

**B. A. History**

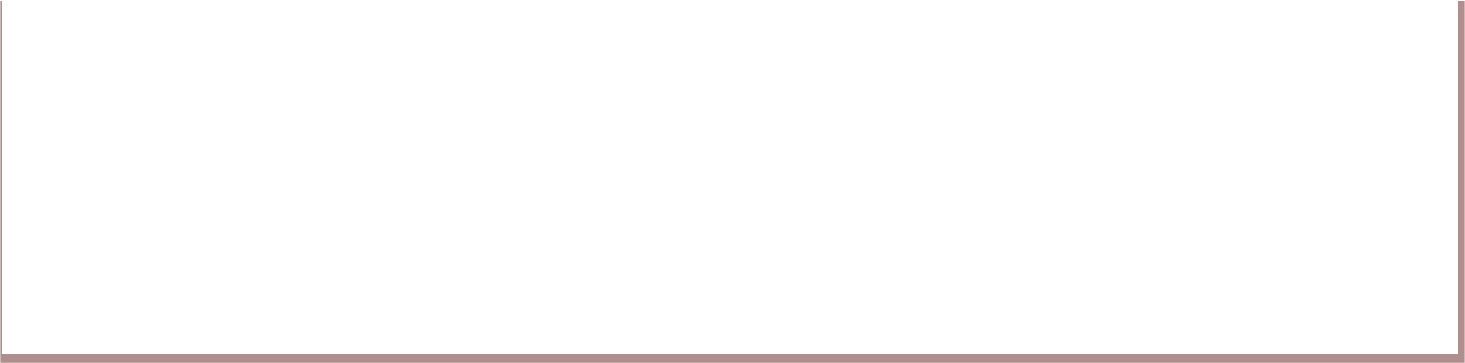
Syllabus

AFFILIATED COLLEGES

**Program Code: 21E**

**2021 – 2022 onwards**





**BHARATHIAR UNIVERSITY**

**(A State University, Accredited with “A” Grade by NAAC, Ranked 13th among Indian Universities by MHRD-NIRF,**

**World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 1047 )**

**Coimbatore - 641 046, Tamil Nadu, India**

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| **Program Educational Objectives (PEOs)** | |
| The **B.A. History** program describe accomplishments that graduates are expected to attain  within five to seven years after graduation | |
| PEO1 | Learn about past human behaviour that is relevant to the intellectual growth and development as an individual and can endow with valuable insight for future  generations. |
| PEO2 | To enable the students to improve their competency skills in the field of Education  and Teaching. |
| PEO3 | To equip the students to acquire skills and knowledge required to pursue higher studies in the field of Archaeology, Museology, Epigraphy, Journalism, Tourism  and Administration. |
| PEO4 | To make the students to acquire a broad knowledge of history to become teachers. |
| PEO5 | To motivate the students to take up professional courses in the field of education and law. |
| PEO6 | To train the students to appear for the competitive examinations. |
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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of B.A. History program, the students are expected to | |
| PSO1 | Learn and understand history with the ability to know the different historical times of world and acquire knowledge of culture, events, facts, terminologies,  conventions and methodology. |
| PSO2 | Expand their vision to recognize the diversity of human experience in ethnicity,  caste, class, religion, sex and make them work towards Universal Brotherhood. |
| PSO3 | Equip with the essentialities of their chosen career. |
| PSO4 | Acquire the knowledge of world cultures and their inter-connections with multi  cultural sensitivity. |
| PSO5 | Recognize and evaluate the achievements of man in history and progress of ideas. |
| PSO6 | Develop practical skills which help in the study and understanding of historical  events. |
| PSO7 | Install the feeling of patriotism in the hearts of the pupils. |
| PSO8 | Analyze the relationship between the past and the present is lively presented in the history. |
| PSO9 | Evaluate and recognize the values of History. |
| PSO10 | Equip to appear for competitive Examinations. |
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| **Program Outcomes (POs)** | |
| On successful completion of the B.A. History program, students will be able to | |
| PO1 | Remember and obtain a wider knowledge of World History, Indian History, Regional History, Archaeology, Tourism, Journalism, and Computer application  in History. |
| PO2 | Understand the political, social and cultural facets of the world and develop their historical knowledge. |
| PO3 | Apply his knowledge in the field of Politics, Education and Research. |
| PO4 | Analyze the causes for changes in the course of history. |
| PO5 | Evaluate the role of leaders in society. |
| PO6 | Create an environment conducive to peaceful co-existence. |
| PO7 | Acquire modern skills, aptitude and potentialities of most creative mode in  history. |
| PO8 | Worthy intellectual attitude will be developed among students. |
| PO9 | Appreciate the achievements and values of their own times. |
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BHARATHIAR UNIVERSITY::COIMBATORE 641 046

B.A. HISTORY (CBCS PATTERN) Affiliated Colleges

(*For the students admitted from the academic year* ***2021-2022*** *and onwards*)

Scheme of Examination

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Title of the Course** | **Hours/ Week** | **Examination** | | | | **Credits** |
| **Duration in Hours** | **Maximum Marks** | | |
| **CIA** | **CEE** | **Total** |
|  | **Semester- I** | | | | | | |
| I | Language-I | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English-I | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-I: History of India  upto 647 A.D. | 5 | 3 | 30 | 45 | 75 | 3 |
| III | Core Paper-II: History of India from  647 A.D to 1526 A.D. | 5 | 3 | 30 | 45 | 75 | 3 |
| III | Allied Paper I | 6 | 3 | 50 | 50 | 100 | 4 |
| IV | Environmental Studies\* | 2 | 3 | - | 50 | 50 | 2 |
|  | **Total** | **30** |  | **210** | **290** | **500** | **20** |
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|  | **Semester- II** | | | | | | |
| I | Language–II | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English–II | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-III: History of India from  1526 A.D to 1707 A.D. | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-IV: History of India from  1707 A.D to 1858 A.D. | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Allied Paper II | 6 | 3 | 50 | 50 | 100 | 4 |
| IV | Value Education – Human Rights\* | 2 | 3 | - | 50 | 50 | 2 |
|  | **Total** | **30** |  | **250** | **300** | **550** | **22** |
|  | | | | | | | |
|  | **Semester- III** | | | | | | |
| I | Language–III | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English–III | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-V: History of India from  1858 A.D to 1947 A.D. | 4 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-VI: History of India from  1947 A.D to 2000 A.D. | 4 | 3 | 50 | 50 | 100 | 4 |
| III | Allied Paper III | 5 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill Based Subject-I: Origin and  Growth of Tourism | 3 | 3 | 30 | 45 | 75 | 3 |
| IV | Tamil\*\* / Advanced Tamil\* (OR) Non-  major Elective - I (Yoga for Human Excellence)\* / Women’s Rights\* | 2 | 3 | - | 50 | 50 | 2 |
|  | **Total** | **30** |  | **280** | **345** | **625** | **25** |
|  | **Semester- IV** | | | | | | |
| I | Language–IV | 6 | 3 | 50 | 50 | 100 | 4 |
| II | English–IV | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-VII: History of Tamil Nadu  upto 1336 A.D. | 4 | 3 | 50 | 50 | 100 | 4 |

