low self esteem.

Unit II

Self actualization– characteristics – Positive thinking – The profile of a positive thinker – Positive attitude – Models of positive thinking. Worry – Why to worry – ways to overcome – ways to turn negative thinking into positive.

Unit III

Motivation – Sources of motivation – Types of motivation – Factors determining motivation

– characteristics of motivation. Goal setting – Types of goals – ways to achieve goals. Decision making – Steps for decision making.

Unit IV

Time Management – Definition – Controversies regarding time management – importance – Ways to manage time – controlling interruption – Leisure. Leadership and team building – types – qualities of a good leader – group formation – types-responsibilities of group members

– instructions to form groups. Communication – classification – verbal and non verbal – rules

– hindrance to communication.

Unit V

Process of coping or adjustments – coping – mal adjustment – frustration – types – techniques to overcome frustration. Mental stress – types – mechanism of coping – positive and negative mechanism – steps for adjustment in life – coping with shyness – loneliness – techniques to overcome shyness and loneliness.

Textbook

AazhumaiVazhampera– Dr. Sr. Mary Jhonsy, Dr. M. Mary Helen Stella and Dr.AnithaMalbi

Reference books

1. Personality Development (1999). Selvaraj, Palayamkottai Community College, V.M. Chattram, Tirunelveli.
2. Resource book for Value Education (2002). Mani Jacob, Institute of Value Education, New Delhi
3. You can win (1998).Shiv Kheera, published by Rajive Beri, Macmillan India Ltd, New Delhi.
4. The seven habits of highly effective people (1990). Covey Stephen, R. Simon and Schuster, New York.
5. Change or be changed (2008). Dr. Xavier Alphonse, S. published by ICRDCE, Chennai.

Semester – III
Self Learning Course – I: Introduction to Indian History – I
Course Code HC20S1

Credits	Marks
2	100

Objectives

1. To assess the importance of River Valley civilization.
2. To acquire more knowledge about the making of the Constitution of India.

Course Outcomes

CO. No.	Upon Completion of this Course, the students will be able to	PSOs addressed	CL
CO -1	Discuss about the various Civilizations	PSO-1	Un
CO-2	Estimate the features of Gupta Empire	PSO-1	Ev
CO-3	Elucidate the contributions of Social reforms in India	PSO-1	An
CO-4	Assess the impact of Muslim rule in India	PSO-1	Ev
CO-5	Discuss about the British rule in India	PSO-1	Un

Unit- I

Sources – Geography – Indian History and Culture – Indus Valley Civilization – Aryan Civilization – Vedic Age – Epic Age – Birth of New Religions – Buddhism and Jainism

Unit -II

Persian Invasion – Macidonian invasion – The Mauryas – Ashoka – Gupta empire – Kanishka – Cultural developments under Kushanas – Harsha

Unit- III

Sathavakanas – Chakyas – Rashtrakutas – Rajputs – Vijayanagar empire – Bhamini Kingdom

Unit -IV

Arab invasion – Delhi Sultanate – Slave dynasty – Balban- Khilji Dynasty – Alauddin Khilji – Sayyid dynasty – Lodi dynasty – Mughal rule in India – Babur – Shershah – Akbar – Shahjahan – Aurangazeb

Unit -V

Sangam Literature – Sangam Age – Chera – Chola – Pandya – Local Chieftains – Kalabras – Pallavas – First Pandyan Empire – Cholas – Imperial Cholas – Second Pandyan Empire.

Books for Study:

1. Sathianathaier, R. (1952), A Political and Cultural History of India, Vol. II & III, Madras.
2. NilakantaSastri, K.A. (1952), History of India, Part II and III, Madras, Central Art Press.

Reference Books:

1. Khurana, K. L. (1993). History of India Earliest times to 1526 A.D., Agra, Lekshmi Narayan Agarwal's Educational Publishers.
2. Sathianathaier , R. (1952), A political and Cultural History of India, Vol. II, Madras, Central Art Press.
3. Sharma, I.P. (1981), Medieval History of India, New Delhi, Vikas Publishing House Pvt. Ltd.
4. NilakantaSastri, K. (1982), History of India, Part II & III, Madras, Central Art Press.
5. Majumdar, R.C. (2000). India, New Delhi, Macmillian.

Value Added Course- I
Travel and Tourism Management
Course Code: VAH201

Objectives:

1. To Understand the various aspects of Tourism Management
2. To become an Entrepreneurs as a tourist guide and Travel agent

CO	Upon completion of their course the students will be able to	PSO Addressed	CL
CO-1	Discuss about the origin and growth of Tourism	PSO-1	Un
CO-2	Explain the concept of domestic and international Tourism	PSO-1	An
CO-3	Evaluate the function of Travel agencies and Tour operators	PSO-1	C
CO-4	Create an awareness about how to apply Passport and VISA	PSO-1	Cr
CO-5	Discuss about the Resources for planning Travel itineraries	PSO-1	Un

Unit-I

Definition of Tourism - Origin and Growth of Tourism - Types of Tourism-Forms of Tourism – Basic Components of Tourism.

Unit-II

Concept of domestic and international Tourism- Geography of the world- World time difference- International Standard time.

Unit-III

Functions of Travel Agency and Tour Operators – Types of Tour packages- Preparation of Tour itinerary- Fares and Ticketing – Important world currencies with its logo – Travel Agents in India-Tourist guides.

Unit –IV

Travel formalities- Travel Documents-The Passport- Types of Passport- The Visa –Types of visa- Health Certificates and General Information.

Unit-V

Planning Travel Itineraries- Basic steps in planning Itineraries- Planning Travel Itineraries- Resources for Planning Travel Itineraries.

Reference Books:

1. Bhatia, A. K. (2010). *Tourism Development - Principles and Practices*. New Delhi Sterling Publishers Private Limited.
2. Bhatia. A.K. (2006). *International Tourism Management*. New Delhi, Sterling Publishers Private Limited.
3. Bhatia. A. K. (1991). *International Tourism*. New Delhi, Sterling Publishers Private Limited.
4. PranNath Seth, (2008). *Successful Tourism Management*, Vol. I & II, New Delhi, Sterling Publishers Private Limited.
5. Pruthi, R. K. (2004). *International Tourism*. New Delhi, Rajat Publications.

Semester IV
Major Core-IV: History of India 1707 AD - 1857 AD
Course Code: HC2041

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To evaluate the administration of Shivaji
2. To Assess the impacts of the policies of the British Governor General

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Evaluate administration of Marathas	PSO-1	Ev
CO2	Describe reasons for the advent of Europeans	PSO-1	Un
CO3	Assess the impacts of various policies of the Britishers in India	PSO-1	Ev
CO4	Summarize the internal and external policies of Viceroy	PSO-1	Cr
CO5	Estimate the importance of the Sepoy Mutiny	PSO-1	Ev

Unit: I

Maratha Confederacy Peshwas – BalajiViswanath – BajiRao – BalajiBajiRao – Third Battle of Panipat – Ahmad Shah Abdali-Nadir Shah.

Map: Maratha Empire under Shivaji.

Unit: II

Advent of the Europeans – The Portuguese – The Dutch – The English East India Company – The French East India Company – The Anglo – French Rivalry – Causes for the failure of the French – Rise of British Power in Bengal – Robert Clive – Battle of Plassey and Buxar

Map: Early Settlements of Europeans in India.

Unit: III

Warren Hastings – Regulating Act – Foreign Policy - Reforms – impeachment – Lord Cornwallis – Permanent Land Revenue Settlement – Other reforms - Foreign Policy- Hyder Ali-Tippu Sultan-Mysore war.

Map: 1. British Empire under Warren Hastings and Cornwallis.

2. Battle fields of Anglo-Mysore Wars.

Unit: IV

Lord Wellesley – Subsidiary Alliance – His External Policy-Maratha War-Lord William Bentinck – Internal Reforms – His External Policy.

Map: 1. British Empire under William Bentinck and Dalhousie.

