

**Holy Cross College (Autonomous), Nagercoil**  
**Kanyakumari District, Tamil Nadu.**  
**Accredited with A<sup>+</sup> by NAAC - IV Cycle – CGPA 3.35**

Affiliated to  
**Manonmaniam Sundaranar University, Tirunelveli**



**Semester I - IV**  
**UG Guidelines & Syllabus**

**DEPARTMENT OF HISTORY**



**2023-2026**  
**(With effect from the academic year 2024-2025)**

**Issued from**  
**THE DEANS' OFFICE**

**Vision**

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright future and to create a harmonious and sustainable society.

**Mission**

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

**Graduate Attributes**

Graduates of our College develop the following attributes during the course of their studies.

➤ **Creative thinking:**

Equipping students with hands-on-training through skill-based courses and promote startup.

➤ **Personality development:**

Coping with increasing pace and change of modern life through value education, awareness on human rights, gender issues and giving counselling for the needful.

➤ **Environmental consciousness and social understanding:**

Reflecting upon green initiatives and understanding the responsibility to contribute to the society; promoting social and cultural diversity through student training and service-learning programmes.

➤ **Communicative competence:**

Offering effective communication skills in both professional and social contexts through bridge courses and activities of clubs and committees.

➤ **Aesthetic skills:**

Engaging mind, body and emotions for transformation through fine arts, meditation and exercise; enriching skills through certificate courses offered by Holy Cross Academy.

➤ **Research and knowledge enrichment:**

Getting in-depth knowledge in the specific area of study through relevant core papers; ability to create new understanding through the process of critical analysis and problem solving.

➤ **Professional ethics:**

Valuing honesty, fairness, respect, compassion and professional ethics among students. The students of social work adhere to the *National Association of Social Workers Code of Ethics*

➤ **Student engagement in the learning process:**

Obtaining extensive and varied opportunities to utilize and build upon the theoretical and empirical knowledge gained through workshops, seminars, conferences, industrial visits and summer internship programmes.

➤ **Employability:**

Enhancing students in their professional life through Entrepreneur development, Placement & Career guidance cell.

➤ **Women empowerment and leadership:**

Developing the capacity of self-management, team work, leadership and decision making through gender sensitization programmes.

**Programme Educational Objectives (PEOs)**

<b>PEOs</b>	<b>Upon completion of B.A Degree Programme, the graduates will be able to</b>	<b>Mapping with Mission</b>
<b>PEO 1</b>	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.	<b>M1&amp; M2</b>
<b>PEO 2</b>	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	<b>M2, M3, M4 &amp; M5</b>
<b>PEO 3</b>	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	<b>M3, M4, M5 &amp; M6</b>

**Programme Outcomes (POs)**

<b>PO</b>	<b>Upon completion of B.A. Degree Programme, the graduates will be able to:</b>	<b>Mapping with PEOs</b>
<b>PO1</b>	obtain efficiently the knowledge and skills to face life challenges.	<b>PEO1</b>
<b>PO2</b>	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	<b>PEO1</b>
<b>PO3</b>	enhance leadership qualities, team spirit and communication skills for a better developmental career.	<b>PEO2</b>
<b>PO4</b>	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	<b>PEO2</b>
<b>PO5</b>	communicate effectively and collaborate successfully with peers to become competent professionals.	<b>PEO2&amp; PEO3</b>
<b>PO6</b>	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	<b>PEO2&amp; PEO3</b>
<b>PO7</b>	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	<b>PEO1 &amp; PEO3</b>

**Programme Specific Outcomes (PSO)**

<b>PSO</b>	<b>Upon completion of B.A. History Programme, the graduates will be able to:</b>	<b>Mapping with POs</b>
<b>PSO1</b>	discuss the contributions of History to the socio, economic, religious, cultural, aesthetic, art and architecture, language and literature, science and technology and industrial developments at the local, regional, national and global levels	<b>PO1,PO2&amp; PO7</b>
<b>PSO2</b>	articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	<b>PO3 &amp; PO5</b>
<b>PSO3</b>	approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	<b>PO4 &amp; PO7</b>
<b>PSO4</b>	pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	<b>PO4,PO6 &amp; PO7</b>
<b>PSO5</b>	contribute to the sustainable development of the contemporary society with the thorough understanding of the historical roots and context of the various social, environmental, ethical human rights, women's and other issues faced by humanity.	<b>PO1,PO2 &amp; PO6</b>

**Mapping of POs and PSOs**

POs	PSO1	PSO 2	PSO3	PSO4	PSO5
PO 1	S	S	S	S	S
PO 2	S	M	S	S	M
PO 3	S	M	S	S	S
PO4	S	S	S	S	S
PO5	S	S	S	M	S
PO6	S	M	S	S	S
PO7	S	S	S	M	S

Strong -S (3), Medium – M (2), Low – L (1)

**Eligibility Norms for Admission**

A pass in the Higher Secondary Examination (10+2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

**Duration of the Programme: 3 years**

**Medium of Instruction: Tamil**

**Passing Minimum**

<b>Core Course</b>	Core – Theory Papers	(15x100)	1500
	Core Project	(1x100)	100
<b>Elective Course</b>	Elective – Theory Papers	(4x100)	400
	Discipline Specific Elective – Theory Papers	(4x100)	400
<b>Total Marks</b>			<b>2400</b>

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****Part III (Core Course and Elective Course)****Course Structure****Distribution of Hours and Credits****Curricular Courses**

Course	S I	S II	S III	S IV	S V	S VI	Total	
							Hours	Credits
<b>Part I –Language</b>	6 (3)	6 (3)	6 (3)	6 (3)	-	-	24	12
<b>Part II-English</b>	6 (3)	6 (3)	6 (3)	6 (3)	-	-	24	12
<b>Part-III</b>								
Core Course	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	5 (4)+ 5 (4)+ 5 (4)+ 5 (4)	6(5)+ 6(5)+ 6(4)	70	62
Core Research Project								
Elective /Discipline Specific Elective Courses	6 (5)	6 (5)	6 (5)	6 (5)	4(3) 4 (3)	5(3) 5(3)	42	32
<b>Part IV</b>								
Non-major Elective	2 (2)	2 (2)	-	-	-	-	4	4
Skill Enhancement	-	2 (2)	2 (2)	2 (2)	-	-	8	8

Course			2 (2)					
Foundation Course	2(2)	-	-	-	-	-	2	2
Value Education	-	-	-	-	2 (2)	-	2	2
Internship	-	-	-	-	(2)	-	-	2
Environmental Studies	-	-		2(2)	-	-	2	2
Professional Competency Skill						2 (2)	2	2
<b>Total</b>	<b>30 (23)</b>	<b>30 (23)</b>	<b>30 (23)</b>	<b>30 (23)</b>	<b>30 (26)</b>	<b>30 (22)</b>	<b>180</b>	<b>140</b>

**Co-curricular Courses**

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
Skill Development Training (Certificate Course)	(1)						1
Field Project		(1)					1
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)			2
Student Training Activity: Clubs & Committees / NSS				(1)			1
Community Engagement Activity: RUN				(1)			1
Human Rights Education					(1)		1
Gender Equity Studies						(1)	1
<b>Total</b>							<b>14</b>

Total number of Compulsory Credits = Curricular credits + Co-curricular credits: **140 + 14**

**Courses Offered**  
**SEMESTER I**

Course	Course Code	Title of the Course	Credits	Hours/Week
<b>Part I</b>	TU231TL1 FU231FL1	Language Tamil French	3	6
<b>Part II</b>	EU241EL1	English: A Stream	3	6
	EU241EL2	English: B Stream		
	EU241EL3	English: C Stream		
<b>Part III</b>	HU241CC1	Core Course I: History of Ancient India upto 712 CE	5	5
	HU231CC2	Core Course II: History of Tamil Nadu upto 1311 CE	5	5
	HU231EC1	Elective Course I: Introduction to Archaeology	3	4
<b>Part IV</b>	HU241NM1	Non-Major Elective NME I: Introduction to Tourism	2	2
	HU241FC1	Foundation Course: Introduction to History	2	2
		<b>Total</b>	<b>23</b>	<b>30</b>

**SEMESTER II**

Course	Course Code	Title of the Course	Credits	Hours /Week
<b>Part I</b>	TU232TL1	Language:		

	FU232FL1	Tamil French	3	6
<b>Part II</b>	EU242EL1	English: A Stream	3	6
	EU242EL2	English: B Stream		
	EU242EL3	English: C Stream		
<b>Part III</b>	HU242CC1	Core Course III: History of Medieval India 712 CE to 1526 CE	5	5
	HU242CC2	Core Course IV: History of Tamil Nadu 1311 CE - 1800 CE	5	5
	HU232EC1	Elective Course II: Western Political Thought	3	4
<b>Part IV</b>	HU232NM1	Non-Major Elective NME II: Indian Constitution	2	2
	HU232SEI	Skill Enhancement Course SEC I: Basic Journalism	2	2
		<b>Total</b>	<b>23</b>	<b>30</b>

**SEMESTER III**

Course	Course Code	Title of the Course	Credits	Hours/Week
<b>Part I</b>	TU233TL1	Language Tamil French	3	6
	FU233FL1			
<b>Part II</b>	EU233EL1	English	3	6
<b>Part III</b>	HU233CC1	Core Course V: History of India 1707 – 1773 CE	5	5
	HU233CC2	Core Course VI: History of Tamil Nadu 1801 CE - 1956 CE	5	5
	HU233EC1	Elective III: Indian Political Thought	3	4
<b>Part IV</b>	HU233SE1	Skill Enhancement Course SEC II Archaeological Sites in India	2	2
	HU234SE1	Skill Enhancement Course SEC-III: Fitness for Well-being	2	2
		<b>Total</b>	<b>23</b>	<b>30</b>

**SEMESTER IV**

Course	Course Code	Title of the Course	Credits	Hours/Week
<b>Part I</b>	TU234TL1	Language Tamil French	3	6
	FU234FL1			
<b>Part II</b>	EU234EL1	English	3	6
<b>Part III</b>	HU234CC1	Core Course VII: History of India 1773 CE - 1857 CE	5	5
	HU234CC2	Core Course VIII: Contemporary History of Tamil Nadu 1956 CE - 2021 CE	5	5
	HU234EC1	Elective Course IV: Modern Government	3	4
	HU234SE2	Skill Enhancement Course SEC IV: Digital Fluency	2	2
	UG234EV1	Environmental Studies	2	2
		<b>Total</b>	<b>23</b>	<b>30</b>

**SEMESTER V**

Course	Course Code	Title of the Course	Credits	Hours/Week
	HU235CC1	Core Course IX: History of the World	4	5

<b>Part III</b>		1919 – 2020 CE		
	HU235CC2	Core Course X: Selected Themes in History of U.S.A	4	5
	HU235CC3	Core Course XI: Regional History (History of Kanyakumari District)	4	5
	HU235PW1	Core Project	4	5
	HU235DE1	Discipline Specific Elective I: a) Liberal Movements	3	4
	HU235DE2	Discipline Specific Elective I: b) Human Rights		
	HU235DE3	Discipline Specific Elective I: c) Women Studies		
		HU235DE4	Discipline Specific Elective II: a) History of Dravidian Movement	3
	HU235DE5	Discipline Specific Elective II: b) History of Revolutions		
	HU235DE6	Discipline Specific Elective II: c) Peasant's Movements in India		
<b>Part IV</b>	HU235VE1	Value Education	2	2
	HU235IS1	Internship	2	-
		<b>Total</b>	<b>26</b>	<b>30</b>

**SEMESTER VI**

Course	Course Code	Title of the Course	Credits	Hours/Week	
<b>Part III</b>	HU236CC1	Core Course XII: Contemporary History of India	5	6	
	HU236CC2	Core Course XIII: India and Her Neighbors	5	6	
	HU236CC3	Core Course XIV: History of Science and Technology in India	4	6	
	HU236DE1	Discipline Specific Elective III: a) International Relations since 1919	3	5	
	HU236DE2	Discipline Specific Elective III: b) History of Latin America			
	HU236DE3	Discipline Specific Elective III: c) History of Australia			
		HU236DE4	Discipline Specific Elective IV: a) History of Russia	3	5
		HU236DE5	Discipline Specific Elective IV: b) History of China and Japan		
		HU236DE6	Discipline Specific Elective IV: c) History of Greece and Rome		
<b>Part IV</b>	HU236PS1	Professional Competency Skill	2	2	
		<b>Total</b>	<b>22</b>	<b>30</b>	
		<b>TOTAL</b>	<b>140</b>	<b>180</b>	

**Co-curricular Courses**

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG232LC1	Life Skill Training I: Catechism	1
		UG232LM1	Life Skill Training I: Moral	
	I	UG231C01 –UG231C--	Skill Development Training (SDT) - Certificate Course	1
	II	HU232FP1	Field Project	1
	I & III	HU231V01- HU231V--/ HU233V01 – HU233V--	Specific Value-added Course	1+1
	II, IV & VI	-	MOOC	1+1
	III & IV	UG234LC1	Life Skill Training II: Catechism	1
		UG234LM1	Life Skill Training II: Moral	
	IV & VI	GVAC2401- GVAC24--	Generic Value-added Course	1 +1
	I - IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV	UG234CE1	Community Engagement Activity - RUN	1
	V	UG235HR1	Human Rights Education	1
VI	UG236GS1	Gender Equity Studies	1	
			<b>Total</b>	<b>14</b>