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| III | Core Paper-VIII: History of Tamil Nadu  from 1336 A.D to 1977 A.D. | 4 | 3 | 50 | 50 | 100 | 4 |
| III | Allied Paper-IV: | 5 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill Based Subject-II:  I Disaster Management , | 3 | 1 | 10 | 15  Referpg. **52 &53** | 25 | 1 |
|  | II **Digital Skills for Employability**:– Theory &Practical (**Under Naan Mudalvaan Scheme** | 3 | 2 | 25 | 25 | 50 | 2 |
|  | <http://kb.naanmudhalvan.in/Bharathiar_University_(BU)> |  |  |  |  |  |  |
| IV | Tamil\*\*/Advanced Tamil\* (OR) Non- major Elective -II (General Awareness\*) | 2 | 3 | - | 50 | 50 | 2 |
|  | **Total** | **30** |  | **280** | **345** | **625** | **25** |
|  | **Semester- V** | | | | | | |
| III | Core Paper-IX: History of Europe from  1789 A.D to 1945 A.D. | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-X: History of England from  1603 A.D to 1945 A.D. | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-XI: History of USA upto  1865 A.D. | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-XII: India and Her  Neighbours | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Elective I | 4 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill Based Subject-III: Computer  Application in History (Industry 4.0)-I | 3 | 3 | 30 | 45 | 75 | 3 |
|  | **Total** | **30** |  | **280** | **295** | **575** | **23** |
|  | **Semester- VI** | | | | | | |
| III | Core Paper-XIII: World History from  1945 A.D to 2000 A.D. | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-XIV: History of USA from  1865 A.D to 1990 A.D. | 6 | 3 | 50 | 50 | 100 | 4 |
| III | Core Paper-XV: Applied History for  Civil Service Examinations. | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Elective II | 5 | 3 | 50 | 50 | 100 | 4 |
| III | Elective III | 5 | 3 | 50 | 50 | 100 | 4 |
| IV | Skill Based Subject-IV: Computer  Application in History-I (Fully Practical) | 3 | 3 | 30 | 45 | 75 | 3 |
| IV | Employability Readiness (**Under Naan Mudalvaan Scheme) \*\*** | - | - | - | - | - | **No credits** |
| V | Extension Activities\*\*\* | - | - | 50 | - | 50 | 2 |
|  | **Total** | **30** | **-** | **330** | **295** | **625** | **25** |
|  | **Grand Total** | **180** | **-** | **1680** | **1870** | **3500** | **140** |

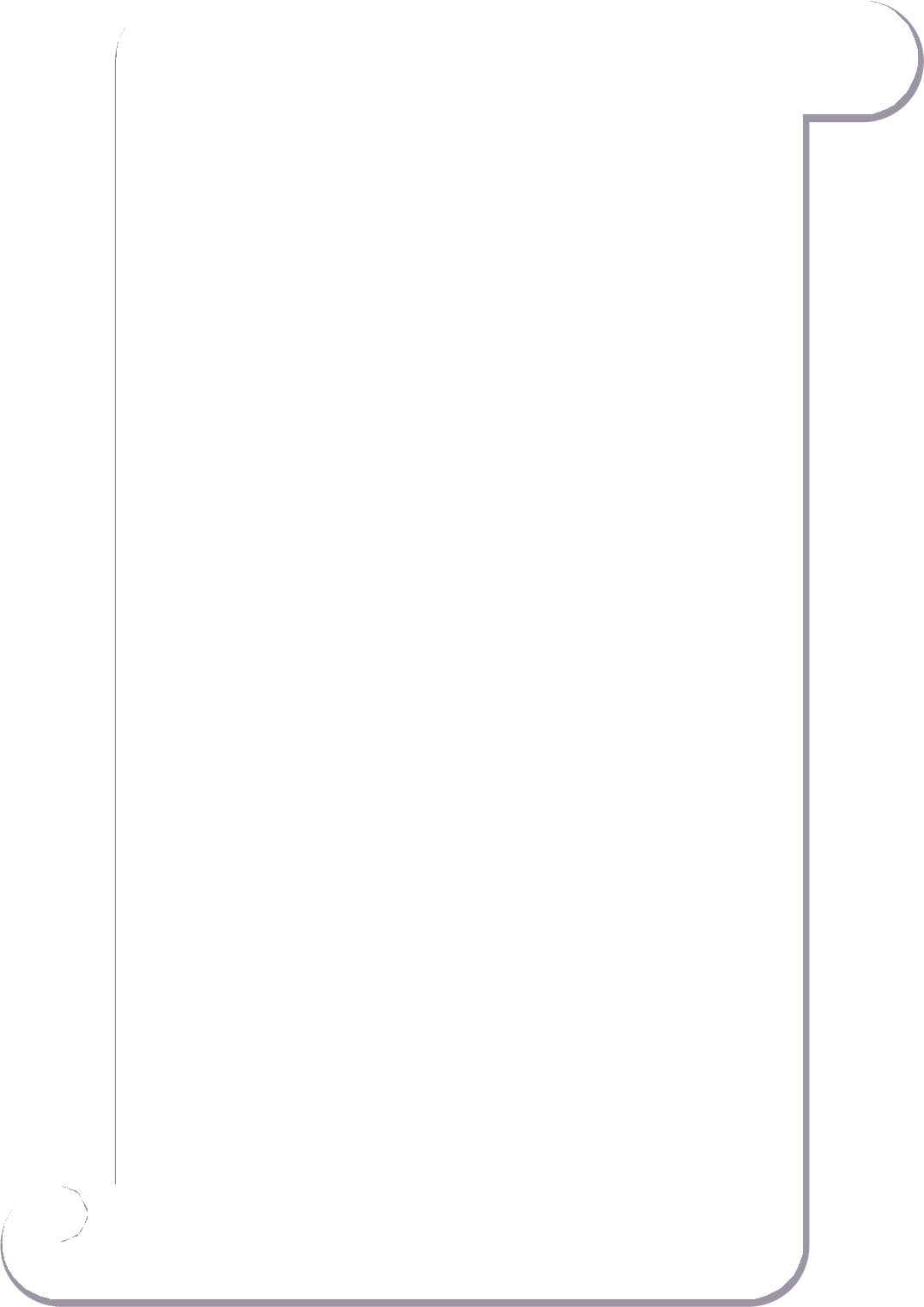
***Note*** \* No Continuous Internal Assessment (CIA). Only University Examinations.

**Employability Readiness ( Under Naan Mudalvaan Scheme )**

\*\*Courses Yet to be Mapped for all Arts & Humanities .

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

* \*English II- University semester examination will be conducted for 50 marks (As per existing pattern of Examination) and it will be converted for 25 marks.
* \*\*NaanMudhalvan – Skill courses- external 25 marks will be assessed by Industry and internal will be offered by respective course teacher.