2. Battle fields of Anglo- Sikh Wars.

Unit: V

Lord Dalhousie – Internal Reforms - Doctrine of Lapse – His External Policy-Raja Ranjith Singh- Sikh War-Lord Canning – Great Revolt of 1857 – causes and results – Rani Lakshmi Bai of Jhansi – Tantia Tope – nature of the revolt and its failure.

Map:1. Battle fields of Great Revolt.

Text Books

1. Dharmaraj, J. (2003). *Indian History from 900 A. D. to 1761 A. D. (Vol. II)*, Sivakasi, Tensy Publications.
2. Mahajan, V. D. (1991). *Medieval India*, New Delhi, S. Chand & Co. Ltd.

References Books

1. Khurana, K.L. (1994). *History of India 1526-1947 A.D*, Agra, Lakshmi Narani Agarwal.
2. Kunda, D. N. (1974). *History of India from 1526 to the Present Day*, New Delhi, Gur Das Kapur & Sons.
3. Majumdar, R. C. *Medieval India*, Motilal Barsidars Publications, Banaras, 1952.
4. Nilakanta Sastri, K. A. (1952). *History of India*, Part II & III, Madras, S. Viswanathan Centre Press.
5. Srivastava, A. L. (1960). *The Mughal Empire*, Allahabad, Central Book Depot.

Semester IV
Major Elective –II (a): Indian Architecture
Course Code: HC2042

Hours / week	Credits	Total Hour	Marks
4	4	60	100

Objectives

1. To analyse the various styles of architecture in India.
2. To have a thorough knowledge about the Salient Features of Various Styles of architectures in India

Course Outcomes

Co	Upon completion of this course, students will be able to	PSO Addressed	CL
Co - 1	List the various styles of Architecture in India	PSO1	R
Co - 2	Differentiate the features of Buddhist Architecture and Jain Architecture	PSO-1	Un
Co - 3	Compare the Pallava, the Chola and the Pandya Architecture	PSO-1	An
Co - 4	Estimate the Architectural developments under the Mughal period	PSO-1	E
Co - 5	Compose the various art forms in India	PSO-1	C

Unit-I

Definition-origin and growth – nature- scope – importance –various styles of architecture –the Nagara, Vesara, the Dravida and their features.

Unit-II

Buddhist architecture – Stupas –Chaityas- Viharas-Jain Architecture – Caves - Mauryan Architecture –Asoka’s Contribution – The stupas- Pillars –Cave Sanctuaries- Foreign influences- Gandhara Art-Madura-Amaravathi.

Unit-III

Temple architecture :ThePallava – The Cholas – Chola Art-Rashtrakutas-Vakatakas- Chalukyas-Hoysalas– The Pandiya-Vijayanagar Architecture .

Unit-IV

Architecture under the Delhi Sultans – Slave dynasty- Khiliji dynasty –Tuqlaq- Lodi dynasty – Rajput architecture-Muslim Architecture in Tamil Nadu.

Unit-V

Architecture under the Mughals- Babur- Humayun – Akbar-Jahangir- Shajahan – Shershah- Architecture under the foreigners – British- Portuguese-French- Gothic Style.

Text Books

1. MohideenBadusha, A.H. (2009).*History of Indian Architecture*, Tirunelveli,Sultans Publications.
2. Selvaraj,C. (2009).*Indian Architecture* (Tamil), Devicode, CSR Publication.

ReferencesBooks

1. NiccoloManucci,(2010). *Mughal India*, Delhi, Low Price Publications.
2. RevathyGirish, (2013).*Architectural Tourism*, New Delhi, Dominant Publishers.
3. Saharan, M.S.(2014).*Modern Indian History*, New Delhi, Black Prints.
4. Smith, V.A.(2001).*Early History of India*, London, Odhamas Press.
5. Thangavelu,(1976).*History of Indian Art*,Government of Tamil Nadu.

Semester IV
Elective – II (b): Tourism Product in India
Course Code: HC2043

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To understand natural tourist resources and manmade tourist resources.
2. To have the Skill of skiing, hunting, fishing, wind surfing and boat race.

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Appraise the tourism potentials of India	PSO-1	R
CO2	List the natural tourist centres of India	PSO-1	R
CO3	Discuss the important popular pilgrim tourist centres of India	PSO-1	Un
CO4	Identify the cultural attractions of India	PSO-1	Ev
CO5	Critique the features of adventure tourists centres in India.	PSO-1	U

Unit-I

Definition of Tourism product-geographical features of India-climate-natural tourist resources and manmade tourist resources.

Unit-II

State wise study of important tourist centres in India-hillresorts- Beach Resorts-Waterfalls-Lakes-Historical monuments- Archaeological sites- museums- Art Galleries-Libraries- Handicrafts-Wild life and Bird Sanctuaries-National Parks-Forts and Palaces-Ports.

Unit-III

Popular pilgrim tourist centres of India-Hindu Shrinesand temples-Buddhist centres-Jain Centres-Christian Churches- Muslim Mosques-Sikhs Gurdwara.

Unit-IV

Cultural attractions of India-Centres of Learning-forms of dances-dance festivals-Indian music- musical instruments-music festival-folk culture-important fairs and festivals of India.

Unit-V

Main adventure centres of tourist interests in India- trekking-River running-rock climbing-camel safari-hang gliding-ballooning-motor rally-skiing-hunting-fishing-wind surfing-water skiing-boat race.

Text Books

1. Bhata,A.K.(2002).*Tourism Development*principles and practices),NewDelhi,Sterling Publishers pvt.Ltd.
2. Robinet Jacob,(2012).*Tourism Products of India*,New Delhi, Abhith Publishers.

References Books

1. Anoop Pant, (2018). *Fundamentals of Tourism Management theory and practice*, New Delhi, Random Publications.
2. Arpita Mathur, (2011). *Fundamentals of Travel and Tourism*, New Delhi, Ani Books Pvt Ltd.
3. Avinash Chiranjeev, (2008). *Eco Tourism Planning and Development*, New Delhi, Jananadan Prasashan publications.
4. Badan Harish Bhatt, (2007). *Travel Agencies and Tourism Management*, Common Wealth Publications.
5. Muhammed Zulfi Kar, (2008). *Tourism and Portal Industry*, New Delhi, Vikas Publishing House pvt ltd.

Semester IV
Elective-II (c): Tourism Marketing
Course code: HC2044

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To understand marketing mix-to
2. Tourism product-Advertising and Publicity.
3. To develop the skill international Marketing selling the product to different age groups.

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Create an awareness about Tourism Marketing	PSO-1	C
CO2	Discuss the importance of display of posters	PSO-1	Un
CO3	Describe the Characteristics of Tourist product distribution	PSO-1	An
CO4	Evaluate the importance of the techniques of Tourism Marketing	PSO-1	E
CO5	Develop the necessary skills to write marketing research in Tourism	PSO-1	Ev

Unit-I

Definition-market segmentation-marketing in tourism-marketing mix-tourism product-Advertising and Publicity.

Unit-II

Advertising- purposes in tourism- planning for advertising-production of advertisement-display of posters-media-travel writing-organizing conventions and Exhibitions services-Receptions of visitors-dissemination of information etc.

Unit-III

Display and sale in tourism market- conference, conventions and exhibition services-distribution channels for tourists supply- characteristics of tourist product distribution-distributive functions.

Unit-IV

Sales forecasting- techniques- factors-methods-forecasting tourism products- carrying capacity analysis-Forecast methods and targets-Marketing strategy and planning-identifying potential market.

Unit-V

Marketing communication-Selection of appropriate tools of publicity-Marketing Research and marketing information system- international Marketing-selling the product to different age groups.

Text Books

- Bhata,A.K z.(2002).*Tourism Development*(Principles and Practices),NewDelhi,Sterling Publishers pvt.Ltd.
- Ravi Chauhan,(2009).*Tourism Concept and Practices*,New Delhi, Vista International Publishing house.