**Specific Value-added Course**

Sl. No.	Semester	Course Code	Name of the Course	Credits	Total Hours
1	I	HU231V01	Travel Agency and Tour Operation	1	30
2	I	HU231V02	Travel Agency Management	1	30
3	I	HU231V03	Eco Tourism	1	30
4	III	HU233V01	Beach Tourism	1	30
5	III	HU233V02	Hotel Management	1	30
6	III	HU233V03	Front Office Management	1	30

**Self-learning Course**

Sl. No.	Semester	Course Code	Credits	Name of the Course
1	III/V	HU233SL1/HU235SL1	1	History for Competitive Examinations - I
2	IV/VI	HU234SL1/HU236SL1	1	History for Competitive Examinations - II

**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.

**i. Part I – Tamil, Part II – English, Part III - (Core Course/ Elective Course)**

Ratio of Internal and External= 25:75



**Continuous Internal Assessment (CIA)  
Internal Components and Distribution of Marks**

Components	Marks
Internal test (2) - 40 marks	10
Quiz (2) - 20 marks	5
Assignment: (Model Making, Exhibition, Role Play, Seminar, Group Discussion, Problem Solving, Class Test, Open Book Test etc. (Minimum three items per course should be included in the syllabus & teaching plan) (30 marks)	10
<b>Total</b>	<b>25</b>

**Question Pattern**

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No choice)	4	Part A 10 x 1 (No choice)	10
Part B 2 x 6 (Internal choice)	12	Part B 5 x 6 (Internal choice)	30
Part C 2 x 12 (Internal choice)	24	Part C 5 x 12 (Internal choice)	60
<b>Total</b>	<b>40</b>	<b>Total</b>	<b>100</b>

**ii. Lab Course:**

Ratio of Internal and External = 25:75

Total: 100 marks

**Internal Components and Distribution of Marks**

Internal Components	Marks
Performance of the Experiments	10
Regularity in attending practical and submission of records	5
Record	5
Model exam	5
<b>Total</b>	<b>25</b>

**Question pattern**

External Exam	Marks
Major Practical	75
Minor Practical / Spotters / Record	
<b>Total</b>	<b>75</b>

**Core Research Project**

Ratio of Internal and External = 25:75

Components	Marks
<b>Internal</b>	25
<b>External</b>	
Core Research Project Report	40
Viva voce	35
<b>Total</b>	<b>100</b>

**Part - IV**

**i. Non-major Elective, Skill Enhancement Course I & II, Foundation Course, Value Education, Professional Competency Skill**

Ratio of Internal and External = 25: 75

**Internal Components and Distribution of Marks**

Components	Marks
Internal test (2) – 25 marks	10
Quiz (2) – 20 marks	5

Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity, etc. (Minimum three items per course)	10
<b>Total</b>	<b>25</b>

**Question Pattern**

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice <b>Three out of Five</b> )	12	Part B 5 x 4 (Open choice any <b>Five out of Eight</b> )	20
Part C 1 x 9 (Open choice <b>One out of Three</b> )	9	Part C 5 x 9 (Open choice any <b>Five out of Eight</b> )	45
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>75</b>

ii. **Skill Enhancement Course III & IV****Digital Fluency**

Components	Marks
<b>Internal</b>	
Quiz (15 x 1)	15
Lab Assessment (5 x 2)	10
<b>Total</b>	<b>25</b>
<b>External</b>	
Practical (2 x 25)	50
Procedure	25
<b>Total</b>	<b>75</b>

**Fitness and Wellbeing**

Components	Marks
<b>Internal</b>	
Quiz (15 x 1)	15
Exercise (2 x 5)	10
<b>Total</b>	<b>25</b>
<b>External</b>	
Written Test: Part A: Open choice – 5 out of 8 questions (5 x 5)	25
Part B: Open choice – 5 out of 8 questions (5 x 10)	50
<b>Total</b>	<b>75</b>

iii. **Environmental Studies****Internal Components**

Component	Marks
Project Report	15
Viva voce	10
<b>Total</b>	<b>25</b>

**Question Pattern**

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice <b>Three out of Five</b> )	12	Part B 5 x 4 (Open choice any <b>Five out of Eight</b> )	20
Part C 1 x 9 (Open choice <b>One out of Three</b> )	9	Part C 5 x 9 (Open choice any <b>Five out of Eight</b> )	45
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>75</b>

**iii. Internship**

Components	Marks
Industry Contribution	50
Report & Viva-voce	50
<b>Total</b>	<b>100</b>

**Co-Curricular Courses:****i. Life Skill Training: Catechism & Moral, Human Rights Education & Gender Equity Studies****Internal Components**

Component	Marks
Project - Album on current issues	25
Group Activity	25
<b>Total</b>	<b>50</b>

**External Components**

Component	Marks
Written Test: Open choice – 5 out of 8 questions (5 x 10)	50
<b>Total</b>	<b>50</b>

**ii. Skill Development Training - Certificate Course:**

Components	Marks
Attendance & Participation	50
Skill Test	50
<b>Total</b>	<b>100</b>

**iii. Field Project:**

Components	Marks
Field Work	50
Field Project Report & Viva-voce	50
<b>Total</b>	<b>100</b>

**iv. Specific Value-Added Courses & Generic Value-Added Courses:**

Components	Marks
Internal	25
External	75
<b>Total</b>	<b>100</b>

**v. Student Training Activity: Clubs and Committees**

Compulsory for all I &amp; II year students (1 credit).

Component	Marks
Attendance	25
Participation	75
<b>Total</b>	<b>100</b>

**vi. Community Engagement Activity: Reaching the Unreached Neighbourhood (RUN)**

Components	Marks
Attendance & Participation	50
Field Project	50
<b>Total</b>	<b>100</b>

**vii. Self-learning Course**

Internal Components	Marks
Internal test – 25 x1= 25 (Multiple choice)	25
<b>Total</b>	<b>25</b>
External Component	
External Exam	
Part A 75 x 1 (Multiple choice)	75
<b>Total</b>	<b>75</b>
<b>Total</b>	<b>100</b>

**Outcome Based Education (OBE)****(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy**

S. No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

**(ii) Weightage of K – Levels in Question Paper****Number of questions for each cognitive level:**

Programme	Assessment Part	Lower Order Thinking									Higher order thinking			Total number of questions
		K1			K2			K3			K4, K5, K6			
		A	B	C	A	B	C	A	B	C	A	B	C	
I UG	Internal	2	1	-	1	1	1	1	-	1	-	-	-	8
	External	5	2	1	3	2	2	2	1	2	-	-	-	20
II UG	Internal	1	1	-	1	1	1	1	-	1	1	-	-	8
	External	5	1	1	4	1	1	-	3	1	1	-	2	20
III UG	Internal	1	-	-	1	-	1	1	1	1	1	1	-	8
	External	5	1	1	4	1	1	-	3	1	1	-	2	20

The levels of assessment are flexible and it should assess the cognitive levels and outcome attainment.

**Evaluation**

- i. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- ii. Evaluation of each course shall be done by Continuous Internal Assessment (CIA) by the course teacher as well as by an end semester examination and will be consolidated at the end of the semester.
- iii. There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April/ May.
- iv. A candidate who does not pass the examination in any course(s) shall be permitted to reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations

in the respective semester.

v. Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.

vi. The results of all the examinations will be published in the college website.

### Conferment of Bachelor's Degree

A candidate shall be eligible for the conferment of the Degree of Bachelor of Arts / Science / Commerce only if the minimum required credits for the programme thereof (140 + 18 credits) is earned.

### Grading System

#### For the Semester Examination:

#### Calculation of Grade Point Average for End Semester Examination:

$$\text{GPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$$

#### For the entire programme:

Cumulative Grade Point Average (CGPA)  $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$$

where

$C_i$  - Credits earned for course i in any semester

$G_i$  - Grade point obtained for course i in any semester

n - semester in which such courses were credited

### Final Result

#### Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

#### Overall Performance

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.0 and above but below 5.0	C	Third Class
0.0 and above but below 4.0	U	Re-appear

\*The candidates who have passed in the first appearance and within the prescribed semester are eligible for the same.

**SEMESTER I**  
**CORE COURSE I: HISTORY OF ANCIENT INDIA UPTO 712 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241CC1	4	1	-	-	5	5	75	25	75	100

**Pre-requisite**

The students should have basic knowledge about Ancient India.

**Learning Objectives:**

1. To understand the characteristics of pre and proto historic cultures in India.
2. To analyse the contributions of the administrators to the early Indian Society.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	outline the characteristic features of Indian Culture.	<b>K1</b>
2.	discuss the impact of the early Indian culture on Indian society and religion.	<b>K2</b>
3.	illustrate the contributions of Indians to Religion.	<b>K3</b>
4.	demonstrate the achievements of early Indian administrators.	<b>K1</b>
5.	describe the causes and nature of invasions to India	<b>K2</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
<b>I</b>	Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture – Early Vedic Age – Later Vedic Age.	<b>15</b>
<b>II</b>	Buddhism – Buddha – Mahayana – Hinayana – Preachings - Jainism – Mahavira – Preachings - Greek and Persian Invasions of India– Alexander’s Invasion	<b>15</b>
<b>III</b>	Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture - Satavahanas	<b>15</b>
<b>IV</b>	Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities	<b>15</b>
<b>V</b>	Vardhanas - Harshavardhana – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.	<b>15</b>
	<b>Total</b>	<b>75</b>

**Textbooks**

1. Khurana, K.L., *History of India: Earliest times to 1526 A.D.*, Agra, Lakshmi Narain Agarwal.
2. Luniya, B.N., 2005, *Evolution of Indian Culture: Agra*, Lakshmi Narain Publication.
3. Pillay, K.K., 1979, *Studies in Indian History*: Madras.
4. Sathianathaier, R., 1980, *Political and Cultural History of India*, (Vol.I) Viswanathan & Co. Chennai.
5. Anlet Sobithabai., W. *History of India upto 712 AD.*, 2006. Sharon publications.

**Reference Books**

1. Basham, A.L., 2004, *The Wonder that was India*, London: Macmillan.
1. Sharma, L.P, 2008, *History of Ancient India*, New Delhi, Konark Pub. Pvt. Ltd.,
2. Majumdar, R.C., 1974, *An Advanced History of India*, Delhi, MacMillan.
3. Sharma, R.S., 2017, *India’s Ancient Past*, New Delhi, Oxford University Press
4. Romila Thapar, 2002, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi,

**Web Resources**

1. <https://lnabooks.com/product/history-of-india-from-earliest-times-upto-c-1206-2/>
2. <https://www.exoticindiaart.com/book/details/history-of-ancient-india-from-earliest-times-to-1206-ad-ube305/>
3. <https://www.amazon.in/History-India-Upto-1206-D/dp/8126935014>
4. <https://www.amazon.in/History-India-1206-Vol/dp/8171569145>
5. <https://www.scribd.com/document/355093733/Ancient-Indian-History-Upto-1206-Ad>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I**  
**CORE COURSE II: HISTORY OF TAMIL NADU UP TO 1311 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC2	4	1	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Tamil Nadu rulers.

**Learning Objectives:**

1. Compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements of the Tamils to the economic society and culture.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	recall the cultural developments of Tamil Nadu through the ages.	<b>K1</b>
2	list out the rulers who played vital role in Tamil Culture.	<b>K2</b>
3	describe the cultural contributions of the Tamils.	<b>K3</b>
4	summarize the pros and cons of the early Tamil Society.	<b>K3</b>
5	outline the economic achievements of the Tamils.	<b>K2</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization	<b>15</b>
<b>II</b>	Sangam Age – Historicity – Early Cholas – Karikalala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule	<b>15</b>
<b>III</b>	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture	<b>15</b>
<b>IV</b>	Later Cholas: Raja Raja Chola I -Rejendra Chola I – Overseas Expansion – Kulothunga – Chalukya – Chola relations – Administrative system – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures.	<b>15</b>
<b>V</b>	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion.	<b>15</b>
	<b>Total</b>	<b>75</b>

**Textbooks**

1. Eriyaran, B., 2017, *The History of Tamil Nadu* (The Only Surviving Classical Civilization), International Institute of Tamil Studies, Chennai.
2. Nilakanta Sastri, K.A., 1997, *A History of South India: From Prehistoric Times to the fall of Vijayanagar*, Oxford University Press, Chennai.
3. Subramanian, N., 1977, *History of Tamil Nadu, Madurai*, Koodal Publishers.
4. Chellam, V.T., 1981, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
5. Chellam, V.T., 2016, *History and Culture (in Tamil)*, Manivasagar Pathipakam. Trichy.



**Reference Books**

1. Avvai Duraisamy Pillai, 2020, *History of the Chera King*, Saran Books, Chennai.
2. Pillay, K.K., 1967, *A Social History of the Tamils*, Madras: University of Madras.
3. Nilakanta Sastri, K.A. (1984), *The Colas*, Madras: University of Madras.
4. Subramanian, N. (1966) *Sangam Polity*, Bombay: Asia Publishing House.
5. Pillay, K.K. (1979). *Studies in Indian History*: Madras,

**Web Resources**

1. <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
2. <http://www.historydiscussion.net>
3. <https://mrunal.org/2014/01/download-history-textbooks-of-tamilnadu-state-education-board-for-culture-world-history-ancient-medieval-freedom-struggle.html>
4. <https://upscpdf.com/2018/07/04/tamil-nadu-history-book/>
5. <https://www.amazon.in/History-First-Ancient-Medieval-Corporation/dp/B07VNM9QD1>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I****ELECTIVE COURSE I: INTRODUCTION TO ARCHAEOLOGY**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Archaeology.