First Semester

## SEMESTER I

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

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

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | M | S | M | S | S | M | S |
| **CO2** | S | S | M | S | M | S | S | M | M |
| **CO3** | S | S | S | S | M | M | M | S | S |
| **CO4** | S | S | M | S | M | S | M | M | M |
| CO5 | S | S | M | S | S | M | M | S | S |
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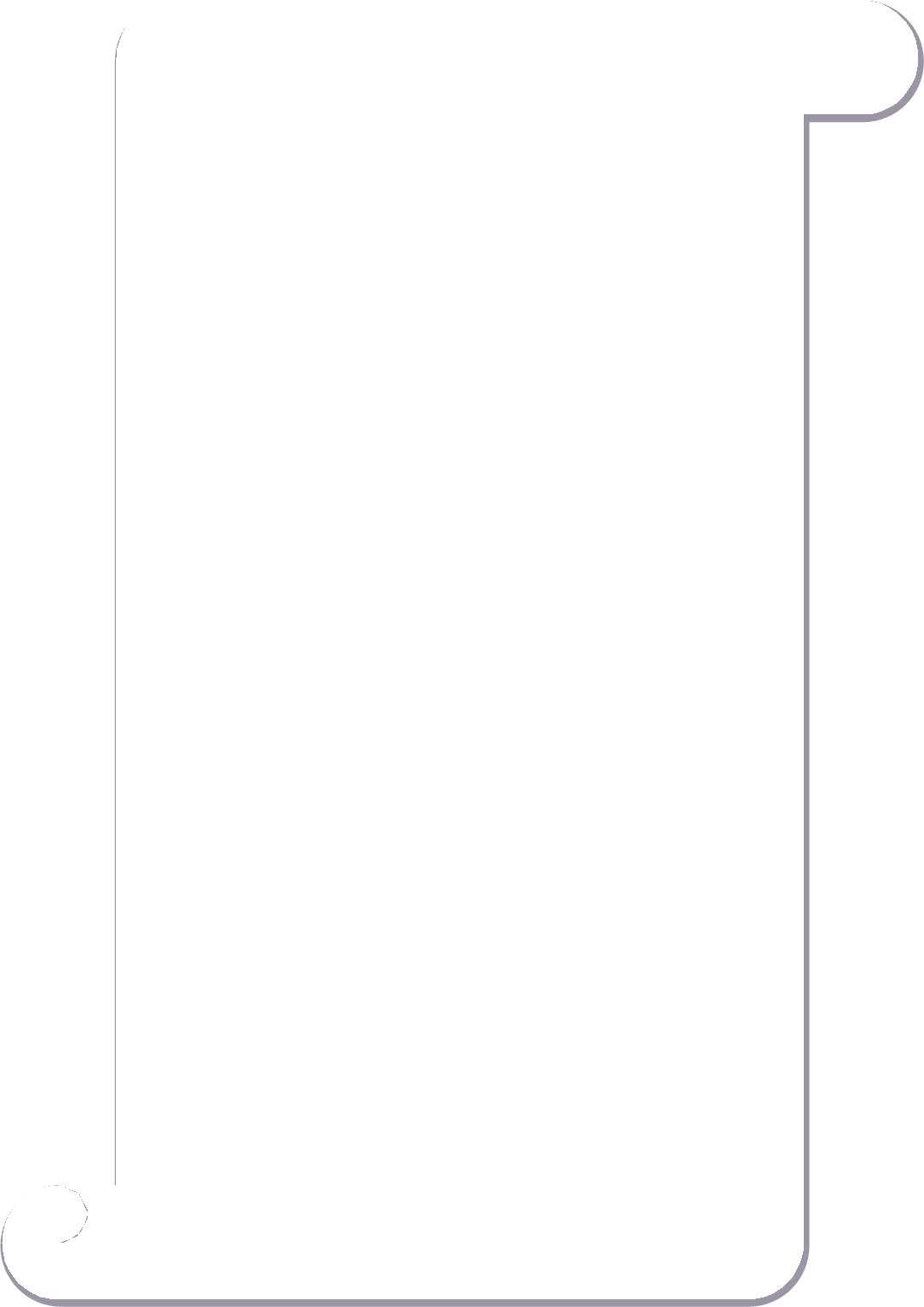
\*S-Strong; M-Medium; L-Low

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

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

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

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



Second Semester

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core – III** | | | **HISTORY OF INDIA FROM 1526 A.D. TO**  **1707 A.D.** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Elementary knowledge of Indian History Ve** | **Syllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Trace the history of Mughals and the key events that happened in between 1526 A.D. to 1707 A.D. 2. Acquaint the students about the Mughals, Marathas and Vijayanagar ruler Krishnadevaraya. 3. Inculcate the knowledge of political difference of the period and its impact on society and culture. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the important historical developments of mughal rule. | | | | | | K1 | |
| 2 | Classify and compare the regimes of different dynasties and recognize and articulate about the diversity of historical experience. | | | | | | K2 | |
| 3 | Apply and accept the concept of religious harmony and its significance to India | | | | | | K3 | |
| 4 | Analyze the drawbacks of political and religious animosities of the period. | | | | | | K4 | |
| 5 | Evaluate the contributions of Mughals. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **ESTABLISHMENT OF MUGHAL RULE** | | **15 hours** | | | | |
| Sources of Mughal History - India on the eve of Babur’s invasion - Early career of Babur - Battle of  Panipet and major campaigns - Causes for the success of Babur - Haumayun and his difficulties | | | | | | | | |
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| **Unit:2** | | **SUR INTERLUDE AND THE REIGN OF MUGHALS** | | **15 hours** | | | | |
| Sher Shah and his rise to power - Shershah’s administration - Akbar - Conquests of Akbar-Religious policy - Rajput policy - Mansabdari system - Raja Todarmal - Jehangir - Nurjahan Junta - Shah Jahan. | | | | | | | | |
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| **Unit:3** | | **DISINTEGRATION OF MUGHALS** | | **15 hours** | | | | |
| Aurungazeb - Conquest - Religious Policy - Rise of Marathas - Shivaji - Maratha Administration -  Factors for the decline of Mughal Empire | | | | | | | | |
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| **Unit:4** | | **POLITY IN SOUTH** | **14 hours** |
| Krishna Devaraya - Achievements and Administration - Social and Economic life - Art and Architecture - The fall of the Bahmani kingdom and the emergence of Deccani Sultanates-Relation with Vijayanagar - Deccan Policy of Mughals. | | | |
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| **Unit:5** | | **SOCIETY AND CUTLTURE** | **14 hours** |
| Condition of society – Nobility - Position of Women - Administration of the Mughals - Mughal Art and Architecture – Paintings – Literature - Abul Fazal.  **Maps:** 1. Akbar’s Empire, 2. Aurangazeb’s Empire, 3. Shivaji’s Empire, 4.Vijayanagar Empire under Krishna Devaraya. | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Mahajan V.D., History of Medieval India, S. Chand, 1991. | | |
| 3 | Salma Ahamed Farooqi, *A Comprehensive History of Medieval India from Twelfth to the Mid Eighteen Century,* Pearson Education India, 2011. | | |
| 2 | Satish Chandra, *History of Medieval India*, Orient Black Swan Pvt. Ltd., Hyderabad, 2015. | | |
| 4. | Srivastava A.L., *The Mughal Empire*, Shiva Lal Agarwala & Co., 1970. | | |
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| **Reference Books** | | | |
| 1 | Athar Ali M., *Mughal India: Studies in Polity, Ideas, Society, and Culture,* OUP India, 2008. | | |
| 2 | Banerji S. K., *Humayun Badshah*, Vol. I, Nabu Press, 2011. | | |
| 3 | Beni Prasad, *History of Jahangir,* Bharatiya Kala Prakashan, 2013*.* | | |
| 4 | Ishwari Prasad, *Life and Times of Humayun Padshah,* S. C. Ghose at Calcutta Press Private Limited, 1955. | | |
| 5 | Mohd. Azhar Ansari, *Socio-Cultural Life of the Great Mughals (1526-1707 AD),* Sandeep Prakashan, 2008. | | |
| 6 | Muzaffar Alam & Sanjay Subrahmanyam, *The Mughal State (1526-1750),* Oxford University Press, 2000. | | |
| 7 | Qanungo. K.A., *Sher Shah and His Times,* Orient Longmans, 1965*.* | | |
| 8 | Raychaudhuri T., (ed.) *Cambridge Economic History of India*, vol. I, Cambridge University Press, 1982. | | |
| 9 | Rushbrook Williams: *An Empire Builder of the Sixteenth Century,* Kessinger Publishing, 2010. | | |
| 11 | Sharma S. R., *The Religious Policy of the Mughal Emperors,* Book Enclave, 2001. | | |
| 10 | Saksena B. P., *History of Shah Jahan of Delhi,* Bharatiya Kala Prakashan, 2013. | | |