ReferencesBooks

1. Anoop Pant, (2018). *Fundamentals of Tourism Management Theory and Practice*, New Delhi,Random Publications.
2. AvinashChiranjeev ,(2008).*Eco Tourism Planning and Development*,NewDelhi,JananadanPrasashan publications.
3. Kumardas,(2006).*Research methodology in Tourism*,Jaipur, ABD Publishers.
4. Badan Harish Bhatt,(2007). *Travel Agencies and Tourism Management*,Common Wealth Publications.
5. MuhammedZulfiKar, (2008).*Tourism and Portal Industry*, NewDelhi, Vikas Publishing House pvt ltd.

Semester IV
Allied –IV: Modern Constitutions
Course Code: HA2041

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To understand the Salient features of the important constitutions of the world.
2. To develop the skill of Public Speaking.

Course Outcomes

CO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Discuss the importance of the democracy	PSO-1	Un
CO2	Explain the features of the British constitution	PSO-1	An
CO3	Analyze the power of the American President	PSO-1	An
CO4	Create an awareness about the principles of administrative law	PSO-1	Cr
CO5	Elucidate the working of direct democracy	PSO-1	Ev

Unit: I

British constitution – Sources – conventions – Salient features –The king - powers and functions – Prime Minister – His powers and functions – Cabinet system – significance of the cabinet.

Unit: II

British legislature – The House of Commons – The speaker - The House of Lords – The parliamentary Act of 1911 – Process of Law Making – The Judiciary – Pressure groups – Committee system – The Rule of Law.

Unit: III

Constitution of the U.S.A. - Salient features – Division of powers – President – His legislative – Executive and Judicial powers – Cabinet system – The American President - Comparison with British Prime Minister – The Senate & Senatorial Courtesy-Comparison with House of Lords - The process of law making – Judiciary – Judicial Review .

Unit: IV

Salient features of the Swiss Constitution – Federal Council – Federal Assembly – Council of States – National Council – the Federal Tribunal – Direct democracy – Referendum – Initiative – Recall.

Unit: V

Framing of the Fifth Republic of France – Salient features of the Fifth Republic Constitution – President – Prime Minister – Parliament – National Assembly – Senate – Judiciary – Administrative Law.

Text Books

1. Dharma Raj, J.(2001). *Modern Governments*, (Tamil), Sivakasi, Tensi Publications.
2. Kesavan V,(1969).*Modern Constitutions*, (Tamil),SreevaikundamParathi Press.

References Books

1. Appadorai A,(1961).*The Substance of Politics*, Madras, Oxford University Press.
2. Kailey, S.L.(1969).*World Constitutions*, Eight Edition, New Delhi, Sudha Publications (P) Ltd.
3. Johary, J.C.(1996).*Indian Political Systems*, New Delhi, Annual Publications.
4. Kapoor, A.C. (1963).*Select Constitutions*, Fourth Edition, New Delhi,S. Chand & Co.
5. LaxmiKanth, (2004). *Indians Polity*, New Delhi, Tate McGraw Hill.

Semester IV
Add On Course
Professional English for Arts and Social Sciences- IV
Course Code: AAS204

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

- To enhance the academic writing and presentation skills.
- To develop digital writing nuances for better employability.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO – 1	comprehend complex passages with professionalism.	1	R
CO – 2	differentiate between academic writing and media writing.	2	U
CO – 3	apply communicative skills with digital competence in the workplace.	3	Ap
CO - 4	analyse a variety of formats, including essays, research papers, reflective writing, and critical reviews.	4	An
CO - 5	analyze lectures, scripts, blogs, e-content, movies and short films.	4	An

Unit:I

Listening – Listening to two talks / Lectures by specialists on selected subjects
 Speaking – Small Group Discussions

Reading – One Subject Based Reading text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (Free Writing)

Unit II:

Listening – Product Launch

Speaking – Debates

Reading – Reading Texts on advertisements (On products relevant to the subject areas) and answering inferential questions

Writing – Writing an argumentative / persuasive essay

Unit III:

Listening – Interview by a famous celebrity

Speaking – Interviewing any professional / Creating Vlogs (How to become vlogger and use vlogging to nurture interest – subject related)

Reading – Blog

Writing – Blog Creation

Unit IV:

Listening – Listening academic videos (Prepared by EMRC Other MOOC videos on Indian academic sites)

Speaking – Making oral presentations through short films – subject based

Reading – How is creativity possible in Science (Continuation of essay in semester III)

Writing – Creating flyers and Brochures (Subject Based)

Unit V:

Speaking – Presentation (Without Aids)

Reading & Writing – Product Profiles / Writing an Introduction

Text Book:

Tamil Nadu State Council for Higher Education (TANSICHE). *Professional English for Arts and Social Sciences – II*.

Semester – IV
Self Learning Course – II: Introduction to Indian History – II
Course Code HC20S2

Credits	Marks
2	100

Objectives

1. To understand the History of India thoroughly.
2. To understand the salient features of Indian Constitution.

Course Outcomes

CO No.	Upon Completion of this Course, the students will be able to	PSOs addressed	CL
CO -1	Create an awareness about Socio-religious movements	PSO-1	C
CO-2	Evaluate the importance of Gandhian Era	PSO-1	Ev
CO-3	Estimate the effective functioning of Indian Constitution	PSO-1	Ev
CO-4	Discuss about the growth of Education	PSO-1	U
CO-5	Explain the necessary skill about Science and Technology	PSO-1	An

Unit- I

Advent of the foreigners – Portuguese –Dutch – Dane – British – French – Anglo French Rivalry – Formation of Presidencies

Unit- II

Administration – Robert Clive – Warren Hasting - Regulatory Act – Cornwallis – Doctrine of Lapse – Subsidiary Alliance – Dalhousie – The Great Revolt of 1857.

Unit- III

Freedom Movement – Formation of Indian National Congress – Surat Split – Muslim League – Khilafat Movement – JallianWallabagh Massacre – Non Co-operation Movement – Civil Disobedience Movement – Dandi March – Quit India Movement – Partition of India – Freedom Movement in Tamil Nadu

Unit- IV

Making of the Constitution of India – Salient features of the Indian Constitution – Constitutional Amendments – Integration of Indian States – Reorganization of Indian States

Unit-V

Contemporary India – Foreign Policy – NAM – SAARC – Economic Policy – Five Year Plan – Nithi – Ayok – Educational Policy – Social Welfare Activities – Development in Science and Technology – ISRO – DRDO – Transport and Tele –communication.

Books for Study:

1. Venkatesan, K. (2009), History of India, Rajapalayam, V.C. Publication.
2. Majumdar, R.C. (2000), India, New Delhi, Macmillian.

Reference Books:

1. Sharma, I.P.,(1981), Medieval History of India, New Delhi, Vikas Publishing House Pvt. Ltd.
2. Kunda, D.N., (1994), History of India from 1526 to the present Day, New Delhi, Gur Das Kapur& Sons.
3. NilakantaSastri, K.A.,(1952), History of India, Part II & III, Madras, Viswanathan Centre Press.
4. Khurana, K.L. (1994), History of India, Agra, Lakshmi Narani Agarwal.
5. SachinKundar, (2013), India Since Independence, New Delhi, Mohit Publication.

Semester V
Major Core - V: History of India 1858 A.D - 1947 A.D.
Course Code: HC2051

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

- To elucidate the contributions of the social reformers in India
- To discuss the important events of Indian freedom movement

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Evaluate the administration of Viceroys	PSO - 1	Ev
CO – 2	Assess the Socio-Religious movements in 19 th Century	PSO - 1	U
CO – 3	Develop the Knowledge of Indian National Congress in the Freedom Movement	PSO – 1	C
CO – 4	Evaluate the importance of Gandhian Era	PSO – 1	Ev
CO – 5	Explain the role of social reformers of south India	PSO – 1	An

Unit: I

Lord Canning – Lord Lytton – Lord Rippon – Resolutions on Local Self Government – Ilbert Bill controversy - Councils Act of 1861 and 1892.