**Learning Objectives:**

1. To understand the meaning of archaeology, kinds of archaeology and its relations with allied disciplines.

2. To analyse the developments in the field of archeology throughout the world and India

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	name the different kinds of archaeology.	<b>K1</b>
2	trace the archaeological developments from its beginnings.	<b>K2</b>
3	describe the contributions of archaeologists in India	<b>K3</b>
4	outline the methods and techniques of archaeology.	<b>K1</b>
5	classify the artefacts and describe the various types of analysis.	<b>K3</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
<b>I</b>	Definition, Nature, Aim and Scope of Archaeology - Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines	<b>12</b>
<b>II</b>	Origin and Growth of Archaeology as a discipline – Selected Archacologists: Archaeologists- Michael Mercati- Henrich Schilmann- Arthur Evans- Paul Emile Botta - E.H. Thomson - General Pitt Reverse- Thomas Jefforson- Sir Flinders Patrie - Childe Vere Gardon- Stuart Piggot.	<b>12</b>
<b>III</b>	Growth of Archaeology in India- Archaeological Survey of India. - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler.	<b>12</b>
<b>IV</b>	Exploration- Aims –Methods - Manual and Scientific Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Underwater Archaeology – Burial excavation - Stratigraphy - Recording -Tools used for excavation	<b>12</b>
<b>V</b>	Preservation – Methods – Materials - Dating Methods: Radio Carbon Dating – Thermo Luminescence – Potassium Argon – Electronic Spin Resonance – Dendrochronology – Fluorine Method – Nitrogen Method	<b>12</b>
	<b>Total</b>	<b>60</b>

**Textbooks**

1. Rajan, K., 2002, Archaeology: Principles and Methods, Thanjavur, Manoo Pathippakam.
2. Rajan, K., 2016, Understanding Archaeology: Field Methods, Theories and Practices, Thanjavur, Manoo Pathippakam.
3. Raman, K.V., 1986, Principles and Methods of Archaeology, Madras, Parthajan Publications.
4. Surendranath Roy, 2011, The Story of Indian Archaeology 1784-1947, Archaeological Survey of India, New Delhi.
5. Venkataraman R., 1999, Indian Archaeology, Coimbatore, Ennes Publication.

**Reference Books**

1. Dillon, B, D., 1989, Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics, Institute of Archaeology, Los Angeles: University of California.
2. Dent, J.M., 1978, Stuart Fleming, Dating in Archaeology, A Guide to Scientific Techniques, London.
3. Robert F. Heizer, 1969, The Archaeologist at Work A Source Book in Archaeological Method and Interpretation, New York, Harper & Row.
4. Renfrew, C., & Paul Bahn, 201 Archaeology Theories Methods and Practice, London, Thames & Hudson.
5. Edward Harris, (198), Principles and Methods of Archaeology, Chennai, Parthiban publications.

**Web Resources**

1. <http://www.arch.cam.uk>
2. <http://archaeological.org>
3. <http://www.tnarch.gov.in>
4. <https://radiocarbon.com>
5. <https://guides.lib.umich.edu/c.php?g=282827&p=1884554>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	2	3	3	2	3	3	2	3	2
<b>CO2</b>	3	3	2	2	3	3	2	3	3	3	3	3
<b>CO3</b>	3	3	2	2	3	3	2	3	3	3	3	3
<b>CO4</b>	3	3	2	2	3	2	2	3	3	3	3	3
<b>CO5</b>	3	3	2	2	3	3	2	3	3	2	3	2
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>13</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.8</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER I**  
**NON-MAJOR ELECTIVE I -NME: INTRODUCTION TO TOURISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241NM1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite:**

The students should have an idea about Tourism.

**Learning Objectives:**

1. To understand the basic components and elements of tourism
2. To analyse the functions of travel agency and tour operators

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	recall the fundamentals of Tourism.	<b>K1</b>
2	recognize the importance of Tourism	<b>K2</b>
3	discuss the forms and functions of Tourism	<b>K3</b>
4	summarize the basics of tourism industry.	<b>K1</b>
5	organize a tour by themselves.	<b>K3</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Definition of Tourism – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation	<b>6</b>
<b>II</b>	Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors.	<b>6</b>
<b>III</b>	Forms of Tourism: Domestic and International Tourism – Types of Tourism - Leisure Tourism – Pilgrimage Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	<b>6</b>
<b>IV</b>	Travel Agency: Types of Travel Agency – Tour Operator- Types of Tour Operator- Role of Tour Operator- Itinerary Planning – Tourist guides	<b>6</b>
<b>V</b>	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance -Characteristics of a tourist guide.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Bhatia, A.K, 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism.*,2008., C.S.R. Publication, Devasthanam.

**References Books**

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth,2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.

5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

**Web Resources**

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. [https://books.google.com/books/about/Introduction\\_To\\_Tourism.html?id=HFWjoeVCLk0C](https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C)
4. [https://books.google.com/books/about/Introduction\\_to\\_Tourism.html?id=muLAzQEACAAJ](https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ)
5. S: [https://books.google.com/books/about/An\\_Introduction\\_to\\_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	2	3	3	2	3	3	2	3	2
<b>CO2</b>	3	3	2	2	3	3	2	3	3	3	3	3
<b>CO3</b>	3	3	2	2	3	3	2	3	3	3	3	3
<b>CO4</b>	3	3	2	2	3	2	2	3	3	3	3	3
<b>CO5</b>	3	3	2	2	3	3	2	3	3	2	3	2
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>13</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.8</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.6</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER I**  
**FOUNDATION COURSE: INTRODUCTION TO HISTORY**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241FC1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite:**

The students should have knowledge about History.

**Learning Objectives:**

- To understand the knowledge of different kinds of history and its relationship with other disciplines.
- To analyse the use of facts in writing history.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	define History and its relationship with other fields	<b>K1</b>
2	recognize the important history and historical writings.	<b>K2</b>
3	illustrate the development of history through the ages.	<b>K3</b>
4	outline the contributions of various historians.	<b>K1</b>
5	identify the place of historical studies among the other subjects.	<b>K3</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
<b>I</b>	History – Meaning & Definitions– Nature and Scope of History	<b>6</b>
<b>II</b>	Uses and Abuses of History – Lessons in History	<b>6</b>
<b>III</b>	Kinds of History – Political History – Economic History – Military History – Social History – Developmental History - Environmental History.	<b>6</b>
<b>IV</b>	History and Allied Disciplines – Debates on history: Science or an Art.	<b>6</b>
<b>V</b>	Specific Historian in the World: Herodotus – Thucydides – Livy – Tacitus	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

- Ashirbadi Lal, Srivastava, 1964, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra.
- Mehta, J.L. 2019, *Advanced Study in the History of Medieval India*, (Vol II): *Mughal Empire (1526 – 1707 A.D.)*, Sterling Publication, New Delhi.
- Mehta, J.L., 2019, *Advanced Study in the History of Medieval India*, (Vol.I), Sterling publication, New Delhi.
- J.L. Mehta, 2019, *Advanced Study in the History of Medieval India*, (Vol. III), *Medieval Indian Society and Culture*, Sterling Pub., New Delhi.
- L.P. Sharma, 1997, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi.

**Reference Books**

- Habibullah, A.B.M., 1967, *The Foundation of Muslim Rule in India*, Central Book Depot.
- Ashirbadi Lal Srivastava, 1969, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra.
- Chandra, Satish, 2005, *Essays on Medieval Indian History*, OUP, New Delhi,
- Mohammad Habib and K.A., Nizami, 1970, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi.
- Majumdar, R.C., 1974, *An Advanced History of India*, MacMillan, Delhi, Satish Chandra, *Medieval India, Part I & II*, New Delhi, NCERT.

**Web Resources**

1. <https://lewisu.libguides.com/c.php?g=331821&p=2228642>
2. <https://uscupstate.libguides.com/c.php?g=258040&p=1722139>
3. [https://books.google.com/books/about/Reference\\_Sources\\_in\\_History.html?id=7VyOANl2qx0C](https://books.google.com/books/about/Reference_Sources_in_History.html?id=7VyOANl2qx0C)
4. [https://www.researchgate.net/publication/349118758\\_INTRODUCTION\\_TO\\_HISTORY-PART-1](https://www.researchgate.net/publication/349118758_INTRODUCTION_TO_HISTORY-PART-1)
5. <https://openstax.org/books/us-history/pages/1-introduction>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER I**  
**SPECIFIC VALUE-ADDED COURSE: TRAVEL AGENCY AND TOUR**  
**OPERATION**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V01	2	-	-	-	1	2	30	25	75	100

**Pre-requisite:** The students should have basic knowledge about Tour operations

**Learning Objectives:**

1. To know about tour packaging and casting
2. To understand various travel agency and its activities.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	define travel agency and its kinds.	<b>K1</b>
2	recognize the functions of travel agencies.	<b>K2</b>
3	illustrate the development tour operators.	<b>K3</b>
4	outline the contributions travel agencies	<b>K1</b>
5	identify the tour operators and service.	<b>K3</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Travel Trade: Historical perspectives	<b>6</b>
<b>II</b>	Travel agency and tour operation: Functions.	<b>6</b>
<b>III</b>	Itinerary planning and development: Meaning – types of Itinerary	<b>6</b>
<b>IV</b>	Tour packaging and coasting: Classification of tour packages.	<b>6</b>
<b>V</b>	Travel Trade Associations: Role and Functions.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Text Books**

1. Bhatia, A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

**Reference Books**

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Gupta, A., 1995, *A Stakeholder analysis approach for interorganizational systems*, New Delhi.

**Web Resources**

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. [https://books.google.com/books/about/Introduction\\_To\\_Tourism.html?id=HFwjoeVCLk0C](https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFwjoeVCLk0C)
4. [https://books.google.com/books/about/Introduction\\_to\\_Tourism.html?id=muLAzQEACAAJ](https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ)



5. S: [https://books.google.com/books/about/An\\_Introduction\\_to\\_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	2	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	2	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I**  
**SPECIFIC VALUE-ADDED COURSE: TRAVEL AGENCY MANAGEMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V02	2	-	-	-	1	2	30	25	75	100

**Pre-requisite**

The students should have basic knowledge about Travel Agency Management

**Learning Objectives:**

- To analyse the important aspects of Travel Agency Operations
- To estimate the effective functions of the Sales and Customer Relationship Management

On the successful completion of the course, student will be able to:		
1	describe the travel and tourism industry	<b>K1</b>
2	explain the travel agency operations	<b>K2</b>
3	illustrate the destination knowledge and product development	<b>K3</b>
4	highlight the sales techniques and customer relationship.	<b>K4</b>
5	Assess the knowledge on the business management and financial planning	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	Introduction to Travel and Tourism Industry – History – Stakeholders - shaping the travel sector - Role of Travel Agencies.	<b>6</b>
<b>II</b>	Travel Agency Operations - Booking Procedures - Customer Service Standards - Technological Advancements - Legal and Ethical Considerations.	<b>6</b>
<b>III</b>	Destination Knowledge and Product Development - Product Evaluation – Itinerary Design - Negotiation Skills and Marketing Strategies - Travel Packages.	<b>6</b>
<b>IV</b>	Sales and Customer Relationship Management - Sales Techniques - Customer Relationship.	<b>6</b>
<b>V</b>	Business Management and Financial Planning - Financial Management Skills - Pricing Strategies - Risk Management Techniques.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

- Bhatia A.K., 2016. *Tourism Management*, Sterling Publications, New Delhi,
- Bhatia. A.K., 2014. *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi.

**Reference Books**

- Marc Mancini., 2000. *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
- Negi J., 2004. *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
- PranNath Seth., 2008. *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
- The Principles of Travel Agency and Tour Operation Management Paperback - 23 March 2021.
- Dreaming of Becoming a Travel Agent paperback - Import, 2 October 2020 by Toni Anderson (Author), Sheila Popee(Editor)S

**Web Resources**

- <https://www.academia.edu>
- <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

3. [3.https://books.google.com/books/about/Introduction\\_](https://books.google.com/books/about/Introduction_)
4. [4.https://books.google.com/books/about/Introduction\\_J](https://books.google.com/books/about/Introduction_J)
5. [5.https://books.google.com/books/about/An\\_Introductionto\\_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introductionto_Tourism.html?id=5Jx6BoEjL4IC)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER I**  
**SPECIFIC VALUE-ADDED COURSE: ECO TOURISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231V03	2	-	-	-	1	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Ecotourism principles and practices.

**Learning Objectives:**

1. To analyze the important aspects of Ecotourism.
2. To understand the role of Eco tourism for sustainable development

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	describe the principles and concepts of Ecotourism	<b>K1</b>
2	explain the operations involved in managing Ecotourism destinations	<b>K2</b>
3	illustrate destination knowledge and sustainable product development in Ecotourism	<b>K3</b>
4	survey the sales techniques and customer relationship management in the context of Ecotourism	<b>K4</b>
5	evaluate the merits and demerits of business management and financial planning in the context of Ecotourism	<b>K5</b>

**K1 - Remember; K2 - Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate**

Units	Contents	No. of Hours
<b>I</b>	<b>Introduction to Ecotourism:</b> Definition and Concept of Ecotourism - Historical Evolution of Ecotourism- Stakeholders in Ecotourism - Role of Ecotourism Agencies and Operators- Shaping the Ecotourism Sector	<b>6</b>
<b>II</b>	<b>Ecotourism Operations:</b> Booking Procedures for Ecotourism Activities - Customer Service Standards in Ecotourism - Technological Advancements in Ecotourism Operations - Legal and Ethical Considerations in Ecotourism	<b>6</b>
<b>III</b>	<b>Destination Knowledge and Sustainable Product Development:</b> Importance of Destination Knowledge in Ecotourism - Sustainable Product Evaluation in Ecotourism - Itinerary Design for Sustainable Tourism - Negotiation Skills and Marketing Strategies for Ecotourism - Development of Sustainable Travel Packages	<b>6</b>
<b>IV</b>	<b>Sales and Customer Relationship Management in Ecotourism:</b> Sales Techniques in Ecotourism - Customer Relationship Management in Ecotourism - Building Sustainable Partnerships with Customers and Communities	<b>6</b>
<b>V</b>	<b>Business Management and Financial Planning for Ecotourism:</b> Financial Management Skills for Ecotourism Enterprises - Pricing Strategies for Sustainable Tourism Products - Risk Management Techniques in Ecotourism Operations	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Bhatia,A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
2. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.