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

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

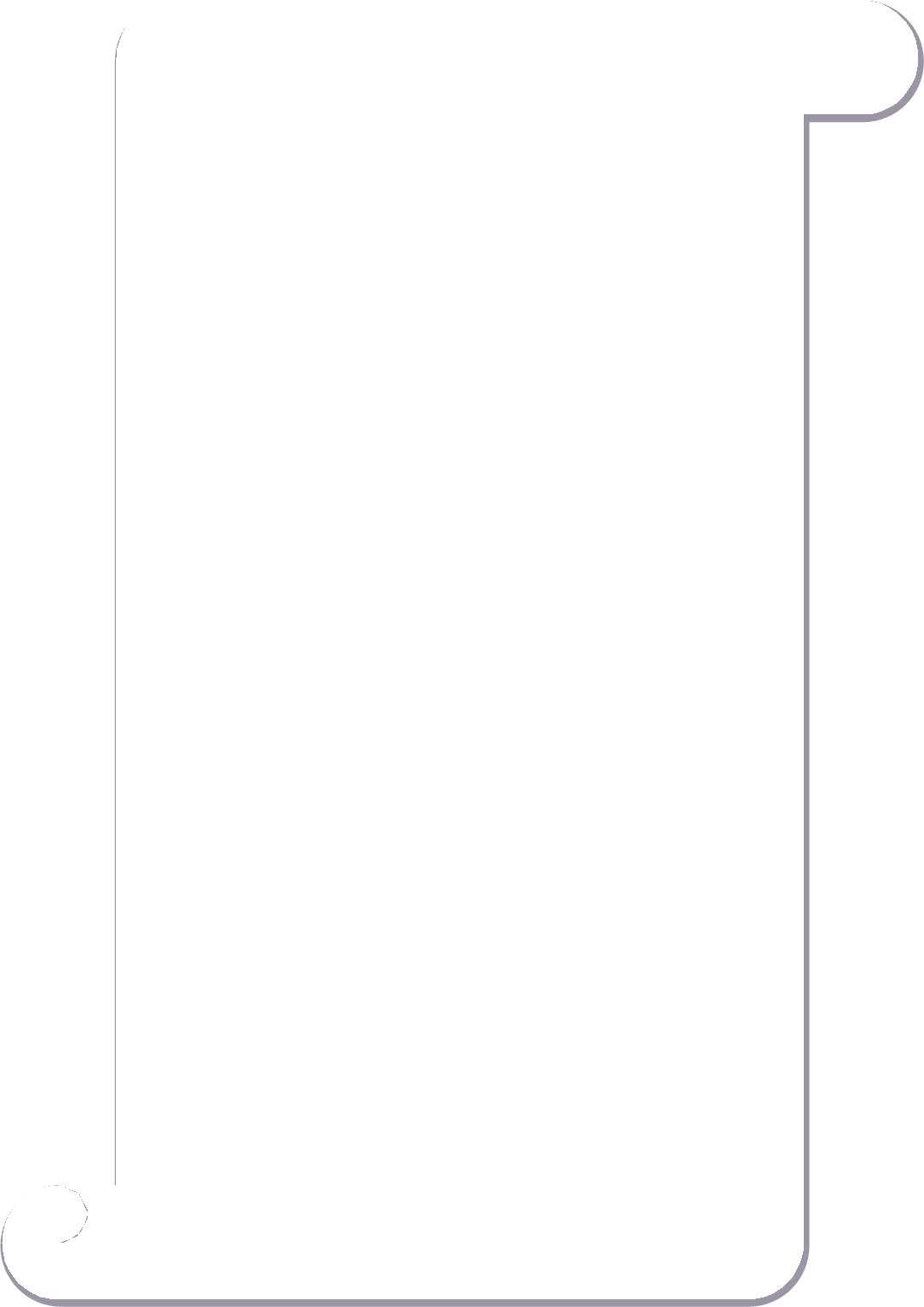
\*S-Strong; M-Medium; L-Low

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core – IV** | | | **HISTORY OF INDIA 1707 A.D. TO 1858 A.D.** | **5** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Elementary knowledge of Indian History S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Trace the establishment of British power in Bengal. 2. Acquaint the students about the contribution of Warren Hasting’s Administrative reforms in British India. 3. Make the students to know about the British imperialistic policy in India. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the British Administrators and their reforms. | | | | | | K1 | |
| 2 | Understand the colonial wars and their impact. | | | | | | K2 | |
| 3 | Apply the constitutional provisions to understand the present political developments. | | | | | | K3 | |
| 4 | Analyze the role of Dalhousie in modernization in India. | | | | | | K4 | |
| 5 | Evaluate the social reforms and changes in Indian society. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **MARATHA CONFEDERACY** | | **15 hours** | | | | |
| Maratha Confederacy - Peshwas - Balaji Viswanath - Baji Rao I - Balaji Baji Rao - Third Battle of  Panipat. | | | | | | | | |
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| **Unit:2** | | **ADVENT OF EUROPEANS** | | **15 hours** | | | | |
| Advent of the Europeans - English East India Company - Carnatic Wars – Annexation of Bengal -  Robert Clive. | | | | | | | | |
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| **Unit:3** | | **WARREN HASTINGS’S ADMINISTRATIVE REFORMS** | | **15 hours** | | | | |
| Lord Warren Hastings - Administrative Reforms - Trial of Warren Hastings - Anglo - Maratha  Relations. | | | | | | | | |
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| **Unit:4** | | **COLONIAL ADMINISTRATION** | | **14 hours** | | | | |
| Lord Cornwallis - Permanent Land Revenue Settlement - Anglo-Mysore relations - Lord Wellesley  - Subsidiary Alliance - Merits and Demerits. | | | | | | | | |
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| **Unit:5** | | **COLONIAL ADMINISTRATION** | **14 hours** |
| Lord Hastings - Reforms - Gurkha War - Pindaris - Lord William Bentinck - Reforms - Lord Dalhousie - Administration - Doctrine of Lapse - Burmese Wars - Revolt of 1857 A.D.- Causes - Course - Results.  **Maps:** 1. Carnatic wars, 2. India under Wellesley, 3. India under Dalhousie, 4. The Revolt of 1857. | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Mahajan. V.D., *An Advanced History of India*, Mac Milan, New Delhi, 2002. | | |
| 2 | Khurana A. L., *Modern India (1707 A.D-1967 A.D.)*, Lakshmi Narain Agarwal, 2017. | | |
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| **Reference Books** | | | |
| 1 | Bipin Chandra, *Modern India*, Orient Black Swan, 2018. | | |
| 2 | Choudhary B. P., *History of India*, Abhijeet Publication, New Delhi, 2012. | | |
| 3 | Mahajan V.D., *Modern India*, S. Chand & Company Ltd, New Delhi, 2012. | | |