Unit :II

Lord Curzon – Reforms in Administration, Agriculture – Education Army – Partition of Bengal – Socio-Religious Reform Movements in 19th Century - Brahma Samaj – Arya Samaj – Ramakrishna Mission – Swami Vivekananda – Aligarh Movement – Theosophical Society.

Unit:III

Growth of Indian National Movement – Birth of Indian National Congress – Moderates Extremists – Swadesi Movement – Minto - Morley Reforms Act (1909) – Home Rule Movement - Montagu – Chelmsford Act (1919).

Unit: IV

Gandhian Era – Jalianwalabagh Massacre – Non Cooperation Movement – Swaraj Party – Simon Commission – Nehru Report – Jinnah's 14 Points – Civil Disobedience Movement – Cripps Mission – Round Table Conference – Quit India Movement – Cabinet Mission – Wavell Plan – Mountbatten Plan – Indian Independence Act.

Unit V

DadabaiNavoraji – Gopala Krishna Gokhale – BalaGangadara Tilak – Lala Lajpat Roy – Subash Chandra Bose – Jawaharlal Nehru – V. O. Chidambaram Pillai – Subramaniya Siva – Bharathi – Rajaji – E. V. Ramasamy Periyar – Kamaraj.

Text Books

1. Dharmaraj, J. (2005). *Indian History Vol. III*. Sivakasi, Tensy Publications.
2. Venkatesan, G. (2012). *History of Contemporary India*. Rajapalayam, VC Publications.

Reference Books

- Mahjan, V.D. (1990). *Modern Indian History*. New Delhi, Chand & Co. Ltd.
- Khurana, K.L. (1994). *History of India 1526-1947 A.D.* Agra, Lakshmi Narain Agarwal Educational Publishers.
- Nand, S.P. (2003). *History of Modern India*. Delhi, Dominant Publishers & Distributors, 2003.
- Roberts, P.E. (1958). *History of British India under the Company and the Crown*. Delhi, Oxford University Press.
- Gian Chand Mahajan,(1961). *History of India from 1526 to Present Day*. Delhi, Atma Ram & Sons Educational Publishers and Book Sellers.

Semester V
Major Core - VI: History of Tamil Nadu up to 1336 A.D.
Course Code: HC2052

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

- a) To appraise the ancient Tamil civilization
- b) To get an enhanced knowledge about the contributions of the Tamil rulers.

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	List out the various sources of history of ancient Tamil Nadu	PSO - 1	R
CO – 2	Describe the administrative systems of Sangam age	PSO - 1	U
CO – 3	Analyze the features of the Pallava, Chola and Pandya art and architecture	PSO – 1	An
CO – 4	Examine the importance of the administrations of the Imperial cholas	PSO – 1	An
CO – 5	Critique the impact of the Muslim invasions of Tamil Nadu	PSO – 1	Ev

Unit: I

Geographical features of Tamil Nadu – Sources – Literary Sources – Velvikkudi Copper Plates – Thirukkoyalur Inscriptions and Copper Plates – Numismatic – Coins of Sangam Age – Archaeological Sources – Arikamedu and Adhichanallur.

Unit: II

Age of Sangam – Cholas – KarikalCholan – Cheras – CheranSengutuvan – Pandyas – Pandiyan Nedunchezhan – Ariya Padaikadantha Pandiyan Nedunchezhan – Administration – social, economic and cultural life of the Tamils – Maritime Trade.

Unit: III

Kalabhras – Origin of the Palavas – Simhavishnu – Mahendravarman I – Narasimhavarman – Success of Pallavas - Administration – Economic and Social Condition – Art and Architecture.

Unit: IV

The Imperial Cholas – Vijayalaya – Parantaka I – Raja Raja I – Rajendra I – Chalukya Cholas – Kulothunga I – Kulothunga III – Administration – Village Administration – Chola Navy- Kudavolai System – Art and Architecture – Literature – Socio and Economic Condition.

Unit: V

The First Pandyan Empire – Kadungon to Rajasimha II – The Second Pandiyan Empire– MaravarmanSundaraPandiya I – Social, economic and religious conditions – Art and Architecture – Invasion of Malik Kafur – Madurai under the Sultans – Impact of Muslim Rule.

Text Books

1. Chellam, V.T. (2003). *History of Tamil Nadu and Culture*. Madras, Manivasakar Publication.

2. Devanesan, A. (1998). *History of Tamil Nadu*. Marthandam, RenuPulication.

Reference Books

1. Srinivasa Iyengar, P.T. (1982). *History of the Tamils*, New Delhi, Asian Educational Services.
2. Subramanian, N. (1972). *History of Tamil Nadu up to 1336*, Madurai, Koodal Publishers.
3. Mangala Murugesan, N. (1986). *Social Cultural History of Tamil Nadu*, Madras, M. S. Publication.
4. Jeyabalan, N. (1986). *An Outline History of Tamil Nadu Till 1987*, Madras, M. S. Publication.
5. Rajayyan, K. (1983). *Early Society and Cultural History of Tamil Nadu*, Madurai, Madurai Publishing House.

Semester V
Major Core- VII: Historiography
Course Code: HC2053

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

To understand theories of history and the contributions of important historians

To become a historical writer

Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Define the concept of Research	PSO-4	R
CO-2	Analyze the requirements needed for the researcher, selection of a research guide and topic.	PSO-4	An
CO-3	Test the importance of sources in Historical Research	PSO-4	Ev
CO-4	Develop the necessary skills to write a historical research project	PSO-4	C
CO-5	Discuss the framing of the Thesis.	PSO-4	U

Unit-I

Meaning of History – Definition – Scope and purpose – Kinds of History – History and other Disciplines – Uses and abuses of History – Lessons of History – Art or Science – Theories and Concepts – Causation & Change – Historical materialism – Positivism.

Unit-II

Theory of Great Men – Role of Ideas and Institutions – Historical Determinism. Traditions of Historical writings – Greek Historiography.

Unit-III

Roman – Chinese – Indian – Ancient - Medieval – Western – Arabic – Idealist – Classical – Maxim Karghi - Approaches to History - Theological – St. Augustine – Orientalist – Sir William Ones - Max Muller – Imperialist – James Mill - V.A. Smith - Elphinstone – R.G. Bhandarkar

Unit-IV

Jadunath Sarkar – Kalkhana - R.C. Majumdar – K.A. NilakantaSastri – T.V. Mahalingam - R.K. Mukerjee – Ranajit Guha - Marxist – D.D. Kosambi – R.S. Sarma – Romila Thapar – Recent Marxist – N.G.S. Narayanan – Y.Subbarayulu – Post Nationalist – P.N. Kunjan Pillai – K.K. Pillai – Sheik Ali – N. Subramanian- K. Rajayyan- Irfan Kafif.

Unit-V

Sources for the study of Indian History- Primary – Secondary- Writing History- Selection of a topic – Collection of data – Criticism – Card System - Thesis engineering – Synthesis – Exposition – Foot Notes – Bibliography – Appendix.

Text Books:

- 1.Dharmaraj, J. (2003). *Historiography*. Sivakasi, Tensy Publications.
- 2.Subramanian .N. (1973). *Historiography*. Madurai, Kodel Publications.

Reference Books:

- 1.Arnold Toynbee, (1972). *A Study of History*. London, Oxford University Press.
- 2.Collingwood, R.G. (1992). *The idea of History*. Oxford, Oxford University Press.
- 3.Krishnaswamy, A. (1975). *An Introduction to Toynbee's Study of History*. Chidambaram, Paari Printers.
- 4.Rajayyan, K. (1976). *History in Theory and Methods*. Madurai, Raj Publishers.
- 5.Shaik Ali, B. (1978). *History Its Theory and Method*. Madras, MacMillan India Press.
- 6.Venkatesan, G. (2004). *Historiography*. Rajaplayam, V.C. Publication.