3. Purthi, R.K., 2004, International Tourism, Raj Publication, New Delhi.
4. Selvaraj, C., Principles of Tourism.,2008., C.S.R. Publication, Udamarthandam.

**Reference Books**

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth,2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.
4. Evans, N., Campbell., B., Stone house, G., 2003, *Startegic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Balan.J,Fundamentals of Tourism,Jayalakhmi Publishers,Madurai,2012.

**Web Resources**

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. [https://books.google.com/books/about/Introduction\\_To\\_Tourism.html?id=HFWjoeVCLk0C](https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C)
4. [https://books.google.com/books/about/Introduction\\_to\\_Tourism.html?id=muLAzQEA CAAJ](https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEA CAAJ)
5. [https://books.google.com/books/about/An\\_Introduction\\_to\\_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER II**  
**CORE COURSE III: HISTORY OF MEDIEVAL INDIA 712 CE–1526 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC1	4	1	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Medieval India.

**Learning Objectives:**

1. To understand the genesis of the Muslim rule and their contributions.
2. To illustrate the administration, art and architecture during Bahmini and Vijayanagar Kingdoms.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	name the important rulers of Medieval India.	<b>K1</b>
2	discuss the impact of Muslim rule on Indian Society and Economy.	<b>K2</b>
3	outline the characteristic features of Medieval Indian Culture.	<b>K3</b>
4	illustrate the religious devotees of Medieval India	<b>K1</b>
5	compare and contrast the achievements of medieval Indian administrators.	<b>K3</b>

**K1 - Remember; K2 - Understand; K3**

Units	Contents	No. of Hours
I	Rajputs – Cultural Contributions – Arab Conquest of Sind – Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battle of Tarains.	<b>15</b>
II	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-ud Din - Aibak – Iltutmish – Sultana Raziya – Balban.	<b>15</b>
III	Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur's Invasion.	<b>15</b>
IV	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis	<b>15</b>
V	Administrative System under Delhi Sultanate – Central – Provincial – Art and Architecture – Socio Economic and Cultural conditions.	<b>15</b>
	<b>Total</b>	<b>75</b>

**Textbooks**

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

**Reference Books**

1. Habibullah, A.B.M., 1967. *The Foundation of Muslim Rule in India*, Central Book Depot.
2. Ashirbadi Lal Srivastava, 1969. *The Mughal Empire 1526-1803 A.D.* Shiva Lal Agarwala.
3. Publication, Agra.
4. Chandra, Satish. 2005. *Essays on Medieval Indian History*, OUP New Delhi.
5. Mohammad Habib and K.A. Nizami.,1970. *Comprehensive History of India: The*
6. *Delhi Sultanate (A.D. 1206-1526)*, People's publishing House, Delhi.

7. Majumdar, R.C., 1974. *An Advanced History of India*, MacMillan, Delhi.

#### Web Resources

1. [https://www.academia.edu/14264572/Basic\\_Concept\\_on\\_Tourism](https://www.academia.edu/14264572/Basic_Concept_on_Tourism)
2. <http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>
3. [https://books.google.co.in/books/about/History\\_of\\_Medieval\\_India.html?id=nMWSQuf4oSIC&redir\\_esc=y](https://books.google.co.in/books/about/History_of_Medieval_India.html?id=nMWSQuf4oSIC&redir_esc=y)
4. [https://books.google.co.in/books/about/History\\_of\\_Medieval\\_India.html?id=qHnHHwAACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/History_of_Medieval_India.html?id=qHnHHwAACAAJ&redir_esc=y)
5. [https://books.google.co.in/books/about/History\\_of\\_Medieval\\_India\\_1000\\_1740\\_A\\_D.html?id=18EKAQAIAAJ&redir\\_esc=y](https://books.google.co.in/books/about/History_of_Medieval_India_1000_1740_A_D.html?id=18EKAQAIAAJ&redir_esc=y)

#### MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

3– Strong, 2- Medium, 1- Low

**SEMESTER II**  
**CORE COURSE IV: HISTORY OF TAMIL NADU 1311 CE – 1800 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC2	4	1	-	-	5	5	75	25	75	100

**Pre-requisite**

The students should have basic knowledge about History of Tamil Nadu.

**Learning Objectives:**

1. To understand the rise of the Madurai Sultanate and its contribution.
2. To demonstrate the contributions of the Marathas, Nayaks and Poligars.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	list the achievements of Madurai Sultans, Nayaks and other regional rulers.	<b>K1</b>
2	compare the contributions of Medieval Tamil administrators.	<b>K2</b>
3	classify the art and architectural development of medieval Tamil Nadu	<b>K3</b>
4	summarize the socio-economic conditions of medieval Tamil Nadu	<b>K2</b>
5	demonstrate the religious and literary devotees.	<b>K1</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture.	<b>15</b>
<b>II</b>	Vijayanagar Administration – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of the Nayaks of Madurai.	<b>15</b>
<b>III</b>	Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture.	<b>15</b>
<b>IV</b>	Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture.	<b>15</b>
<b>V</b>	Nawabs of Carnatic – Society – Economy - Religion and Culture - Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.	<b>15</b>
	<b>Total</b>	<b>75</b>

**Textbooks**

1. Venkatesan, G., *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam.
2. Rajayyan, K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers.
3. Subramanian, N., 1976. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.
4. Noboru Karashima, 2014. *A Concise History of South India: Issues and Interpretations*, OUP.
5. Kalidoss, R., 1976. *History and Culture of Tamils*, Vijay Publishers, Dinduga, New Delhi.



**Reference Books**

1. Rajayyan, K., 1974. *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras.
2. Rajayyan, K., 2012. *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu.
3. Nilakanta Sastri, K.A., *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*.
4. Srinivasan, K.R., 2005. *Temples of South India*, National Book Trust, New Delhi.
5. Devanesan .A., 2002., *History of Tamil Nadu*, Renu Publications, Marthandam.

**Web Resources**

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://www.amazon.in/History-Tamil-Nadu-Upto-D-ebook/dp/B07TKMZDW8>
3. <https://indiankanoon.org/doc/7384932/>
4. <https://www.amazon.in/History-Tamil-Nadu-1529-D/dp/1091280266>
5. [https://books.google.co.in/books/about/History\\_of\\_Tamil\\_Nadu.html?id=M9AzxAEACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/History_of_Tamil_Nadu.html?id=M9AzxAEACAAJ&redir_esc=y)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER II**  
**ELECTIVE COURSE II: WESTERN POLITICAL THOUGHT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Western Political Thought

**Learning Objectives:**

1. To understand the knowledge about Greek philosophy and theories.
2. To analyse the political ideas of Machiavelli, John Locke, Jeremy Bentham, Karl Marx and Antonio Gramsci.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	define various political thoughts through the ages.	<b>K1</b>
2	list the writings of political scientist.	<b>K2</b>
3	classify the political contributions of western philosophers.	<b>K3</b>
4	compare and contrast various political ideologies.	<b>K2</b>
5	generalized the ideologies of various political thinkers.	<b>K1</b>

**K1 - Remember; K2 - Understand; K3**

Units	Contents	No. of Hours
<b>I</b>	<b>Socrates</b> -Lif and Contributions to Philosophy – Plato -His philosophical ideas- Aristotle- Literary theory and criticism- Aristotle's Metaphysics-Moral philosophy.	<b>12</b>
<b>II</b>	<b>Thomas Hobbes</b> - His moral and political philosophy- Impact- John Locke- His philosophy- Social contract -Theory of knowledge- Rousseau- His general will theory- Philosophy on education- Social contract.	<b>12</b>
<b>III</b>	<b>Voltaire</b> – Biography- Works- Philosophy- Ideas- Beliefs and facts- Montesquieu - Separation of powers- Theory of liberty- Impact.	<b>12</b>
<b>IV</b>	<b>Jeremy Bentham- Philosophy-His contribution</b> – J.S. Mill – Philosophy- Social theory- Political theory.	<b>12</b>
<b>V</b>	<b>Karl Marx</b> – Eary life- Capitalism- Marxism- Martin Luther King- Philosophy- Early life- Civil rights movements.	<b>12</b>
	<b>Total</b>	<b>60</b>

<b>Self study</b>	Karl Marx
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**Text books**

1. George H. Sabine, 2019. *A History of Political Theory*, Oxford and IBH Pub, Co. Ltd, New Delhi.
2. Phyllis Doyle, 1963. *A History of Political Thought*, Jonathan Cape, London.
3. Gupta, R.C., 2012. *Western Political Thought*, Lakshmi Narain Agarwal, Agra.
4. Sharma, R.P., 1984. *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi.
5. Vijayaraghavan, V and R. Jayaram, 1994. *Political Thought*, Sterling Pub. Pvt. Ltd.,

**Reference Books**

1. Brian R. Nelson, 1996. *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove.
2. Des Raj Bhandari, 1963. *History of European Political Philosophy*, Bangalore: Print & Pub.Co.

3. George Catlin, 2010. *The Story of the Political Philosophers*, Kessinger Pub.,
4. McClelland, J.S., 1996. *A History of Western Political Thought*, Routledge London.
5. Will Durant, 1991. *The Story of Philosophy*, Simon & Schuster, New York.

**Web Resources**

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. [https://books.google.co.in/books/about/WESTERN\\_POLITICAL\\_THOUGHT.html?id=m2dGDwAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/WESTERN_POLITICAL_THOUGHT.html?id=m2dGDwAAQBAJ&redir_esc=y)
3. [https://books.google.co.in/books/about/Western\\_Political\\_Thought\\_From\\_Plato\\_to.html?id=mjg7BAAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/Western_Political_Thought_From_Plato_to.html?id=mjg7BAAAQBAJ&redir_esc=y)
4. [https://books.google.com/books/about/Western\\_Political\\_Thought.html?id=9LgtAAAAYAAJ](https://books.google.com/books/about/Western_Political_Thought.html?id=9LgtAAAAYAAJ)
5. <https://inabooks.com/product/western-political-thought/>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER II**  
**NON-MAJOR ELECTIVE NME II: INDIAN CONSTITUTION**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232NM1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Indian Constitution

**Learning Objectives:**

1. To understand the salient features of the Indian Constitution
2. To illustrate the knowledge about the structure and functions of the various components of Government

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	understand the salient features of Indian Constitution.	<b>K1</b>
2	compare and contrast the Rights and Duties of citizens and Aliens.	<b>K2</b>
3	reconstruct the structure of Indian Government.	<b>K3</b>
4	recall the qualification and selection methods of various government branches.	<b>K1</b>
5	illustrate the functions of the branches of Indian government.	<b>K2</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
<b>I</b>	Preamble – Salient Features – Citizenship – Selected Amendments 42 <sup>nd</sup> , 44 <sup>th</sup> , 73 <sup>rd</sup> .	<b>6</b>
<b>II</b>	Fundamental Rights – Directive Principles – Fundamental Duties.	<b>6</b>
<b>III</b>	Union Government: President – Vice President - Prime Minister and Council of Ministers.	<b>6</b>
<b>IV</b>	Parliament –Lok Sabha and Rajya Sabha, Speaker, Supreme Court of India	<b>6</b>
<b>V</b>	State Government: Chief Minister – Governor – State Legislature – High Courts	<b>6</b>
	<b>Total</b>	<b>30</b>

<b>Self study</b>	Fundamental Rights
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**Textbooks**

- 1, India's Constitution in the Making, Orient Longmans.Madras.1960
2. Durga Das Basu, 2019. *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon.
3. Pylee, M.V., 2012. *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi.
4. Mahendra Pal Singh, V.N., 2019. *Shukla's Constitution of India*, (Thirteenth Edn), Eastern Book Company, Lucknow.
5. Subhash C.Kashyap, 2021. *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi.

**Reference Books**

1. Khurana, K.L. History of India: Earliest times to 1526 A.D., Agra: Lakshmi Narain Agarwal.
2. Sharma, L.P., 2018. *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., 1974. et. al., *An Advanced History of India*, Mac Millan., Delhi.
4. Sharma, R.S., 2017. *India's Ancient Past*, Oxford University Press. New Delhi.
5. Ranabir Chakravarti, 2016. *Exploring Early India up to c. AD 1300*, Primus, New Delhi.