| 4 | Majumdar. R.C & Roy Choudri. H.C, *An Advanced History of India*, Macmillan Publishers, India Ltd, New Delhi, 1978. | | |
| 5 | Ramalingam T.S., *History of India 1707 to the present Day*, TSR Publications, Madurai,  1994. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/The_History_of_British_India> | | |
| 2 | <https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf> | | |
| 3 | <https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf> | | |
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| Course Designed By: **Prof. S. PANDIYALAKSHMI, Asst. Prof. of History, Sri Vasavi College,**  **Erode** | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | M | S | S | M | M | S | S |
| **CO3** | S | S | M | S | S | S | M | S | S |
| **CO3** | S | S | S | S | M | M | M | M | S |
| **CO4** | S | S | M | S | M | M | S | S | M |
| CO5 | S | S | M | S | S | S | S | M | M |

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



Third Semester

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

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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | Keswani. K. B., *History of Modern India from 1800 A.D-1984 A.D*, Himalaya Publishing  House, Bombay, 1985. | | |
| 2 | Venkatesan G., *History of Freedom Struggles in India*, Rainbow Publication, Coimbatore,  1985. | | |
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| **Reference Books** | | | |
| 1 | Agarwal. R. C, *Constitutional Development of India and National Movement*, S. Chand &  Carnet, New Delhi, 1986. | | |
| 2 | Mahajan V. D., *History of National Movement in India*, S. Chand & Carnet, New Delhi, 1985,  Ed-III. | | |
| 3 | Majumdar R. C., *An Advanced History of India Part III*, MacMillan, 1988. | | |
| 4 | Sathianathaier, *History of India Vol. III*, S. Viswanathan, Madras, 1969. | | |
| 5 | Sharma S.R., *Indian Movement 1857 A.D. – 1947 A.D.*, B.R. Publishing Corporation, Delhi,  1988, Ed-1. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://en.wikipedia.org/wiki/Indian\_independence\_movement#:~:text=The%20Indian%20In](https://en.wikipedia.org/wiki/Indian_independence_movement#%3A~%3Atext%3DThe%20Indian%20Independence%20Movement%20was%2CIndian%20independence%20emerged%20from%20Bengal) [dependence%20Movement%20was,Indian%20independence%20emerged%20from%20Beng](https://en.wikipedia.org/wiki/Indian_independence_movement#%3A~%3Atext%3DThe%20Indian%20Independence%20Movement%20was%2CIndian%20independence%20emerged%20from%20Bengal)  [al.](https://en.wikipedia.org/wiki/Indian_independence_movement#%3A~%3Atext%3DThe%20Indian%20Independence%20Movement%20was%2CIndian%20independence%20emerged%20from%20Bengal) | | |
| 2 | <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829> Module: 33 to 40 | | |
| 3 | <https://en.wikipedia.org/wiki/History_of_the_Indian_National_Congress> | | |
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| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | S | S | M | S | M | S | M |
| **CO3** | S | S | M | S | M | S | M | M | S |
| **CO3** | S | S | S | S | M | S | S | S | S |
| **CO4** | S | S | S | S | M | M | S | M | S |