Semester V
Major Core - VIII: History of Europe 1789 A.D – 1945 A.D
Course Code: HC2054

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

- To assess the impacts of the various revolutions in Europe
- To evaluate the achievements of the UNO

Course Outcomes

Cos	Upon Completion of this course, students will be able to	PSOs Addressed	CL
CO-1	Analyze the impact of French Revolution	PSO-1	An
CO-2	Compare and construct the unification of Italy and unification of Germany.	PSO-1	An
CO-3	Identify the causes and effects of First World War	PSO-1	R
CO-4	Estimate the diplomatic rule of Turkey, Russia, Italy and Germany	PSO-1	U
CO-5	Discuss the formation of UNO and its agencies	PSO-1	A

Unit – I

France on the eve of the French Revolution- Political, social and economic condition – causes, course, results of the French Revolution – Napoleonic Era – Domestic and Foreign policy of Napoleon – Congress of Vienna – 1830, 1843 Revolutions – Napoleon III.

Unit – II

Unification of Italy -Unification of Germany- Bismark – Balkan Crisis- The Greek war of Independence– Crimean War - Congress of Berlin.

Unit – III

European Alliance - The Triple Alliance and the Triple Entente – The First World War (1914-1918) – Causes, Course and Results –Wilson’s Fourteen Points- Origin of League of Nations – Achievements and Failure – Russian Revolution (1917).

Unit – IV

Fascism in Italy – Mussolini - Nazism in Germany – Adolf Hitler - Turkey under Mustafa Kamal Pasha.

Unit – V

Rome – Berlin – Tokyo Axis – The Second World War (1939-1945) – Causes, Course and Results – UNO – Origin – Specialized Agencies – Achievements.

Text Books

1. Dharmaraj. J. (2009). *History of Europe*, Sivakasi, Tensy Publication.
2. Mahajan, V.D. (1977). *History of Modern Europe*, New Delhi, Chand & Company.

Reference Books

- Chawla, J. (1979). *History of Europe*. New Delhi, Sudha Publications.
- Kettleby C.M. (1990). *History of Modern Europe*. London, Bats Ford Ltd.
- Ramalingam.T.S. (1979). *History of Europe*. Madras, TSR Publication.
- Fisher, H.A.L. (1936). *History of Europe*. Delhi, Fantane Classics.
- Marriott, J.A.R. (1981). *History of Europe*. Delhi, Surjeet Publications.

Semester V
Major Project
Course Code: HC20PR

Hours / Week	Credit	Total Hours	Marks
4	4	60	100

Objectives:

1. To develop the necessary skills to write a historical research project.
2. To get an employability as a history teacher and to become an historical writer.

Norms Regarding the Subject Project

1. Topic related to history should be taken.
2. Project is to be done by group of 5 students.
3. The report should be submitted in either Tamil or English.
4. The project report should have minimum 30 pages in A4 size paper.
5. Primary sources should be referred.
6. Foot note is compulsory.
7. The Viva Voice is compulsory. For those who do not complete Viva Voice, Results will not be declared.
8. External evaluation is compulsory.
9. Marks for the project report will be 100. (Report 60: Viva 40).
10. Minimum 5 books should be listed in the bibliography.

Semester V
Ability Enhancement Course
Environmental Studies
Course Code: AEC201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To understand the ecosystem, biodiversity and their conservation
2. To make them identify the impact of pollution, disaster and population

Course outcome

CO	Upon completion of this course the students will be able to:	CL
CO - 1	understand the multidisciplinary nature of environmental studies	U
CO - 2	recall the components of different ecosystems	R
CO - 3	interpret the levels of diversity and its conservation	A
CO - 4	analyze the impact of population, pollution and disasters	An

Unit I Multidisciplinary nature and Natural Resources (6 hrs)

Multidisciplinary nature of environmental studies – scope of environmental studies- natural resources - renewable and non renewable resources – land, water, forest and energy resources.

Unit II Eco system (6 hrs)

Ecosystem – components – types – structure and function – food chain – food web – major ecosystems- forest, grass land, desert and aquatic - pond, marine and river ecosystems.

Unit III Biodiversity and conservation (6 hrs)

Definition – magnitude of biodiversity - levels of diversity – biogeographical classification of India – Biodiversity hotspots in India – Himalayas, Indo Burma, Western Ghat and Sunderland, Endemic, Endangered Red Data Book - Insitu and Exsitu conservation.

Unit IV Environmental Pollution

(6 hrs)

Pollution – types, sources and effects of air, water, soil, noise, radioactive and plastic pollutions - Role of an individual in prevention of pollution.

Unit V Social Issues and Environment

(6 hrs)

Disaster - cyclone, flood, drought, earthquake and management - Population explosion – impact of population growth on environment and social environment.

Reference books

1. Sharma R.C, Gurbir sangha, (2018). Environmental Studies. New Delhi: Kalyani Publishers,
2. Murugesan. R, (2014).Environmental studies, Madurai: Millennium publishers and distributors,
3. Arumugam.N, Kumaresan.V, (2012). Environmental Studies. Nagercoil: SARAS Publication.
4. Dr.Asthana.D.K., Dr.Meera Asthana, (2010). Environmental Studies. New Delhi: S.Chand& Company Ltd.,
5. Beny Joseph, (2018). Perspectives in Environmental Studies. New Age International Publishers.

Semester V
Foundation Course III- Human Rights Education (HRE)

Course Code: FCV203

Objectives

1. Make them to identify issues, problems and violation of human rights.
2. Resolve the problems of human rights in their own life and society.

Course outcome

CO	Upon completion of this course the students will be able to:	PSO addressed	CL
CO - 1	explains the historical growth of the idea of human rights.		U
CO - 2	interpret the problems of human rights and find solution.		A
CO - 3	analyze the importance of women and child rights		An
CO - 4	evaluate concepts and ideas of human rights		E

Unit I

Social Justice - Need for Social Justice, Parameters of Social justice. Untouchability - problems, causes, casteism. Social reformers - contributions of Dr. B.R. Ambedkar and E.V. Ramasamy. Role of Mandal commissions in Social justice - Social, educational, economic indicators and recommendations

Unit II

Human Rights - approaches and concept of human rights. United Nations - UN commission on Human rights, other UN bodies on Human rights. Fundamental rights of Indian Citizen. Fundamental duties of Indian Citizen. Political rights of Indian Citizen. Human rights concern in India.

Unit III

Women Rights - History and need of women rights. United Nation on women rights - issues by identified United Nation. Women and climate change. Women rights and problems.

Problem faced by women during medieval and modern India.

Unit IV

Gender inequality - seven types of inequality. Constitutional and legal provision for women in India. Special initiatives for women. Women struggle and reforms. Women today.

Unit V

Child Rights: History and declaration of rights of children. Convention on rights of child, Child rights in India. National commission on women rights. Issues faced by women.

Constitutional and Legal provision in India. Child rights in Indian Constitution.

Reference Book

Dr. Arymugam, N., Dr. Mohana., & Lr. Palkani. (2017). Value Based Education. (4th ed.). TamilNadu, Saras Publication

Value Added Course-II
Epigraphy
Course Code: VAH202

Objectives:

1. To discuss the types of inscription and writing materials
2. To have a skill about the important inscription

CO	Upon completion of their course the students will be able to	PSO Addressed	CL
CO-1	Define Epigraphy	PSO-1	R
CO-2	Explain the Dating of Inscription	PSO-1	Un
CO-3	Discuss Tamil Brahmi Inscription	PSO-1	U
CO-4	Explain the Estampaging of inscription	PSO-1	U
CO-5	Discuss the important inscription	PSO-1	Ev

Unit I

Epigraphy- Introduction and Importance – Types of Inscriptions- Writing Materials.

Unit-II

Epigraphical contents and conventions- Dating of Inscriptions- Estampaging of Inscriptions.

Unit-III

Decipherment of Scripts- Brahmi-Tamil Brahmi Inscriptions-Tamizhi- Vatteluthu- Kharoshti-Grantha Script-Nagari.