**Web Resources**

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <http://www.indianculture.gov.in/ebooks/indias-constitution-making>
3. <https://www.bookishsanta.com/blogs/booklings-world/books-on-indian-constitution>
4. <https://iasbabuji.com/upsc-books/indian-constitution-book/>
5. <https://www.sanfoundry.com/best-reference-books-indian-constitution-society/>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3	2	3	2	3	3	3	3
<b>CO2</b>	3	3	3	3	3	2	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	2	3	2	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	2	3	2	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER II**  
**SKILL ENHANCEMENT COURSE SEC I: BASIC JOURNALISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232SE1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Basic Journalism

**Learning Objectives:**

1. To understand the definition, types, and determinants of news.
2. To utilize reporting and writing as their job.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	understand the definition, types, and determinants of news	<b>K1</b>
2	recall newspaper organization structure	<b>K1</b>
3	outline the role, qualities, and responsibilities of a reporter	<b>K3</b>
4	apply reporting and writing	<b>K3</b>
5	summarize of the role, qualities, and responsibilities of an editor.	<b>K2</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Definition of News – Types of News – Determinants of News – News Evaluation	<b>6</b>
<b>II</b>	Newspaper Organization Structure – News Sources and Agencies – Target audience	<b>6</b>
<b>III</b>	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story	<b>6</b>
<b>IV</b>	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing	<b>6</b>
<b>V</b>	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics	<b>6</b>
	<b>Total</b>	<b>30</b>

<b>Self study</b>	Role, Qualities and Functions of an Editor
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**Textbooks**

1. Shrivastava, M. 1991. News Reporting and Editing, New Delhi: Sterling Pub. Pvt. Ltd.,
2. Verma, M.K. 2009. News Reporting and Editing, New Delhi: APH Publishing Corporation.
3. Barun Roy, 2013. Beginners' Guide to Journalism and Mass Communication, Delhi: Pustak Mahal.
4. Graham Greer, A New Introduction to Journalism, Juta and Co. Ltd., Kenwyn, South Africa,.
5. Carole Fleming, et.al. 1999. An Introduction to Journalism, New Delhi: SAGE Publications Ltd.,

**Reference Books**

1. Khurana, K.L., *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra.
2. Sharma, L.P., 2008. *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi.
3. Majumdar, R.C., et. al., 1974. *An Advanced History of India*, MacMillan, Delhi.
4. Sharma, R.S., 2017. *India's Ancient Past*, Oxford University Press. New Delhi.
5. Ranabir Chakravarti, 2016. *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi.

**Web Resources**

1. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
2. <https://bookauthority.org/books/beginner-journalism-books>
3. <https://www.amazon.in/Basic-Journalism/dp/9351381048>
4. <https://open.umn.edu/opentextbooks/subjects/journalism-media-studies-communications>
5. <https://www.journaliststoolbox.org/2023/03/21/journalism-books/>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	-	2	3	3	3	3	3	3	3	3	2
<b>CO3</b>	3	2	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	2	3	3	3	3	3	2	3	3	3	3
<b>CO5</b>	3	2	3	3	3	3	3	3	3	3	3	3
<b>TOTAL</b>	<b>15</b>	<b>9</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>2.5</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER I & II**  
**LIFE SKILL TRAINING I: CATECHISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LC1	1	-	-	-	1	1	15	50	50	100

**Objectives:**

- To develop human values through value education
- To understand the significance of humane and values to lead a moral life

Upon completion of this course the students will be able to		
1	understand the aim and significance of value education	<b>K1,K2</b>
2	develop individual skills and act confidently in the society	<b>K3</b>
3	learn how to live lovingly through family values	<b>K3</b>
4	enhance spiritual values through strong faith in God	<b>K6</b>
5	learn good behaviours through social values	<b>K6</b>

**K1** - Remember **K2**-Understand; **K3**-Apply; **K6**- Create

Units	Contents	No. of Hours
<b>I</b>	<b>Value Education:</b> Human Values – Types of Values – Growth – Components – Need and Importance - Bible Reference: Matthew: 5:3-16	<b>3</b>
<b>II</b>	<b>Individual Values: Esther</b> Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life - Bible Reference: Esther 8:3-6	<b>3</b>
<b>III</b>	<b>Family Values: Ruth the Moabite</b> Respecting Parents – Loving Everyone – Confession – True Love Bible Reference: Ruth 2:10-13 <b>Spiritual Values: Hannah</b> Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds -Bible Reference: 1 Samuel 1:24-28	<b>3</b>
<b>IV</b>	<b>Social Values: Deborah</b> Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – The Role of Youth in Social Welfare - Bible Reference: Judges 4:4-9	<b>3</b>
<b>V</b>	<b>Cultural Values: Mary of Bethany</b> Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth - Bible Reference: Luke 10:38-42	<b>3</b>
	<b>Total</b>	<b>15</b>

**Textbook**

Humane and Values. Holy Cross College (Autonomous), Nagercoil  
The Holy Bible



**SEMESTER I & II**  
**LIFE SKILL TRAINING I: MORAL**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LM1	1	-	-	-	1	1	15	50	50	100

**Objectives:**

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life

**Course Outcomes**

Upon completion of this course the students will be able to:		
1	understand the aim and significance of value education	<b>K1,K2</b>
2	develop individual skills and act confidently in the society	<b>K3</b>
3	learn how to live lovingly through family values	<b>K3</b>
4	enhance spiritual values through strong faith in God	<b>K6</b>
5	learn good behaviours through social values	<b>K6</b>

**K1 - Remember K2-Understand; K3-Apply; K6- Create**

Units	Contents	No. of Hours
I	<b>Value Education:</b> Introduction – Limitations – Human Values – Types of Values – Aim of Value Education – Growth – Components – Need and Importance	3
II	<b>Individual Values:</b> Individual Assessment – Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life.	3
III	<b>Family Values:</b> Life Assessment – Respecting Parents – Loving Everyone – Confession – True Love.	3
IV	<b>Spiritual Values:</b> Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds.	3
V	<b>Social Values:</b> Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – Drug Free Path – The Role of Youth in Social Welfare. <b>Cultural Values:</b> Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth.	3
	<b>Total</b>	<b>15</b>

**Textbook**

Humane and Values. Holy Cross College (Autonomous), Nagercoil

**SEMESTER III**  
**CORE COURSE V: HISTORY OF INDIA 1707 CE – 1773 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233CC1	5	-	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic idea about the formation of European settlements

**Learning Objectives:**

1. To understand the European settlements and the struggle for supremacy India.
2. Access the importance of European trading centers in India

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1	remember the causes for the emergence of Europeans in India.	<b>K1</b>
2	understand the importance of Battle of Plassey.	<b>K2</b>
3	access the Political and Social restructure of India	<b>K3</b>
4	ability to comprehend the causes for the failure of French in India	<b>K4</b>
5	evaluate the success of English in India	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Decline of Mughal Empire and the Establishment of Maratha Confederacy:</b> Peshwas - Balaji Viswanath - Baji Rao - Balaji Baji Rao - Third Battle of Panipat - Ahmad Shah Abdali - Nadir Shah.	<b>15</b>
<b>II</b>	<b>European Penetration into India:</b> Early European Settlements - European Trading companies -The Portuguese, the Dutch, the French and the English trading companies - Trading concessions – Golden Firman-Dastaks	<b>15</b>
<b>III</b>	<b>The Struggle for Supremacy:</b> Anglo – French Rivalry- Carnatic Wars– First Carnatic War - Treaty of Aix - la- Chapple - Second Carnatic War - Treaty of Pondichery - Third Carnatic War - Treaty of Paris - Robert Clive –Dupleix - Causes for the failure of French.	<b>15</b>
<b>IV</b>	<b>Rise of British power in Bengal:</b> Battle of Plassey – Siraj - ud- daula - Black Hole Tragedy - Causes for the failure of Nawab in Plassey - Dual government in Bengal	<b>15</b>
<b>V</b>	<b>Consolidation of British power in India:</b> Battle of Buxar - Treaty of Allahabad - Mir Jafar - Warran Hastings - Regulating Act of 1773.	<b>15</b>
	<b>Total</b>	<b>75</b>

<b>Self-study</b>	Black Hole Tragedy
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**Textbooks**

1. Venkatesan G. 2018 . *Cultural History of India*, Varthamanan Pathipagam.(inTamil)
2. R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan& Co.,Chennai, 1980.

**Reference Books**

1. Lucy Southerland, 1952. *The East India Company in the 18<sup>th</sup> Century Politics*, Oxford.
2. Percival Spear, 1976. *A History of India*, Volume 2, Penguin Books, Great Britain.
3. Phillips C.H, 1961. *East India Company*, Routledge, London.
4. Ramachandran C. 1980. *East India Company and the South Indian Economy*, New Era Publications, Madras.
5. Roberts P.E, 1921. *History of British India*, Oxford University Press, Oxford.

**Web Resources**

1. <http://www.nationalarchives.nic.in>
2. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>
3. <https://archive.org/details/MedievalIndiaFromContemporarySources>
4. <https://selfstudyhistory.com/medieval-indian-history/>
5. <http://www.nationalindia.nic.in>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO 1</b>	3	3	3	3	2	3	2	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	2	3	2	3	3	2	2	3
<b>CO 3</b>	3	3	3	3	2	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	2	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	2	3	3	3	3	3	2	3
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>	<b>2</b>	<b>2.6</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

**3 – Strong, 2- Medium, 1- Low**

**SEMESTER III****CORE COURSE VI: HISTORY OF TAMIL NADU SINCE 1801 CE – 1956 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233CC2	5	-	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic idea about freedom struggle in Tamil Nadu.

**Learning Objectives:**

1. To understand the colonial administration and early resistance in Tamil Nadu
2. To know the role of Tamil Nadu towards Freedom movements.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1	summarize the colonial administration and early resistance in Tamil Nadu	<b>K1</b>
2	understand the achievements of social reforms in Tamil Nadu	<b>K2</b>
3	comprehend the political and social awakening of Tamil Nadu	<b>K3</b>
4	analyse the contributions of the Justice Party Ministry.	<b>K4</b>
5	reconstruct the formation of Tamil Nadu	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Establishment of British Rule in Madras:</b> South Indian Rebellion - Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Mutiny of 1806.	<b>15</b>
<b>II</b>	<b>Nationalism in Tamil Nadu:</b> Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai - Bharathiyar - Home Rule Movement	<b>15</b>
<b>III</b>	<b>Social and Political Awakening in Tamil Nadu:</b> Dravidian Association – South Indian Liberal Movement - Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.Os) – Social welfare measures.	<b>15</b>
<b>IV</b>	<b>Tamils 'participation in National Movements:</b> Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to Tamil Nadu- Congress Ministry – Quit India Movement – Towards Independence.	<b>15</b>
<b>V</b>	<b>Rise of Dravidian ideologies:</b> Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self-Respect campaign for social equality and women empowerment - Government after Independence: Rajaji Ministry (1952-54) – Linguistic States Reorganizations - Marshal Nesamony – Ma.Po. Sivagnanam – Potti Sriramulu.	<b>15</b>
	<b>Total</b>	<b>75</b>

<b>Self-study</b>	Mid-day Meals Scheme
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**Textbooks**

1. Rajayyan K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, Thiruvananthapuram.
2. Subramanian N., 1976. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.

**Reference Books**

1. Rajayyan K., 2015. *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi.
2. Panneerselvan, A.S., 2021. *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd.,
3. NambiArooran K., *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal.
4. DR Manoranjithamoni C., 2015. *History of Tamil Nadu*, Volume 1 Publisher Create Space Independent Publishing Platform.
5. Narasimhan V.K., *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

**Web Resources**

1. <https://archive.org/details/aclcp100000795a1498>
2. [www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)
3. [https://books.google.co.in/books/about/History\\_of\\_Tamil\\_Nadu](https://books.google.co.in/books/about/History_of_Tamil_Nadu).
4. <https://www.amazon.in/History-Culture-Tamil-Nadu>.
5. <https://www.goodreads.com/en/book/show/25772976>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III**  
**ELECTIVE COURSE III: INDIAN POLITICAL THOUGHT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Indian Political Thought

**Learning Objectives:**

1. To understand the characteristics of Ancient political thinkers
2. To analyse the Ideas of Egalitarian thinkers

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	describe kautilya's ideal of a state and administration.	<b>K1</b>
2.	elucidate the ideas of medieval thinkers like barani and Abul Fazal	<b>K2</b>
3.	illustrate the contributions of morden thinkers	<b>K3</b>
4.	analyse the ideas of radical thinkers such as tilak, Subramani Bharathi, v.o. Chidambaram Pillai and Aurobindo Ghosh	<b>K4</b>
5.	evaluate the social impact of the ideas of Periyar and Ambedkar.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Ancient Thinkers:</b> Thiruvalluvar - Thiru Kural – Kautilya – Arthasasthra – Kalhana-Rajatarangini.	<b>12</b>
<b>II</b>	<b>Medieval Thinkers:</b> Ziauddin Barani - Ideal Polity- AbulFazl- Views on Governance and Administration.	<b>12</b>
<b>III</b>	<b>Modern Thinkers:</b> Rajaram Mohan Roy - Swami Vivekananda –M.G. Ranade – G.K. Gokhale – Mahatma Gandhi.	<b>12</b>
<b>IV</b>	<b>Radical Thinkers:</b> Bal Gangadhar Tilak – Subramanya Bharathi – V.O. Chidambaram –Aurobindo Ghosh.	<b>12</b>
<b>V</b>	<b>Egalitarian Thinkers:</b> E.V.R. Periyar - B.R. Ambedkar <b>Socialist Thinkers:</b> Ram Manohar Lohia - Jayaprakash Narayanan.	<b>12</b>
	<b>Total</b>	<b>60</b>

**Textbooks**

1. Vishnoo Bhagwan., 1999. *Indian Political Thinkers*, Atma Ram& Sons, New Delhi.
2. Ramachandra Guha.,2012. *Makers of Modern India*, Penguin India, New Delhi. .
3. Varma V.P., 2020. *Modern Indian Political Thought, Vol. II*, Laxmi Narain Agarwal, Agra.
4. Seijin V. History of Indian Political Thought

**Reference Books**

1. BidyutChakrabarty.,2009. *Modern Indian Political Thought: Text and Context*, Sage Pub., New Delhi.
2. Sharma. M.,2004. *Political Theory and Thought*, Anmol Publisher, New Delhi.
3. MehtaV.R., 2022. *Foundations of Indian Political Thought*, Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi,
4. . George Catlin, 2010. *The Story of the Political Philosophers*, Kessinger Pub.
5. Will Durant, 1991.*The Story of Philosophy*, Simon & Schuster, New York.