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

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

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

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

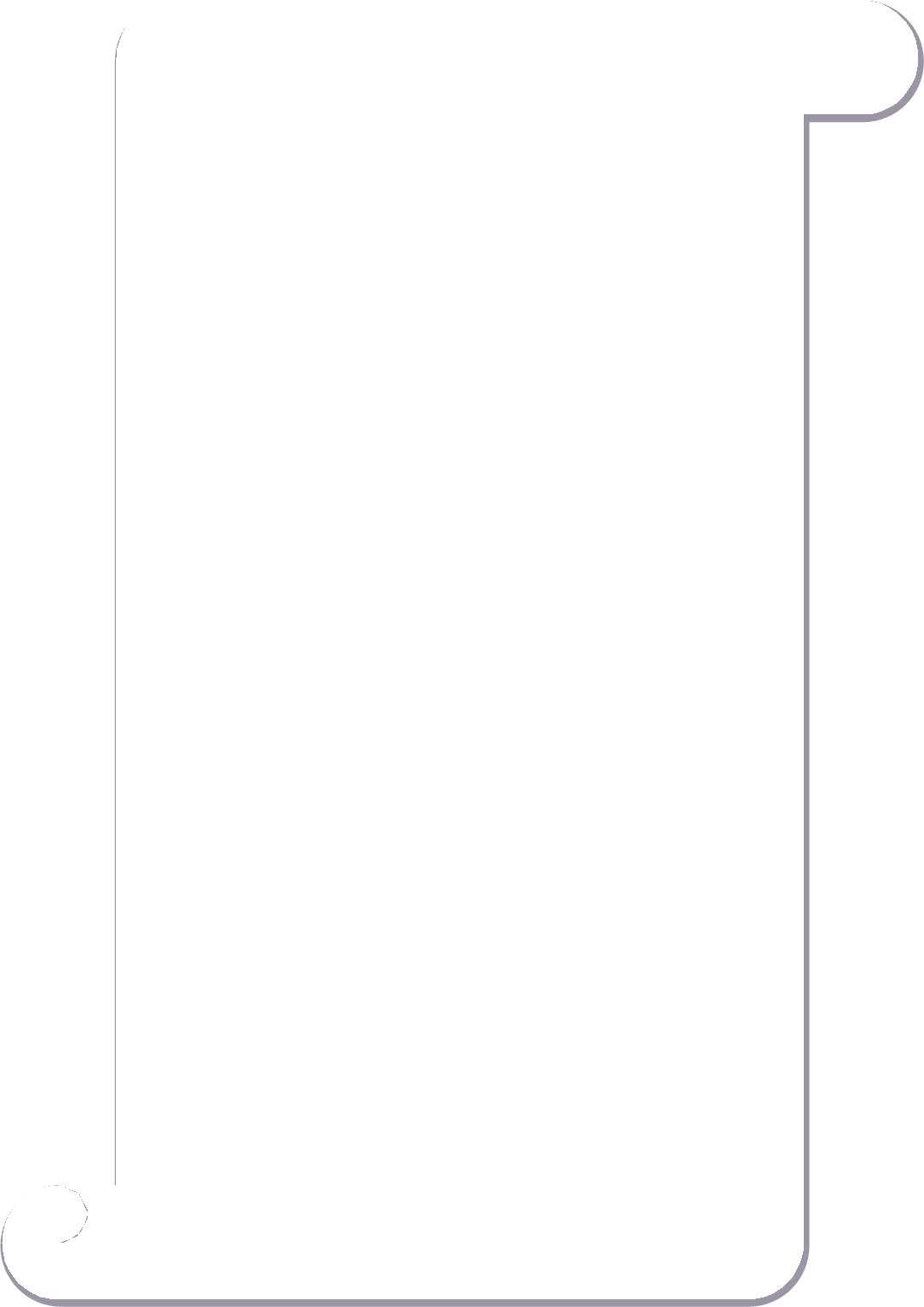
\*S-Strong; M-Medium; L-Low

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

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

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

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



Fourth Semester

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

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| **Text Book(s)** | |
| 1 | Devanesan. A, *History of Tamil nadu*, Renu Publications, Marthandam, 1998. |
| 2 | Maharajan S., *Thiruvalluvar* (Tamil poet) - (Monograph), Pp. 96, Reprint 2017, ISBN – 978-  81-260-5321-6. |
| 3 | Rajayyan. K, *Tamil Nadu - A Real History*, Ratna Publications, Madurai, 2005. |
|  | |
| **Reference Books** | |
| 1 | C. Meenakchi, *Administration and Social Life under the Pallavas*, University of Madras,  Madras, 1938. |
| 2 | Neelakanta Sastri K. A., *History of South India*, Oxford University Press, Delhi, 2002. |
| 3 | Pillay K. K., *A Social History of the Tamil Nadu: Her People and Culture*, Tamil Nadu  Course Book: Society, 1977. |
| 4 | Manian N.S., *History of Tamil Nadu*, Annai Publications, Palayamkottai, 1976. |
| 5 | Subramanian N., *History of Tamil nadu*, Koodal Publishers, Madurai, 1976. |
| 6 | Srinivasa Aiyangar. P. T, *The History of the Tamils*, Asian Educational Services, 2001. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [https://ta.wikipedia.org/wiki/%E0%AE%A4%E0%AE%AE%E0%AE%BF%E0%AE%B4%](https://ta.wikipedia.org/wiki/%E0%AE%A4%E0%AE%AE%E0%AE%BF%E0%AE%B4%E0%AE%95_%E0%AE%B5%E0%AE%B0%E0%AE%B2%E0%AE%BE%E0%AE%B1%E0%AF%81)  [E0%AE%95\_%E0%AE%B5%E0%AE%B0%E0%AE%B2%E0%AE%BE%E0%AE%B1%E](https://ta.wikipedia.org/wiki/%E0%AE%A4%E0%AE%AE%E0%AE%BF%E0%AE%B4%E0%AE%95_%E0%AE%B5%E0%AE%B0%E0%AE%B2%E0%AE%BE%E0%AE%B1%E0%AF%81) [0%AF%81](https://ta.wikipedia.org/wiki/%E0%AE%A4%E0%AE%AE%E0%AE%BF%E0%AE%B4%E0%AE%95_%E0%AE%B5%E0%AE%B0%E0%AE%B2%E0%AE%BE%E0%AE%B1%E0%AF%81) |
| 2 | <https://www.youtube.com/watch?v=YCExapKqgh8> |
| 3 | <https://www.youtube.com/watch?v=feJRgHRB4NU> |
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| Course Designed By: **Prof. S. PANDIYALAKSHMI, Asst. Prof. of History, Sri Vasavi College,**  **Erode.** | |