Unit-IV

Pillar Inscription-AsokanEditcs- Allahabad Inscriptions- Hathikumba Inscriptions- Kuram Copper Plates- Velvikudi Copper Plates- Uttiramerur.

Unit-V

Important Inscriptions-AsokanEditcs- Allahabad Inscriptions- Hathikumba Inscriptions- Kuram Copper Plates- Velvikudi Copper Plates- Uttiramerur Inscriptions- Kanyakumari Inscriptions.

Reference Books

1. James Edger Swan, (1947). History of world Civilization, New Delhi, Eurasia Publishing House(P)Ltd.
2. Khurana, K.L. (1930). History of India Earliest Times to 1526A.D, Agra, Lekhmi Naranayan, Agarwals Educational Publishers.
3. Pillay, K.K, (1990). Studies in India with Special Reference in Tamil Nadu, Madras, Published by author.
4. Sharma. M.S. (2014). Modern Indian History, New Delhi, Blackprint.
5. William. L. Langer. (1946). An Encyclopedia of World History, London, New Extended Edition, Hanap & Galley Press.

Semester VI
Major Core - IX: Contemporary History of India Since 1947 A.D
Course Code: HC2061

Hours/ Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

1. To estimate the development of India after independence
2. To have an in-depth knowledge about the salient features of India's foreign policy

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Review the functioning of democracy in India	PSO – 1	U
CO – 2	Analyze the foreign policy of India	PSO – 1	An
CO – 3	Discuss the development of new Educational Policy	PSO – 1	Ev
CO – 4	Generalize the five year plan and its impacts	PSO – 1	R
CO – 5	To Acquire the knowledge about information technology	PSO – 1	U

Unit -I

Salient Features of the Indian constitution - Integration of Indian states - Patel - Re-organization of States and Unions- Internal Policy of Congress - Janatha Government – Coalition Governments – NDA and UPA.

Unit - II

Foreign Policy of India - Salient Features Non – alignment policy– Panchseel - India's relationship with U.S.A, Russia, China, Pakistan - India and the UNO, NAM, SAARC, BRICS and ASEAN.

Unit - III

Educational Policy –Early development of Education - - Elementary and Secondary education - University and Higher Education - Vocational and Technical Education - Women's education - Rural Education - New Education Policy - Education for all – SarvaSikhshaAbiyan.

Unit -IV

Planned economy of India - Five year plan - Green revolution - White revolution, Blue revolution - Major industries - Labour policies and Welfare programmes- New Economic Policy – Liberalization – Privatization – Globalization – NethiAyok.

Unit -V

Transport and Communication – Railways - Roadways - Waterways - Airways - Postal Network - Telecommunication – BSNL – MSNL - Information Technology – ISRO – Satellites – Remote Sensing – Atomic energy – DRDO – Pokran – Space research – Mangalyan.

Text Books:

1. Dharmaraj, J. (2009). *History of India*. Sivakasi, Tensy Publications.
2. Venkatesan, K. (2014). *History of India*. Rajapalayam, VC Publication.

Reference Books:

1. Kuldip Nayar, (1975). *India after Nehru*. Kanpur, Vikas Publishing House Pvt. Ltd.
2. Sachin Kunder, (2013). *India since Independence*. New Delhi, Mohit Publications.
3. Bipan Chandra, (1999). *India after Independence*. Agra, Penguin Books.
4. Kapoor, A.C. (1963). *Select Constitutions*. (4th ed.). New Delhi, S. Chand & Co.
5. Sharma, M.P. (1968). *The Government of the Indian Republic*. (5th ed.). Allahabad, Kitab Mahal.

Semester VI
Major Core - X: History of Tamil Nadu 1336 A.D - 2017A.D
Course Code: HC2062

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

1. To analyze the achievements various administrators of Tamil Nadu
2. To discuss the emergence of Dravidian politics in Tamil Nadu

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	List out the social institutions of medieval Tamil Nadu	PSO - 1	R
CO – 2	Analyze the contributions of Vijaya Nagar Empire.	PSO – 1	An
CO – 3	Examine the importance of the Freedom Movement in Tamil Nadu	PSO – 1	An
CO – 4	Evaluate the administration of various ministries pre and after independence	PSO - 1	Ev
CO – 5	Arrange the social – welfare measures of the contemporary Tamil governments.	PSO - 1	C

Unit I

Tamilnadu under Vijayanagar – Nayangari System - Nayaks of Madurai - Viswanatha Nayak – Thirumalai Nayak – Rani Mangammal – Nayaks of Tanjore – Ragunatha Nayak – Nayaks of Senji – Krishnappa II – Contribution of the Nayaks to Administration, Kaval System, Art and Architecture and Literature

Unit II

Sethupathy of Ramnad – KizhavanSethupathy – Maratha rulers in Tanjore – Venkoji – Shaji – Serfoji II – Contribution to Art and Architecture and Literature

Unit III

Polygary System – Kattabomman – VeluNatchiyar – Kuili – Maruthu Pandian – South Indian Rebellion - Vellore Mutiny.

Unit IV

Impact of British Rule – Ryotwari system – Education – Role of Tamilnadu in Freedom Struggle – V.O. Chidambaram Pillai – Subramaniya Siva – Bharathi - Growth of Press - Non-Brahmin Movement – Justice Party – E.V.R and Self Respect Movement – Communism in Tamil Nadu – P. Jeevanandham.

Unit V

Tamil Nadu under Rajaji – Kamaraj – DMK Administration- Annadurai – Karunanithi – AIADMK Administration - M.G.R - Jayalalitha.

Text Books:

1. Dharmaraj, J. (2014). *History of Tamil Nadu*. Sivakasi, Tensy Publications.
2. Subramanian, N. (1991). *History of Tamil Nadu 1336 – 1984*. Madurai, Ennes Publications.

Reference Books:

1. Rajayyan, K. (1984). *History of Tamil Nadu 1336 to 1984*. Madurai, Raj Publications.
2. Yesudhasan, V. & IssacJeyadhas, (1990). *History of Tamil Nadu: Society and Culture since 1936*, New Delhi, Oxford University Press.
3. Devanesan, A. (1991). *History of Tamil Nadu*. Marthadam, Renu Publications.
4. Rajayyan, K. (1982). *Rise and fall of Poligars of Tamil Nadu*. Madurai, Sathana Publishing House.
5. Venkatesan, K. (2011). *History of Modern Tamil Nadu*. Rajapalayam, V.C. Publications.

Semester VI
Major Core- XI: History of Science and Technology 1500 A.D - 2000 A.D
Course Code: HC2063

Hours/ Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

- To assess the importance of scientific inventions
- To understand the impacts of the scientific inventions

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Explain the Impact of Renaissance on Science and Technology	PSO – 1	Un
CO - 2	Discusses about Industrial Revolution	PSO – 1	U
CO - 3	Discusses about the importance of progress in various disciplines	PSO – 1	Ev
CO – 4	To acquire Knowledge about Nuclear Space Research	PSO – 1	U
CO – 5	Explain the importance's of Green, Blue and White Revolutions	PSO – 1	Un

Unit I

Impact of Renaissance on Science and Technology – Copernicus, Kepler, Galileo, Toricelli, Rene Descartes, Immanuel Kant, Issac Newton, Francis Bacon- Thomas Alwa Edison

Unit II

Industrial Revolution – Industrialization in cotton, mining and metallurgy – Agrarian Revolution – Transportation and Communication – Discoveries of Henry Cavendish, Joseph Priestley, Lavoisier.

Unit III

Progress in Biology – Charles Darwin – Progress in Physics and Mathematics – Michael Faraday, James Clark Maxwell – Progress in Chemistry – John Dalton, Mendeleev, Louis Pasteur, Alfred Nobel, Rontgen and X-ray, Mary Curie and Radium – Radio and Marconi.