**Web Resources**

1. <https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up>

2. <https://attanticbooks.com.indian-political-thought-page>
3. <https://archive.org/details/in.gov.ignca./page20e/2up>
4. <https://poiscie.weebly.com>uplods>5>>
5. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III****SKILL ENHANCEMENT COURSE -SEC II: ARCHAEOLOGICAL SITES IN INDIA**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233SE1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite**

The students should have basic knowledge about Archaeological Sites in India

**Learning Objectives:**

1. To Analyse the important aspects of Archaeological developments in India.
2. To estimate the effective functions of the Ancient Sites of Tamil Nadu

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	describe the Indus Valley civilization	<b>K1</b>
2	explain the archaeological sites in India	<b>K2</b>
3	illustrate the ancient sites of Tamil Nadu	<b>K3</b>
4	highlight the Keezhadi, Konthakai and Manalur	<b>K4</b>
5	evaluate the knowledge on the caves	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Indus Valley Civilization:</b> Harappa – Mohenjo-Daro – Chanchudaro	<b>6</b>
<b>II</b>	<b>Sites in India:</b> Lothal – Dholavira - Rakhigarhi	<b>6</b>
<b>III</b>	<b>Ancient Sites of Tamil Nadu:</b> Arikamedu – Adichchanallur – Kodumanal	<b>6</b>
<b>IV</b>	<b>Contemporary Sites in Tamil Nadu:</b> Keezhadi – Konthakai – Manalur	<b>6</b>
<b>V</b>	<b>Caves:</b> Ajanta – Ellora – Elephanta	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Rajan K., 2002. *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur,
2. Rajan. K., 2016. *Understanding Archaeology: Field Methods, Theories and Practices*, Manoo Pathippakam, Thanjavur.
3. Raman K.V., 1986. *Principles and Methods of Archaeology*, Parthajan Publications, Madras.

**Reference Books**

1. Dillon B.D., 1989. *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.
2. Stuart Fleming., 1978. *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London.
3. Robert, Heize.F., 1969. *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York.
4. Renfrew.C & Paul Bahn, 2012. *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London.
5. Surendranath Roy., 2011. *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, New Delhi.

**Web Resources**

1. <http://www.arch.cam.uk>
2. <http://archaeological.org>
3. <http://www.tnarch.gov.in>
4. <https://radiocarbon.com>
5. <http://www.arch.cam.uk.in>



**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III / IV****SKILL ENHANCEMENT COURSE SEC-III: FITNESS FOR WELLBEING**

Course Code	L	T	P	S	Credits	Total Hours	Marks		
							CIA	External	Total
UG23CSE1	1	-	1	-	2	30	25	75	100

**Pre-requisites:** Basic understanding of health and wellness concepts

**Learning Objectives**

1. To understand the interconnectedness of physical, mental, and social aspects of well-being, and recognize the importance of physical fitness in achieving holistic health.
2. To develop proficiency in mindfulness techniques, yoga practices, nutritional awareness, and personal hygiene practices to promote overall wellness and healthy lifestyle.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	know physical, mental, and social aspects of health	<b>K1</b>
2	understand holistic health and the role of physical fitness.	<b>K2</b>
3	apply mindfulness and yoga for stress management and mental clarity.	<b>K3</b>
4	implement proper personal hygiene practices for cleanliness and disease prevention.	<b>K3</b>
5	evaluate and implement right nutritional choices.	<b>K5</b>

**K1-Remember; K2-Understand; K3-Apply; K5-Evaluate**

Unit	Contents	No. of Hours
<b>I</b>	<b>Understanding Health and Physical Fitness</b> Health – definition- holistic concept of well-being encompassing physical, mental, and social aspects. Physical fitness and its components- muscular strength- flexibility, and body composition. Benefits of Physical Activity- its impact on health and well-being.	<b>6</b>
<b>II</b>	<b>Techniques of Mindfulness</b> Mind – Mental frequency, analysis of thought, eradication of worries Breathing Exercises – types and its importance Mindfulness –pain management - techniques for practicing mindfulness - mindfulness and daily physical activities.	<b>6</b>
<b>III</b>	<b>Foundations of Fitness</b> Stretching techniques to improve flexibility. Yoga-Definition, yoga poses (asanas) for beginners, Sun Salutations (Surya Namaskar), Yoga Nidra – benefits of yoga nidra.	<b>6</b>
<b>IV</b>	<b>Nutrition and Wellness</b> Role of nutrition in fitness - macronutrients, micronutrients - mindful eating practices, balanced diet - consequences of overeating. Components of healthy food. Food ethics.	<b>6</b>
<b>V</b>	<b>Personal Hygiene Practices</b> Handwashing- techniques, timing, and importance, oral hygiene- brushing, flossing, and dental care, bathing and showering- proper techniques and frequency, hair care- washing, grooming, and maintaining cleanliness, maintaining personal hygiene, dangers of excessive cosmetic use.	<b>6</b>
	<b>Total</b>	<b>30</b>

<b>Self-study</b>	balance diet and basic exercises
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**Textbook**

Bojaxa A. Rosy and Virgin Nithya Veena. V. 2024. *A Comprehensive Guide to Health, Fitness and Wellbeing*. JE Publications.

**Reference Books**

1. Arul Raja Selvan S. R, 2022. *Yogasanam and Health Science*. Self publisher.
2. Vision for Wisdom. 2016. *Value Education*. The World Community Service Centre Vethathiri Publications.
3. WCSC – Vision for Wisdom. 2016. *Paper 1: Yoga and Empowerment*. Vazhga Valamudan Offset Printers Pvt Ltd 29, Nachiappa St, Erode.
4. Lachlan Sleight. 2023. *Stronger Together the Family's Guide to Fitness and Wellbeing*. Self Publisher.
5. William P. Morgan, Stephen E. Goldston. 2013. *Exercise And Mental Health*. Taylor & Francis.

**Web Resources**

1. [https://www.google.co.in/books/edition/Psychology\\_of\\_Health\\_and\\_Fitness/11YOAwAABAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover](https://www.google.co.in/books/edition/Psychology_of_Health_and_Fitness/11YOAwAABAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover)
2. [https://www.google.co.in/books/edition/The\\_Little\\_Book\\_of\\_Active\\_Wellbeing/aA6SzgEACAAJ?hl=en](https://www.google.co.in/books/edition/The_Little_Book_of_Active_Wellbeing/aA6SzgEACAAJ?hl=en)
3. [https://www.google.co.in/books/edition/Physical\\_Activity\\_and\\_Mental\\_Health/yy96DwAAQBAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover](https://www.google.co.in/books/edition/Physical_Activity_and_Mental_Health/yy96DwAAQBAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover)
4. [https://www.google.co.in/books/edition/The\\_Complete\\_Manual\\_of\\_Fitness\\_and\\_Well/pLPAXPLIMv0C?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover](https://www.google.co.in/books/edition/The_Complete_Manual_of_Fitness_and_Well/pLPAXPLIMv0C?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover)
- [https://www.google.co.in/books/edition/The\\_Wellness\\_Code/4QGZtwAACAAJ?hl=en](https://www.google.co.in/books/edition/The_Wellness_Code/4QGZtwAACAAJ?hl=en)

**SEMESTER III**  
**SPECIFIC VALUE-ADDED COURSE: BEACH TOURISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V01	2	-	-	-	1	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Tour operations

**Learning Objectives:**

1. To provide basic knowledge of beach tourism
2. To know the basic components, functions and its importance

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	remember the basic components of beaches	<b>K1</b>
2	know the types of beaches	<b>K2</b>
3	apply the knowledge of beaches in their needs	<b>K3</b>
4	analyze the advantages and the disadvantages of beaches	<b>K1</b>
5	evaluate the value of beaches in tourism development	<b>K3</b>

**K1 - Remember; K2 - Understand; K3 - Apply**

Units	Contents	No. of Hours
<b>I</b>	Beach tourism - meaning – origin -scope – components of beaches - Beach tourism and the development of tourism – contribution – Regional - National-International values	<b>6</b>
<b>II</b>	World famous beaches - Miami, Rio – de Janeiro, Philippines, Malaysia, Australia, Panama, Purito Rico, Thailand, Seychelle, Francy, Maldives.	<b>6</b>
<b>III</b>	Famous Beaches of India - Mumbai - Kolkata - Andaman - Nicobar Minnicoy - Lakshadweep - Goa Beach - Balasore, Puri - Gokarna, Thiruvananthapuram.	<b>6</b>
<b>IV</b>	Famous Beaches of Tamil Nadu - VGP - Marina - Elliots - Mahabalipuram - Pamban - Dhanushkodi - Velankanni - ThoothuKudi - Manapad.	<b>6</b>
<b>V</b>	Beaches in Kanniya Kumari District - Kanyakumari beach - Thegaipatinam beach - Muttom beach - Shanhuthurai beach- Chothavilai beach- Manakkudi beach.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Bhatia, A.K., 2016, *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014, *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991, *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004, *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udamarthandam.

**Reference Books**

1. Marc Mancini, 2000, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand.
2. Negi, J., 2004., *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi.
3. Pran Nath Seth, 2008, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi.

4. Evans, N., Campbell., B., Stone house, G., 2003, *Strategic Management for Travel and Tourism*, Butterworth – Heinemann, Oxford.
5. Balan.J, Fundamentals of Tourism, Jayalakshmi Publishers, Madurai, 2012.

**Web Resources**

1. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
2. <http://d-nb.info>
3. [https://books.google.com/books/about/Introduction\\_To\\_Tourism.html?id=HFWjoeVCLk0C](https://books.google.com/books/about/Introduction_To_Tourism.html?id=HFWjoeVCLk0C)
4. [https://books.google.com/books/about/Introduction\\_to\\_Tourism.html?id=muLAzQEACAAJ](https://books.google.com/books/about/Introduction_to_Tourism.html?id=muLAzQEACAAJ)
5. [https://books.google.com/books/about/An\\_Introduction\\_to\\_Tourism.html?id=5Jx6BoEjL4IC](https://books.google.com/books/about/An_Introduction_to_Tourism.html?id=5Jx6BoEjL4IC)

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III**  
**SPECIFIC VALUE-ADDED COURSE: HOTEL MANAGEMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V02	2	-	-	-	1	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge.

**Learning Objectives:**

1. To differentiate the types of accommodation on tourism and hotels.
2. To analyze the basic functions of hotel industry.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	remember the basic components of hotels	<b>K1</b>
2	understand the types of hotels	<b>K2</b>
3	apply the knowledge on hotel organization	<b>K3</b>
4	analyze the advantages and the disadvantages of hotel industry	<b>K4</b>
5	evaluate the importance of hotel industry	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	Introduction to accommodations - Traditional and Supplementary Accommodation- History of Hotels – Types of Hotels– Classification - Grading and Categorization	<b>6</b>
<b>II</b>	Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)	<b>6</b>
<b>III</b>	Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services	<b>6</b>
<b>IV</b>	Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing	<b>6</b>
<b>V</b>	Computers in Hotels – Computer Reservation System – Global Distribution System Transformation of Hospitality Industry - Future of Hotel Industry	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Bhatia, A.K., 2016. *Tourism Management*, Sterling Publications, New Delhi.
2. Bhatia, A.K., 2014. *The Business of Travel Agency and Tour Operations Management*, Sterling, Publications, New Delhi.
3. Bhatia, A., 1991. *International Tourism*, Sterling Publishers, New Delhi.
4. Purthi, R.K., 2004. *International Tourism*, Raj Publication, New Delhi.
5. Selvaraj, C., *Principles of Tourism*, 2008., C.S.R. Publication, Udayamarthandam.

**Reference Books**

1. Bhatnagar, S.K., *Front Office Management*, Frank Bros & Co, 2005.
2. Bhatia A.K., *International Tourism Fundamentals and Practices*, Sterling Publication Private Limited, 2002
3. Chakravarti, B.K, *Concepts of Front Office Management*, APH Publishing Corporation, 2008.

4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998
5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.

**Web Resources**

1. <https://www.uou.ac.in/sites>.
2. <https://ihmshimla.org/wp-content/uploads/2020/03/>
3. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training>
4. <https://setupmyhotel.com/train-my-hotel-staff/front-office-training>
5. <https://www.hotelmanagementtips.com/types-of-food-service-styles/>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III**  
**SPECIFIC VALUE-ADDED COURSE: FRONT OFFICE MANAGEMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233V03	2	-	-	-	1	2	30	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Hospitality Industry and Front Office Operations

**Learning Objectives:**

1. To analyse the important aspects of Front Office operations
2. To estimate the effective functions of Front Office sales and customer service

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	describe the hospitality industry and the role of front office	<b>K1</b>
2	explain front office operations and procedures	<b>K2</b>
3	illustrate guest service standards and communication skills	<b>K3</b>
4	highlight sales techniques and customer relationship management	<b>K4</b>
5	evaluate the knowledge on business management and financial planning	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
<b>I</b>	Introduction to Hospitality Industry – History – Stakeholders - shaping the hospitality sector - Role of Front Office.	<b>6</b>
<b>II</b>	Front Office Operations - Reservation Procedures - Check-in and Check-out Procedures - Technological Advancements - Legal and Ethical Considerations.	<b>6</b>
<b>III</b>	Guest Service Standards and Communication Skills - Handling Guest Requests - Complaint Resolution - Effective Communication.	<b>6</b>
<b>IV</b>	Sales Techniques and Customer Relationship Management - Up-selling Techniques - Loyalty Programs - Handling Guest Feedback.	<b>6</b>
<b>V</b>	Telephone operators - Telephone etiquettes - role of computers in front office - room booking - pricing - billing.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Textbooks**

1. Kasavana, M. L., & Brooks, R. M. (2017). Managing Front Office Operations. American Hotel & Lodging Educational Institute.
2. Walker, J. R. (2015). Introduction to Hospitality Management (5th ed.). Pearson Education.