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

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

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

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

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

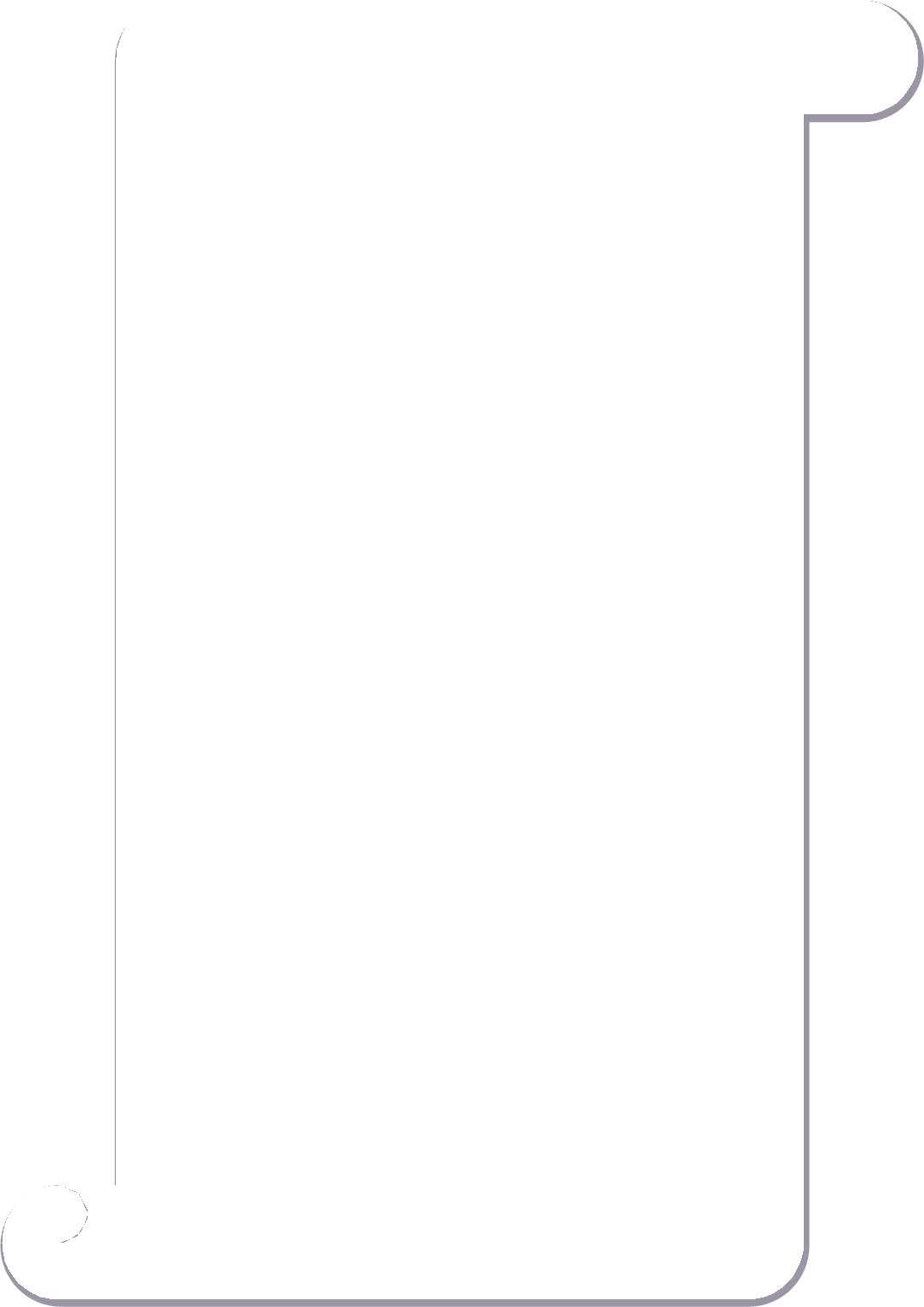
\*S-Strong; M-Medium; L-Low

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Skill Based Subject- II** | | | **HISTORY AND DISASTER MANAGEMENT** | **3** | **-** | | **-** | **3** |
| **Pre-requisite** | | | **Basic knowledge of Disaster at school level. S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Acquaint the students about the major disaster in history and the importance of disaster management. 2. Educate about the different kinds of Disasters. 3. Teach about the preparedness during the emergencies. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the important disasters in history and evolution of Disaster Management in India. | | | | | | K1 | |
| 2 | Understand the social and economic effects of destructions of disasters. | | | | | | K2 | |
| 3 | Assess the importance of prevention and preparedness before disasters. | | | | | | K3 | |
| 4 | Identify the issues of Global warming, climate change and pollution. | | | | | | K4 | |
| 5 | Judge the role of NDMA, SDMA, NDRF, Fire service and Rescue Force and youth during disaster. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6 –** Create | | | | | | | | |
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| **Unit:1** | | **HISTORY OF DISASTERS** | | **9 hours** | | | | |
| Meaning, Nature and Importance of Disaster Management - History of Disasters - Major Natural  Disaster in the History of India - Evolution of Disaster Management in India. | | | | | | | | |
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| **Unit:2** | | **NATURAL DISASTERS** | | **9 hours** | | | | |
| Classification of Disasters - Wind Related - Storms, Cyclones, Tornados and Tidal Waves - Water Related - Floods - Cloudburst - Excessive Rains and Droughts - Earth Related - Earthquakes, Tsunamis, Avalanches, Landslides, Volcanic Eruptions. | | | | | | | | |
| **Unit:3** | | **MAN MADE DISASTER** | | **9 hours** | | | | |
| Fire-Forest Fire-Oil Fire-Fire Fighting-Industrial Mishaps-Contamination-Terrorist Activities-  Ecological-Pollution-Warfare-Conventional, Chemical, Biological, Nuclear. | | | | | | | | |
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| **Unit:4** | | **EMERGING CONCERNS** | | **8 hours** | | | | |
| Climate Change-Global Warming-Ozone-Epidemics-Effects of Disasters-Prevention and Mitigation-Preparedness and Response-Warning system. | | | | | | | | |
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| **Unit:5** | | **NATIONAL DISASTER MANAGEMENT STRUCTURE** | **8 hours** |
| Civil Defence Organisations in India-NDMA (National Disaster Management Authority)-SDMA (State Disaster Management Authority)-Role of NDRF (National Disaster Response Force)- Role of Fire service and Rescue Force-Role of youth in Disaster Management-Relief measures in the  aftermath of disasters. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | **Total Lecture hours** | **45 hours** |
| **Text Book(s)** | | | |
| 1 | Harsh K Gupta, *Disaster Management,* Sangam Books Ltd., 2003. | | |
| 2 | Vaidyanathan S, *A Introduction to Disaster Management: Natural Disasters & Man Made*  *Hazards*, Ikon Publication, 2011. | | |
| **Reference Books** | | | |
| 1 | Pradyumna P Karan & Shanmugam P. Subbaiah, *The Indian Ocean Tsunami: The Global*  *Response to a Natural Disaster,* University Press of Kentucky, 2010. | | |
| 2 | Government of India, Ministry of Home Affairs, Disaster Management in India,  <https://www.undp.org/content/dam/india/docs/disaster_management_in_india.pdf> | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.ndrf.gov.in/inland-operations>(Rescue and Relief operations of NDRF) | | |
| 2 | <http://www.ndma.gov.in/en/> | | |
| 3 | <https://www.ndma.gov.in/images/policyplan/dmplan/draftndmp.pdf>  file:///C:/Users/Admin/Desktop/DISASTER%20MANAGEMENT.pdf (National Disaster Mgt. Plan-I) | | |
| 4 | <https://www.youtube.com/watch?v=jEJGqu91Lzo> <https://www.youtube.com/watch?v=GDEE080tgDY>(Bhopal Disaster) <https://www.youtube.com/watch?v=K-7xtubIdxE>(Disaster and Disaster Mgt. in India) [https://lecturenotes.in/notes/14515-note-for-disaster-management-dm-by-jntu-](https://lecturenotes.in/notes/14515-note-for-disaster-management-dm-by-jntu-heroes?reading=true)  [heroes?reading=true](https://lecturenotes.in/notes/14515-note-for-disaster-management-dm-by-jntu-heroes?reading=true) Lecture Notes | | |
| Course Designed By: **Dr. S.Z. NIAZUDEEN, Assistant Professor in History, Sri Vasavi**  **College, Erode.** | | | |