Unit IV

Nuclear Space Research – Newtonian Impact – Meteorological studies, Space shuttles, Satellites and Rockets – Air Warfare – Thermo Nuclear Warfare – Ballistic Missiles – ISRO – Homi Baba – Vikram Sarabhai – APJ Abdul Kalam.

Unit V

Energy – Conventional and Non-conventional – Electronics and Communication Revolution – Computer – Charles Babage- Civil Aviation and Surface Transport – Green, Blue and White Revolutions – M.S. Swaminathan.

Text Books:

- VargeseJayaraj, S. (1997). *History of Science and Technology*. Uthamapalayam, Arms Publication.
- Dharmaraj, J. (2012). *History of Science and Technology*, Sivakasi, Tensy Publications.

Reference Books:

- Mc Neely, J.A. (1985). *Culture and Conservation, The Human Demonism isEnvironmental Planning*, Dublin, Croon Helm.

2. Venkatesan.G. (1991). *Science and Technology*. Rajapalayam,V.C.Publication.
3. Kuppuram, G. &Kumudamani, K. (1990). *History of Science and Technology in India*. Delhi, Sundeep Prakashan.
4. *Encyclopedia of Science and Technology*. (2002). (9 Ed.). 20 Vols. New York, McGraw-Hill.
5. Nadkarni, K.M. (1985). *Invention and Discoveries*. Thiruvananthapuram, Computech Publishers.

Semester VI
Major Core- XII: History of Ancient World Civilizations
Course Code: HC2064

Hours / Week	Credit	Total Hours	Marks
6	5	90	100

Objectives:

1. To examine the impact of ancient world civilizations in the fields of art, architecture, society, language and literature
2. To acquire full hand knowledge about the emergence of Renaissance

CO.NO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Describe the origin of world and origin of man	PSO – 3	U
CO - 2	Assess the importance of River Valley Civilization	PSO – 3	Ev
CO - 3	Examine the impact of ancient world civilizations in the fields of art, architecture, society, language and literature	PSO – 3	An
CO - 4	Estimate the legacy of Greeks and Romans	PSO – 3	Ev
CO - 5	Discuss the birth of world religions and the renaissance	PSO – 3	U

Unit -I

Definition of Civilization - River Valley civilization - Egyptian civilization- Sumerian civilization - Chinese civilization - polity - society - learning and literature - Art and Architecture.

Unit - II

Civilization of the Fertile Crescent - Babylonian - Assyrians - Hittites - Armenians - Phoenicians - Hebrews - Aegean - Persian - Mesopotamian - Their contributions to polity – Society - Learning and Literature - Art and Architecture.

Unit - III

Classical civilization - Greek civilization - city states - politics and public life - Art and Architecture - Literature Religion - Philosophy - Contributions to the world - Roman civilization - Rise and Fall of Roman Republic Rise of Imperial Empire - Government and Public life - Art and Architecture - Literature - Religion – Philosophy- Contribution to the world.

Unit -IV

Ancient civilization in America: Land and the people - Mayan - Aztec - Incas - Institution of Art - Religion- Literature and Learning- Arab Civilization- Islam .

Unit -V

Eastern Roman Empire- Feudalism - Monasticism - Holy Roman Empire- Crusades - Genesis of Renaissance.

Text Books

3. Dharmaraj, J. (2009). *World Civilization* (Tamil). Sivakasi, Tency Publications.
4. James Edger Swain. (1947). *History of World Civilization*. New Delhi, Eurasia Publishing House (P) Ltd.

Reference Books

- William L. Langer. (1946). *An Encyclopedia of World History*. London, New Extended Edition, Hanap / Galley Press.
- Long man Illustrated Encyclopedia of World History. (1976). London, Ivy Leaf.
- John Bowle (ed). (1958). *The Concise Encyclopedia of World History*. London, Hutchinson of London.
- Arthur Cotterelli. (1983). *Encyclopedia of Ancient Civilization*. London , Papermac.
- Oxford Junior Encyclopedia, Vol.1. (1948). London, Oxford University Press.

Semester VI
Elective - III (a): Archives Keeping
Course Code: HC2065

Hours / Week	Credits	Total Hour	Marks
4	4	60	100

Objectives

1. To understand about the history of Archives Keeping.
2. To acquire the knowledge of preservation and conservation of Archives.

Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO Addressed	CL
CO- 1	Trace the historical background of Archives Keeping.	PSO-1	U
CO- 2	Explain the creation of Archives and its administration.	PSO-1	C
CO- 3	Analyze the various steps for the preservation and conservation of Archives.	PSO-1	An
CO- 4	Evaluate the origin and development of National Archives and State Archives in India.	PSO-1	Ev
CO- 5	Discuss the organization of Archives and various commissions.	PSO-1	U

Unit-I

Introduction: Archives- Definition and scope- Basic Concepts- Types of Archives- Characteristics- History of Archives Keeping in the World-Ancient and Medieval period- Archives Keeping in India - Importance of Archives.

Unit-II

Creation of Archives: Palm Leaves- Birch Bark – Papyrus- Parchment and Vellum – Leather – Textile- Filing systems of Records Managements- Organization of Archives- Functions of Archives- Administration.

Unit-III

Preservation and Conservation: Agents of Deterioration- Preventive Measures- Biological Deterioration- Chemical Deterioration – Causes and Control- Principle of repair- Cleaning- Washing- Flattening- De-acidification- Wet Method- Non- Aqueous De-acidification- Dry methods- Vapor and Phase De-acidification- Special Problems in the restoration of documents.

Unit-IV

Archival Organization- Problems of Archives Keeping- Uses of Archives - International Commission on Archives (ICA)- Indian Historical Records Commission (IHRC)- The British Records Association- The Historical Manuscripts Commission.

Unit-V

National Archives of India: Growth and Development of National Archives after Independence- Regional Centre of National Archives- School of Archival Studies- Origin and Growth of Tamil Nadu Archives- Private Archives- Kinds of Private Archives – Field Trip.

Text Books

- 1.Thiyagarajan, J. (2002). *Archives Keeping*.Madurai, Prabha Publications.
- 2.Kumaraswamy, (2003). *Archives Keeping*. Madurai.Nalini Publications.

Reference Books

- 1.5Helen Forde & Jonathan Rhys Lewis, (2013). *Preservation and Conservation of Archives*. London, Facet Publishing.
- 2.Alistair Tough & Michael Moss, (2006). *Record Keeping in a Hybrid Environment*. New York, Chandos Publishing.
- 3.Bruce W. Dearstyne, (2012). *Archivist's & Records Manger's Bookshelf*. Chicago, ALA Editions.
- 4.Geoffrey Yeo, (2018), *Records, Information and Data*. London, Facet Publishing.
- 5.Isaac Jeyadhas, R. (2012). *Archives Keeping*. Villukury, Mcl Roy Publications.
- 6.Jens Boel&EngSensavang, (2020). *Record Keeping in International Organizations*.NewYork, Routledge Publishers.

Semester VI
Elective - III (b): History of Far East 1839 AD - 1979 AD
Course Code: HC2066

Hours/Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To detect early European contact in China and Japan.
2. To construct the knowledge about the development of China and Japan.

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	Define the theory of OpenDoor Policy and its applications.	PSO-3	R
CO- 2	Detect the causes for the end of Manchu dynasty in China.	PSO-3	An
CO- 3	Estimate the emergence of Communism in China.	PSO-3	Ev
CO- 4	Construct the knowledge about the development of Japan during the 19 th century	PSO-3	C
CO- 5	Discuss the foreign policy of Japan between the II world wars	PSO-3	U

Unit-I

Early European contacts – Portuguese – Dutch – British – Russia - First Opium War – causes - Course of the war - Treaty of Nanking - Treaty of Bogue – Results of the war - Taiping Rebellion - causes – The Taiping Constitution Reforms - causes for the failure of the Taiping Rebellion - Second Opium war - Causes-course - Treaty of Tientsin - Treaty of Peking.