**Reference Books**

1. Powers, T., & Barrows, C. W. (2017). Introduction to Management in the Hospitality Industry (11th ed.). Wiley.
2. Hayes, D. K., & Ninemeier, J. D. (2019). Hotel Operations Management. Pearson Education.
3. Hayes, D. K., & Miller, A. J. (2018). The Lodging and Food Service Industry (9th ed.). Wiley.
4. Jones, P., & Lockwood, A. (2016). Front Office Operations and Management. Goodfellow Publishers Limited.
5. Rourke, J. S., & Rutherford, D. G. (2014). Hotel Front Office Management. Wiley.



**Web Resources**

1. <https://www.ahlei.org/>
2. <https://www.hospitalitynet.org/>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER III / V**  
**SELF LEARNING COURSE: HISTORY FOR COMPETITIVE EXAMINATIONS- I**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233SL1/ HU235SL1	-	-	-	-	1	-	-	25	75	100

**Pre-requisite:**

The students should have basic knowledge about Competitive examinations.

**Learning Objectives:**

1. To inculcate knowledge on the evolution of mankind, Pre-history to Proto history.
2. To make students appear for Competitive examinations and get employed.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	explain the evolution of mankind from pre historic period to historic period	<b>K1</b>
2	analyse the emergence of social political institutions and religions	<b>K2</b>
3	apply the rise of Mahajan padas, foreign invasion and the effect of Alexander's invasions	<b>K3</b>
4	discuss the ancient dynasties and their contributions	<b>K4</b>
5	evaluate the emergence of Muslim rule in India	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents
<b>I</b>	Evolution of mankind: Darwin's theory of evolution -pre-history historical period -written documents- inscriptions monuments
<b>II</b>	Socio political transformation: Indus valley civilization -Vedic period -Aryans- emergence of social and political institutions -rise of Buddhism -Jainism
<b>III</b>	Rise of Mahajan padas: Avanthi -kosala -Kalinga Indo- greeks- Persian invasions -Alexander
<b>IV</b>	Emergence of dynasty's: Maurya dynasty- Gupta dynasty- Vardhana dynasty- North India after Harsha -Yadavas- Rashtrakutas
<b>V</b>	Establishment of Muslim rule: Arab contest of Sind -Muhammad Gori Muhammad Foundation of Delhi sultanate- Alaud din Khilji - rise of Mughals -Akbar- impact of Muslim Rule.

**MAPPING WITH PROGRAMME OUTCOMES**  
**AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER IV**  
**CORE COURSE VII: HISTORY OF INDIA 1773 CE -1857 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234CC1	5	-	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic idea about the European Settlements and the British administration in India.

**Learning Objectives:**

1. To understand the aggressive policies of the company
2. To examine the importance of the Great revolt of 1857.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	remember the regulation policies of the company's rule in India	<b>K1</b>
2.	understand the Patriotic deeds of Hyder Ali and Tippu Sultan.	<b>K2</b>
3.	access the aggressive policy of Lord Wellesly.	<b>K3</b>
4.	analyse and comprehend the social reforms of Lord William Bentinck.	<b>K4</b>
5.	evaluate the Doctrine of Lapse policy and the outbreak of the Great Revolt of 1854.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Company Administration:</b> Warren Hastings - Regulating Act - Foreign policy – Reforms - Impeachment - Lord Cornwallis - Permanent Land Revenue Settlement - Other Reforms - Foreign Policy.	<b>15</b>
<b>II</b>	<b>British supremacy over Mysore:</b> Hyder Ali - First Mysore War - Treaty of Madras -Tippu Sultan - Second Mysore War - Treaty of Seringapatnam -Third Mysore war- Treaty of Mangalore-Fourth Mysore War.	<b>15</b>
<b>III</b>	<b>Aggressive policy of the British:</b> Lord Wellesley - Subsidiary Alliance- Nizam of Hyderabad-His external policy- First Maratha War - Second Maratha War – Third Maratha War - Causes for the failure of Marathas’.	<b>15</b>
<b>IV</b>	<b>Reforms of William Bentinck &amp; Dalhousie in India:</b> Internal reforms Abolition of Sati -Widow Remarriage Act - External Policy- Afghan War - Lord Dalhousie - Internal Reforms - Doctrine of Lapse - External Policy.	<b>15</b>
<b>V</b>	<b>Culmination of Company’s rule in India:</b> Lord Canning -Great Revolt of 1857-causes and results - causes and results -Rani Lakshmi Bai of Jhansi - Tantia Tope - Nature of the Revolt and causes for its failure.	<b>15</b>
	<b>Total</b>	<b>75</b>

<b>Self-study</b>	Hyder Ali &Tippu Sultan
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**Textbooks**

1. Dharmaraj, J 2003 Indian History from 1761 AD to 1857 AD (Vol.III) Sivakasi, Tensy Publications .
2. Nilakantasasthiri, K. A 1952 History of India part II & III, S. Viswanathan center press.

**Reference Books**

1. Bipin Chandra, 2012, History Ho Modern India, New Delhi, Orient Black Swan Publications

2. Ranjan Chakrabarti 2017 New History of Modern India: A Outline -2019, Surjeeth Publications.
3. Khurana. K.L, 1994, History of India 1520-1947AA, Agra, Lakshmi Narani Agarwal Publications.
4. Majumandar, R.C.,1952, Medieval India, Banaras, Motilal Barsidars Publication
5. Kunda,D.N., 1974, History of India from 1526 to the Present Day, New Delhi, GurDas Kapur & Sons

**Web Resources**

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>
4. [https://owaprod-pub.wesleyan.edu/reg!/wesmaps\\_page.html?crse=004989&facid=NONE&term=1071](https://owaprod-pub.wesleyan.edu/reg!/wesmaps_page.html?crse=004989&facid=NONE&term=1071)
5. <https://library.oapen.org/handle/20.500.12657/30702>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER IV**  
**CORE COURSE VIII: CONTEMPORARY HISTORY OF TAMIL NADU 1956 CE**  
**- 2021 CE**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234CC2	5	-	-	-	5	5	75	25	75	100

**Pre-requisite:**

The students should have basic idea about Chief Ministers of Tamil Nadu

**Learning Objectives:**

1. To understand the administration of K. Kamaraj, C.N. Annaduari, M. Karunanithi and J. Jayalalitha.
2. To know the contemporary issues of Tamil Nadu

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	recall the welfare measures of Kamaraj.	<b>K1</b>
2.	understand the achievements of DMK Governments.	<b>K2</b>
3.	apply the internal policies of MGR and J. Jayalalitha	<b>K3</b>
4.	analyse the comprehend the issues of aftermath J. Jayalalitha.	<b>K4</b>
5.	evaluate the contemporary issues of Tamil Nadu.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Congress Ministry in Tamil Nadu (1954-1967):</b> Mid - day Meals Scheme – Industrialization – Kamaraj (1954- 1965)- Agriculture and Irrigation Reforms – Bhaktavatsalam (1965-1967) – Anti-Hindi Agitation 1965.	<b>15</b>
<b>II</b>	<b>Formation of DMK:</b> – C.N. Annadurai reservation- women welfare – agriculture and industrial development- renaming Madras State as Tamil Nadu - Karunanidhi's Administration - Social Justice	<b>15</b>
<b>III</b>	<b>Birth of ADMK:</b> M.G. Ramachandran - Nutritious Meal Scheme - J. Jayalalitha - Internal policy and special reference to women welfare schemes.	<b>15</b>
<b>IV</b>	<b>ADMK government after Jayalalitha</b> - Split of ADMK - Ministry of O. Panneer Selvam - Ministry of Edapadi Palani Sami - Reforms.	<b>15</b>
<b>V</b>	<b>Contemporary Issues in Tamil Nadu:</b> Integration of Tamil Districts – River Water Disputes of Kaveri and Mullai Periyar Dam – Sri Lankan Tamil Refugee Crisis – Industrial and Educational Development - Change of Government and formation of Stalin Ministry.	<b>15</b>
	<b>Total</b>	<b>75</b>

<b>Self-study</b>	J. Jayalalitha and women welfare schemes.
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**Textbooks**

1. Dharmaraj, J., 2014. *History of Tamil Nadu* Sivakasi, Tensy Publications.
2. Subramanian N., 1991. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.
3. Rajayyan K., 1982. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, Thiruvananthapuram.

**Reference Books**

1. Rajayyan K., 2015. *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi.
2. Panneerselvan, A.S., 2021. *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd.,

3. NambiArooran K., *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal.
4. Manoranjithamoni C., 2015. *History of Tamil Nadu*, Volume 1 Publisher Create Space Independent Publishing Platform.
5. Narasimhan V.K., *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

**Web Resources**

1. <https://archive.org/details/aclcp100000795a1498>
2. [www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)
3. [https://books.google.co.in/books/about/History\\_of\\_Tamil\\_Nadu](https://books.google.co.in/books/about/History_of_Tamil_Nadu).
4. <https://www.amazon.in/History-Culture-Tamil-Nadu>.
5. <https://www.goodreads.com/en/book/show/25772976>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low

**SEMESTER IV**  
**ELECTIVE COURSE IV: MODERN GOVERNMENT**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234EC1	3	1	-	-	3	4	60	25	75	100

**Pre-requisite**

The students should have basic knowledge about modern governments

**Learning Objectives:**

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

On the successful completion of the course, student will be able to:		
1	describe the meaning and types of constitution.	<b>K1</b>
2	explain the different types of government.	<b>K2</b>
3	illustrate the powers and functions of the legislature	<b>K3</b>
4	highlight the powers and functions of the executive.	<b>K4</b>
5	evaluate the significance of judicial review.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
<b>I</b>	<b>Constitution:</b> Meaning, Purpose and Contents - Classification: Written and unwritten – Rigid and Flexible	<b>12</b>
<b>II</b>	<b>State:</b> Meaning and Features – Classification: Unitary – Federal – Quasi Federal – Theory of Separation of Powers.	<b>12</b>
<b>III</b>	<b>Legislature:</b> Types: Unicameral - Bicameral; Powers and Functions of legislature – Role of Political Parties	<b>12</b>
<b>IV</b>	<b>Executive:</b> Types: Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits.	<b>12</b>
<b>V</b>	<b>Judiciary:</b> Rule of Law – Administrative Law - Role and functions of Judiciary- Independence of Judiciary – Judicial Review	<b>12</b>
	<b>Total</b>	<b>60</b>

**Textbooks**

1. Kapur A.C., 2006. *Principles of Political Science*, S. Chand & Co, New Delhi.
2. Johari J.C., 2009. *Principles of Modern Political Science*, Sterling Pub. Pvt. Ltd., New Delhi.
3. Dharmaraj, J. 2013. *Modern Governments (TI)*, Sivakasi, Tensy publications.
4. Gomathinayagam & Ebi James., 2013. *Modern Governments*, Sivakasi, Tensy Publications.
5. Khanna, V.N., 1981. *Constitution and Government of India*, New Delhi, Book well.

**Reference Books**

1. Alan.R. Ball., 1993. *Modern Politics and Government*, Palgrave Macmillan, London.
2. Wheare, K.C. 1966. *Modern Constitutions*, Oxford University Press, London.
3. Norman P. 2000. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire.
4. Rajeev Bhargava and Ashok Acharya, ed., 2008. *Political Theory: An Introduction*, Pearson Longman, New Delhi.
5. Nainta, R.P., 2000. *The Government and the Constitution*, New Delhi, Deep & Deep Publications.