Unit-II

The first Sino - Japanese war - Causes- Course -Treaty of Shimonoseki - The effects of the war - Hundred Days Reforms - Emperor Huang Hsu-Reforms - Causes for the failure - Open door policy - Boxer Rebellion - Causes - Boxer Protocol-Causes for the failure - Results - Empress Dowager - Manchu Reforms.

Unit-III

The Rebellion of 1911 - Causes – Course - Sun Yat Sen - Origin of the Kuomintang party - Yuan Shi Kai - China and the first World War - Twenty One demands of Japan- China and the peace conference - May Fourth movement –Causes - Course - Result.

Unit IV

Chung Kai Sheik – Kuomintang - Communist problems – Mao Tse Tung - Long March - Civil war - The Communist Revolution of 1949 – Cultural Revolution –Circumstances - Spread of the Cultural Revolution - Foreign policy of China since 1949 - India and China - Russia and China.

Unit-V

Foreign contacts with Japan - Perry Mission - Treaty of Kanagawa - Meiji Restoration- Mutshi Hito - Reforms- Social Reforms - Administrative change-Educational Reforms - Laws – Religion - Military and Economic Development - Anglo-Japanese Convention - Russo-Japanese war – Causes – Course - Treaty of Portsmouth - Japan and the I World War - Washington Conference – Four Power Treaty-Five Power Treaty - Nine Power Treaty - Manchurian issue - Tanaka Memorial - Lytton Commission-Results - Japan and the II World War - Attack on Pearl Harbour - Surrender of Japan - Foreign policy of Japan after 1950 - China and Japan - America and Japan.

Text Books:

1. Dharmaraj, J. (2013). *History of China and Japan*. Sivakasi, Tensy Publications.
2. Thiagarajan, J. (1985). *History of China & Japan*. Madurai, Pavai Pathippagam.

Reference Books:

1. James Wabash Ford. (1919). *China an Interpretation*. New York, The Alingdon Press.
2. Khurana, K.L. (2011). *History of China and Japan*. Agra, Lakshmi Narain Agarwal Educational Publications.
3. Majumdar, R. K. & Srivastava. (2001). *History of Far East*. New Delhi, SBD Publishers and Distributors.
4. Paul, H. Clyde & Burton F. Beers, (1974). *The Far East*. New Delhi, Frenie Private Limited.
5. Shiv Kumar & Saroj Jain. (1978). *History of Far East in Modern Times*. New Delhi, S.Chand & Company.

Semester VI
Elective - III (c): History of the Middle East 1900A.D -1967 A.D
Course Code: HC2067

Hours / Week	Credit	Total Hours	Marks
4	4	60	100

Objectives:

1. To assess the features and impacts of Arab nationalism
2. To discuss the causes for the Arab-Israel conflicts.

Course Outcomes

CO. No	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Understand the Emergence of Arabs.	PSO-3	U
CO-2	Analyze the effects of Second World War in the Middle East.	PSO-3	An
CO-3	Explain the Colonial Policy of Great Britain.	PSO-3	Ev
CO-4	Compare the impact of Nationalism and Communism	PSO-3	An
CO-5	Discuss the importance of oil imperialism.	PSO-3	Ev

Unit-I

Definition of the term Middle East - meaning of the words “Arab” “Islam”- Birth of Arab Nationalism - Role of Islam - Social forces brought out by colonial rule -Political awakening following World War I - Birth of political parties in Saudi Arabia, Iraq, Palestine, Syria, Egypt, Libya, Morocco, Tunisia and Persia.

Unit-II

Second World War and Nationalism - post - war upheavals and assertion of Nationalism in Syria, Lebanon, Jordan, Morocco, Libya, Sudan - Towards Unity-Great Britain as catalyst of Arab unity movement - Arab League - The UAR.

Unit-III

Great Britain’s Palestine policy - Zionist politics and involvement of Western powers-Birth of Israel - Arab Refugees - Arab Israeli tension - 1956 crisis - Suez War and its aftermath.

Unit-IV

Nationalism and Communism - Egyptian Revolution and anti- communism - Iraqi revolution- Pan Arabism - Baghdad pact and Replacement of Britain with US -Practice of Eisenhower Doctrine.

Unit-V

Oil imperialism - Importance of Oil - Nature of Oil operation - Arab Nationalism and oil -Arabs retaliation to Israel offensive – outbreak of Arab – Israeli war of 1967 -The fall out of the War.

Text Books:

1. Khanna, V. N. (2010). *International Relation*. New Delhi, A.I.T.B.S. Publishers.
2. Mahajan, V. D. (1959). *History of Modern Europe since 1789*. New Delhi, S. Chand & Company Ltd.

Reference Books:

1. Agwani, M.S. (1978). *Politics in the Gulf*. New Delhi, Vihās Publishing House Pvt. Ltd.
2. Galal El-Rashidi, (1977). *The Arabs and the World of the Seventies*, New Delhi, Vihās Publishing House Pvt. Ltd.
3. Hodgkin, E. C. (1996). *The Arabs*. London, Oxford University Press.
4. Shavit, D. (1988). *The United States and the Middle East: A Historical Dictionary*. New York, Greenwood Press.
5. Hitti, Philip K. (1970). *History of the Arabs*. (10thed.). London, Macmillan.

Semester VI
Skill Enhancement Course (SEC): Audio – Visual Aids
Course Code: SEC206

Hours / Week	Credit	Total Hours	Marks
2	2	30	100

Objectives:

1. To understand various teaching aids
2. To develop the skill of preparing different kinds of teaching aids

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Explain how to Preparation of Charts	PSO – 1	An
CO – 2	Discusses about the models	PSO – 1	Ev
CO – 3	Explain about the Preparation of Album	PSO – 1	U
CO – 4	To acquire Knowledge about Preparation of Over Head Projector	PSO – 1	R
CO – 5	Discusses about the importance's of Power PointPreparation	PSO – 1	An

Unit I

Define Audio Visual Aids – Classifications of Audio Visual Aids - Preparation of Charts – Outline of the chart – Writing with Indian ink – varieties of charts – tree charts – flow charts – pictorial charts – Types of Boards

Unit II

Working and non working models — clay models – making maps, freedom fighters Cutout.

Unit III

Preparation of Album – National leaders, Scientists, Poets, Sports, Excavation Places, National park and Tourist centers

Unit IV

Preparation of Over Head Projector Sheets - National leaders, Scientists, Poets,

Unit V

Preparation of Power Point- Integrated Power Point - National leaders, Scientists, Poets, tourist centers, animals, birds and plants

Reference Books:

1. Nagarajan, K. (2007). *Educational Innovation*. New Delhi, Sambha Publications.
2. Nagarajan, K. (2008). *Educational Technology*. New Delhi, Sambha Publications.

Semester VI
Foundation Course IV- Gender Equity Studies
Course Code: FCV204

Hours / Week	Credits	Total Hours	Marks
1	1	15	100

Objectives:

1. To understand the historical background and trace the position of women down the ages.
2. To make the students aware of the legitimate rights and laws that aid women to march towards emancipation and empowerment.

Course outcome

CO	Upon completion of this course the students will be able to :	PSOs addressed	C L
CO-1	develop a critical judgment regarding the views of religions, epics and literary imagination about women	PSO-4	U
CO-2	analyze the socio-cultural and religious practices that subjugate women	PSO-4	An
CO-3	probe deep into the root cause of marginalization of women	PSO- 4	U
CO-4	understand the implementation of feministic concepts in practical life	PSO- 3	U
CO-5	examine how women are exploited as commercial commodities in advertisements and media	PSO-4	An

Unit I

Women in Historical Background

Women through the Ages

Unit II

Feminism – An Explanation

Feminist Thoughts in Practical Life

Unit III

As Religions see Women

Women in Christianity Women in Islam

Unit IV

The Rights of Women

Women and the Constitution

Unit V

The Portrayal of Women in Advertisements

The End of Enslavement of Women

Empowerment of Women: Need of the Hour

Reference Book

1. *Women in My Perspective*. (2012). Nagercoil: HCC Women's Study Centre.