**Web Resources**

1. <http://core.ac.uk/download/pdf/7048759.pdf>
2. <http://core.ac.uk/download/pdf/64.pdf>
3. <https://attanticbooks.com>modern-governments -and-co>
4. <https://attanticbooks.com>modern-governments -hardbo>

5. <https://opac.nis.ac.in/cgi-bin/koha/opac>

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low



**SEMESTER III / IV**  
**SKILL ENHANCEMENT COURSE SEC IV: DIGITAL FLUENCY**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG23CSE2	2	-	-	-	2	2	30	50	50	100

**Pre-requisite:** Basic computer knowledge

**Learning Objectives:**

1. To provide a comprehensive suite of productivity tools that enhance efficiency
2. To build essential soft skills that are needed for professional success.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	work with text, themes and styles	K1
2.	produce a mail merge	K2
3.	secure information in an Excel workbook	K2
4.	perform documentation and presentation skills	K2, K3
5.	add special effects to slide transitions	K3

**K1 - Remember; K2 - Understand; K3 – Apply**

Units	Contents	No. of Hours
I	<b>Microsoft Word 2010:</b> Starting Word 2010 - Understanding the Word Program Screen - Giving Commands in Word - Using Command Shortcuts – Document: Creating - Opening - Previewing - Printing and Saving. Getting Started with Documents: Entering and Deleting Text - Navigating through a Document - Viewing a Document. Working with and Editing Text: Spell Check and Grammar Check-Finding and Replacing Text - Inserting Symbols and Special Characters – Copying, Moving, and Pasting Text.	6
II	<b>Formatting Characters and Paragraphs:</b> Changing Font Type, Font Size, Font Color, Font Styles and Effects, Text Case, Creating Lists, Paragraph Alignment, Paragraph Borders and Shadings, Spacing between Paragraphs and Lines. Formatting the Page: Adjusting Margins, Page Orientation and Size, Columns and Ordering, Headers and Footers, Page Numbering. Working with Shapes, Pictures and SmartArt: Inserting Clip Art, Pictures and Graphics File, Resize Graphics, Removing Picture's Background, Text Boxes, Smart Art, Applying Special Effects. Working with Tables: Create Table, Add and delete Row or Column, Apply Table Style - Working with Mailings.	6
III	<b>Microsoft Excel 2010:</b> Creating Workbooks and Entering Data: Creating and Saving a New Workbook - Navigating the Excel Interface, Worksheets, and Workbooks - Entering Data in Worksheets - Inserting, Deleting, and Rearranging Worksheets. Formatting Worksheets: Inserting and Deleting Rows, Columns and Cells - Formatting Cells and Ranges - Printing your Excel Worksheets and Workbooks. Crunching Numbers with Formulas and Functions: Difference between Formulae and Functions - Applying Functions. Creating Powerful and Persuasive Charts: Creating, Laying Out, and Formatting a Chart.	6
IV	<b>Microsoft PowerPoint 2010:</b> Creating a Presentation - Changing the Slide Size and Orientation - Navigating the PowerPoint Window - Add content to a Slide - Adding, Deleting, and Rearranging Slides - Using views to work on Presentation. Creating Clear and Compelling Slides: Planning the Slides in Presentation - Choosing Slide Layouts to Suit the Contents - Adding Tables, SmartArt, Charts, Pictures, Movies,	6

	Sounds, Transitions and Animations - Slideshow.	
V	<b>Digital Platforms:</b> Graphic Design Platform: Canva - Logo Making, Invitation Designing. E-learning Platform: Virtual Meet – Technical Requirements, Scheduling Meetings, Sharing Presentations, Recording the Meetings. Online Forms: Creating Questionnaire, Publishing Questionnaire, Analyzing the Responses, Downloading the Response to Spreadsheet.	6
	<b>Total</b>	<b>30</b>

<b>Self-study</b>	Parts of a computer and their functions
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**Textbook**

Anto Hepzie Bai J. & Divya Merry Malar J.,2024, Digital Fluency, Nanjil Publications, Nagercoil.

**Reference Books**

1. Steve Schwartz, 2017, *Microsoft Office 2010 for Windows*, Peachpit Press.
2. Ramesh Bangia, 2015, *Learning Microsoft Office 2010*, Khanna Book Publishing Company.
3. Bittu Kumar, 2018, *Mastering MS Office*, V & S Publishers.
4. James Bernstein, 2020, *Google Meet Made Easy*, e-book, Amazon.
5. Zeldman, Jeffrey, 2005, *Web Standards Design Guide*, Charles River Media.

**Web Resources**

1. <https://www.youtube.com/watch?v=oocieLn6umo>
2. [https://www.youtube.com/watch?v=pPSwbK4\\_GdY](https://www.youtube.com/watch?v=pPSwbK4_GdY)
3. <https://www.youtube.com/watch?v=DKAiSDhU4To>
4. <https://www.youtube.com/watch?v=sbeyPahs-ng>
5. <https://www.youtube.com/watch?v=fACEzzmXelY>

**SEMESTER IV  
ENVIRONMENTAL STUDIES**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234EV1	2	-	-	-	2	2	30	25	75	100

**Pre-requisite:** Interest to learn about nature and surrounding.

**Learning Objectives**

- 1.To know the different types of pollutions, causes and effects
- 2.To understand the importance of ecosystem, resources and waste management

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	know the different kinds of resources, pollution and ecosystems	<b>K1</b>
2.	understand the biodiversity and its constituents	<b>K2</b>
3.	use the methods to control pollution and, to conserve the resources and ecosystem	<b>K3</b>
4.	analyse the factors behind pollution, global warming and health effects for sustainable development	<b>K4</b>
5.	evaluate various water, disaster and waste management systems	<b>K5</b>

**K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 - Evaluate**

Units	Contents	No. of Hours
<b>I</b>	<b>Nature of Environmental Studies</b> Multidisciplinary nature of environmental studies- scope of environmental studies - environmental ethics-importance- types- natural resources - renewable and non-renewable resources – forest, land, water and energy resources.	<b>6</b>
<b>II</b>	<b>Biodiversity and its Conservation</b> Definition: genetic, species of biodiversity - biodiversity hot-spots in India - endangered and endemic species of India – Red Data Book - In-situ and Ex-situ conservation of biodiversity. Ecosystem- types - structure and function - food chain - food web- ecological pyramids- forest and pond ecosystems.	<b>6</b>
<b>III</b>	<b>Environmental Pollution</b> Pollution - causes, types and control measures of air, water, soil and noise pollution. Role of an individual in prevention of pollution. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Disaster management– cyclone, flood, drought and earthquake.	<b>6</b>
<b>IV</b>	<b>Environmental Management and Sustainable Development</b> From unsustainable to sustainable development -Environmental Law and Policy – Objectives; The Water and Air Acts-The Environment Protection Act - Environmental Auditing-Environmental Impact Assessment-Life Cycle Assessment- Human Health Risk Assessment, Water conservation, rain water harvesting, watershed management.	<b>6</b>
<b>V</b>	<b>Social Issues and the Environment</b> Population explosion-impact of population growth on environment and social environment. Women and Child Welfare, Role of information technology in environment and human health. Consumerism and waste products. Climate change - global warming, acid rain and ozone layer depletion. <b>Field work:</b> Address environmental concerns in the campus (or) Document environmental assets- river / forest / grassland / hill / mountain in the locality (or)	<b>6</b>

	Study a local polluted site-urban / rural / industrial / agricultural area.	
	<b>Total</b>	<b>30</b>

<b>Self-study</b>	Pollutants, Ecosystems and Resources
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**Textbook**

Punitha A and Gladis Latha R, 2024. Fundamentals of Environmental Science.

**Reference Books**

1. Agarwal, K.C., 2001. *Environmental Biology*, Nidi Publishers. Ltd. Bikaner.
2. Brunner R.C., 1989, *Hazardous Waste Incineration*, McGraw Hill Ltd.
3. Gorhani, E & Hepworth, M.T. 2001. *Environmental Encyclopedia*, Jaico Publ. House, Mumbai.
4. De A.K., 2018. *Environmental Chemistry*, Wiley Eastern Ltd.
5. Gleick, H.P. 1993. *Water in crisis*, Pacific Institute for Studies Oxford Univ. Press.

**Web Resources**

1. <https://www.sciencenews.org/topic/environment>
2. <https://news.mongabay.com/2024/05/>
3. [https://www.sciencedaily.com/news/earth\\_climate/environmental\\_issues/](https://www.sciencedaily.com/news/earth_climate/environmental_issues/)
4. <https://wildlife.org/rising-oryx-numbers-may-distress-new-mexico-ecosystem/>
5. <https://phys.org/news/2024-02-global-wild-megafauna-ecosystem-properties.html>

**SEMESTER III & IV**  
**LIFE SKILL TRAINING II: CATECHISM**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LC1	1	-	-	-	1	1	15	50	50	100

**Learning Objectives:**

1. To develop human values through value education
2. To understand the importance of personal development to lead a moral life

**Course Outcomes**

Upon completion of this course the students will be able to		
1	know and understand the aim and importance of value education	<b>K1,K2</b>
2	get rid of inferiority complex and act confidently in the society	<b>K3</b>
3	live lovingly by facing loneliness and make decisions on their own	<b>K3</b>
4	develop human dignity and able to stand bravely in adversity	<b>K6</b>
5	learn unity in diversity and grow in a life of grace	<b>K6</b>

**K1 - Remember K2-Understand; K3-Apply; K6- Create**

Units	Contents	No. of Hours
I	<b>Face Loneliness:</b> Loneliness – Causes for Loneliness – Loneliness in Jesus Christ Life – Ways to Overcome Loneliness – Need and Importance Bible Reference: Matthew: 6:5-6	3
II	<b>Inferiority Complex:</b> Inferiority Complex - Types – Ways to Get Rid of Inferiority Complex – Words of Eric Menthol – Balanced Emotion – Jesus and his Disciples. Bible Reference: Luke 8:43-48	3
III	<b>Decision Making:</b> Importance of Decision Making – Different Steps – Search – Think – Pray – Decide- Jesus and his Decisions Bible Reference: Mathew 7:7-8 <b>Independent:</b> Freedom from Control – Different Types of Freedom - Jesus the Liberator Bible Reference: Mark 10:46-52	3
IV	<b>Human Dignity:</b> Basic Needs – Factors that Degrade Human Dignity – How to Develop Human Dignity. Bible Reference: Luke 6:20-26 <b>Stand Bravely in Adversity:</b> Views of Abraham Maslow – Jesus and his Adversity. Bible Reference: Luke 22:43	3
V	<b>Unity in Diversity:</b> Need for Unity – The Second Vatican Council on the Mission of Christian Unity. Bible Reference: I Corinthians 1:10 <b>To Grow in a Life of Grace:</b> Graceful Life – View of Holy Bible – Moses – Amos – Paul – Graceful Life of Jesus Bible Reference: Amos 5:4	3
<b>TOTAL</b>		<b>15</b>

**Textbooks**

*Valvukku Valikattuvom*, Christian Life Committee, Kottar Diocese  
*The Holy Bible*

**SEMESTER III & IV**  
**LIFE SKILL TRAINING II: MORAL**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LM1	1	-	-	-	1	1	15	50	50	100

**Learning Objectives:**

1. To cultivate human values through value education
2. To comprehend the importance of humane and morals to lead ethical and moral life.

**Course Outcome**

Upon completion of this course the students will be able to		
1	know the significance of life	<b>K1</b>
2	understand the importance of self-care	<b>K2</b>
3	realise the duty of youngsters in the society and live up to it	<b>K3</b>
4	analyse how to achieve success in profession	<b>K4</b>
5	develop mystical values by inculcating good thoughts	<b>K5</b>

**K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 – Evaluate**

Unit	Contents	No. of Hours
I	<b>Edu Care:</b> Introduction- -Personal Care-Temple of Mind-Emotional stability- Inner views- Internal and external Beauty- Life is a Celebration	3
II	<b>Self-care:</b> Self- discipline- Selfishness in doing good things- Adolescence stage- What am I? - Self-esteem- Self-Confidence- Respect for womanhood	3
III	<b>Profession based Values:</b> Time Management-Continuous effort- What next? –Present moment is yours, Hard work and Smart Work-Broad view- destruct your failures	3
IV	<b>Mystical Values:</b> Thoughts- Positive and negative thoughts- Origin of negative thoughts-Moralisation of needs- Elimination of obstacles	3
V	<b>Society and you:</b> Knowing Humanity-Thankfulness- love and happiness- Honesty- Heroism -Youth is gift of God-Youngsters in politics and social media utilization.	3
<b>TOTAL</b>		<b>15</b>

**Text Book**

“Munaetrathin Mugavari”, G. Chandran, Vaigarai Publisher

**SEMESTER IV/VI****SELF LEARNING COURSE: HISTORY FOR COMPETITIVE EXAMINATIONS- II**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234SL1/ HU236SL1	-	-	-	-	1	-	-	25	75	100

**Pre-requisite:**

The students should have basic idea about Competitive examinations.

**Learning Objectives:**

1. To obtain knowledge on the emergence of Europeans and their activities in India
2. To acquire an idea on the various rights provided by the constitution of India to the citizens

On the successful completion of the course, student will be able to:		
1	discuss the various causes for the advent of Europeans in India	K1
2	evaluate the aggressive policies of the British in India	K2
3	analyse the role of Gandhi in freedom movements	K3
4	explain the framing of the Indian constitution and the constitution safeguards	K4
5	estimate the policies of the contemporary India	K5

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents
<b>I</b>	Emergence of Europeans in India: Portuguese -Vasco da Gama- Dutch British - French Anglo conflicts -Carnatic wars Dupleix
<b>II</b>	Aggressive policies of the British: Robert Clive -dual government Warren Hastings -Regulating act-Cornwallis- permanent land revenue settlement - Wellesley -subsidiary alliance -Dalhousie doctrine of lapse -the great revolt of 1857.
<b>III</b>	Freedom movement: Formation of INC -Muslim League-khilafat movement- Jallianwala Bagh massacre -Gandhi era in freedom movements- role of Tamil Nadu in freedom movement -Indian independence
<b>IV</b>	Framing of Indian constitution: Constituent assembly -drafting committee- Ambedkar -silent features of the constitution -fundamental rights- fundamental duties – constitutional amendments -constitutional remedies.
<b>V</b>	Contemporary India: Indian union -Patel -state reorganization act of India - foreign policy -NAAM- SAARC -ASEAN - BRICKS- five year plans- Nithi Aayog -development of education -science and technology -transport and telecommunications.

**MAPPING WITH PROGRAMME OUTCOMES  
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2	2	2	3	3	2	3	2
<b>CO2</b>	3	3	2	3	3	2	3	3	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	3	3	3	2	3
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>AVERAGE</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>2.4</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>

3 – Strong, 2- Medium, 1- Low