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

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



Fifth Semester

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core- IX** | | | **HISTORY OF EUROPE FROM**  **1789 A.D. TO 1945 A.D.** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Should possess basic historical knowledge on S**  **world affairs Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Provoke mankind a desire to live in peace across cultures in harmony. 2. Teach about the revolutions and the liberal ideas of Modern Europe. 3. Enable student to understand the formation of nation states and to understand the Political alliances and world after world wars. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember about social movements in Europe and the formation of nation states. | | | | | | K1 | |
| 2 | Understand about the expansion of imperial powers, the process of colonization, and  democratic. | | | | | | K2 | |
| 3 | Provide opportunities for debates, discussion in small groups, quiz programs and  activities requiring to act out the important European events. | | | | | | K3 | |
| 4 | Analyze the causes for outbreak of the two world wars. | | | | | | K4 | |
| 5 | Evaluate the efforts of UNO in promoting world peace. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **FRENCH REVOLUTION AND ITS AFTERMATH** | | **18 hours** | | | | |
| French Revolution of 1789 A.D. - Napoleon Bonaparte - The Congress of Vienna-1815 A.D. -  Napoleon III. | | | | | | | | |
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| **Unit:2** | | **UNIFICATION OF ITALY AND GERMANY** | | **18 hours** | | | | |
| Balkan Crisis (1830 A.D.-1870 A.D.) - Crimean War- Unification of Italy - Unification of Germany  - Eastern Question. | | | | | | | | |
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| **Unit:3** | | **FIRST WORLD WAR AND ITS IMPACT** | | **18 hours** | | | | |
| The First World War 1914 A.D. -1918 A.D. - Treaty of Paris, 1920 A.D. - League  of Nations - Russian Revolution of 1917 A.D.- Spanish flu and its impact on Europe | | | | | | | | |
| **Unit:4** | | **DICTATORSHIP** | | **17 hours** | | | | |
| Dictatorship in Turkey - Dictatorship in Italy - Dictatorship in Germany - Axis Powers. | | | | | | | | |
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| **Unit:5** | | **SECOND WORLD WAR AND IS** | | **17 hours** | | | | |
| Second World War 1939 A.D.-1945 A.D. - United Nations Organization- European Economic  Community- Marvels of Science and Technology. | | | | | | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **90 hours** |
| **Text Book(s)** | | | |
| 1 | Mahajan V. D., *History of Modern Europe since 1789 A.D*, S. Chand & Company, 2010. | | |
| 2 | Rao. B.V, *History of Europe 1789 A.D – 2013 A.D*, Sterling Publications Pvt. Ltd., 2018. | | |
| 3 | Thomas P. C., *History of Europe 1789 A.D – 1945 A.D*, Har Anand Publications, India, 2007. | | |
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| **Reference Books** | | | |
| 1 | Fisher H.A.L., *A History of Europe (2 Volumes),* HarperCollins Distribution Services, 1969. | | |
| 2 | Swain James Edgar, *History of World civilization,* McGraw-Hill Book Co., 1947. | | |
| 3 | Taylor J.P., *The Struggle for mastery in Europe in 19th and 20th Century,* OUP Oxford, 1971*.* | | |
| 4 | Vandana Joshi, *Modern European History*, Pearson Education India, 2016. | | |
| 5 | Davis. H. A., Revised by Blount D.H.C., *An Outline History of the World*. New Delhi: Oxford  University Press, 1968. | | |
| 6 | Hobsbawm E.J., *The Age of Revolution*, *1789 A.D-1848 A.D*, Phoenix press, London, 1977. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/65> | | |
| 2 | <http://www.gutenberg.org/files/6589/6589-h/6589-h.htm> | | |
| 3 | <https://en.wikipedia.org/wiki/History_of_Europe> | | |
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| Course Designed By: **R.PRAKASH, Assistant Professor in History, Sri Vasavi College, Erode** | | | |

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

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

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

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

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | M | S | M | S | S | S | M | M |
| **CO3** | S | S | S | S | S | M | M | M | S |
| **CO3** | M | S | M | M | M | S | S | S | M |
| **CO4** | S | M | S | S | S | M | S | S | M |
| CO5 | M | S | M | M | M | M | M | M | S |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core- XI** | | | **HISTORY OF USA UPTO 1865 A.D.** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic knowledge of World History S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Give insight on Colonization and Independence of USA. 2. Provide knowledge on federal constitution 3. Enable students to understand various democratic ideas 4. Impart knowledge on slavery and its impact | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Understand about the effects of the colonization of USA. | | | | | | K2 | |
| 2 | Analyze the causes and significance of American War of Independence. | | | | | | K4 | |
| 3 | Infer the making of American Constitution. | | | | | | K2 | |
| 4 | Perceive various democratic practices. | | | | | | K4 | |
| 5 | Dissent the system of slavery and racism. | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **COLONIZATION IN AMERICA** | | **18 hours** | | | | |
| Physical Features-Impact of Geography-Exploration: Portuguese, Spanish, French, English -  Colonization. | | | | | | | | |
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| **Unit:2** | | **AMERICAN WAR OF INDEPENDENCE** | | **18 hours** | | | | |
| Anglo-French Rivalry-Seven Years War-American War of Independence: causes, course and results  and its significance. | | | | | | | | |
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| **Unit:3** | | **MAKING OF THE CONSTITUTION** | | **18 hours** | | | | |
| Making of the Constitution -Formation of Confederation-Philadelphia Convention-Framing of the  Constitution. | | | | | | | | |
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| **Unit:4** | | **EVOLUTION OF AMERICAN DEMOCRACY** | | **17 hours** | | | | |
| Evolution of American Democracy-Federalists: Jeffersonianism, Jacksonianism-Rise of Political  Parties- The War of 1812- Monroe Doctrine. | | | | | | | | |
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| **Unit:5** | | **ISSUE OF SLAVERY** | | **17 hours** | | | | |
| Westward Expansion-Manifest Destiny-Mexican War-Slavery and its Abolition Movement, the  Civil War. | | | | | | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **90 hours** |
| **Text Book(s)** | | | |
| 1 | Majumdar R. C. and Srivastava. A.L., *History of United States of America*, 5th ed, [Surjeet](https://www.sapnaonline.com/shop/publisher/surjeet-publications)  [Publications](https://www.sapnaonline.com/shop/publisher/surjeet-publications), 2017. | | |
| 2 | Subramanian N., *A History of the USA*, 3rd ed, Ennes Publications, Udumalpet, 2006. | | |
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| **Reference Books** | | | |
| 1 | Beard Charles. A& Mary R. Beard, *New Basic History of the United States*, Doubleday & Co.,  1960 | | |
| 2 | Bernard Bailyn, Robert Dallek, David Davis, David Donald, John Thomas, *The Great Republic:*  *A History of the American People,* Volume I, 4th ed, Cengage Learning, 1991. | | |
| 3 | Elson H. W., *History of the United States of America***,** Macmillan, 1913. | | |
| 4 | Hill C.P., *A history of the United States,* Edward Arnold, 1942. | | |
| 5 | Parkes H.B., *The United States of America: A History*, Knopf, 1953 | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/History_of_the_United_States> | | |
| 2 | <https://www.youtube.com/watch?v=cW2v2TR1i8U> | | |
| 3 | <https://en.wikipedia.org/wiki/American_Revolutionary_War> | | |
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| Course Designed By: **Prof. Shangameshwaran, Head & Assistant Professor, Chikkanna**  **Government Arts College, Erode.** | | | |

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

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

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

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| **Text Book(s)** | |
| 1 | Jayapalan N, *India and Her Neighbours*, Atlantic Publishers & Distributors Pvt Ltd., 2000. |
| 2 | Mohammed Badrul Alam, *India And Her Neighbours: Towards A Proactive Partnership*,  Kalpaz Publications, 2015. |
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| **Reference Books** | |
| 1 | Gurucharandas, *India Unbound*, Penguin Publications, New Delhi, 2008. |
| 2 | Jawaharlal Nehru, *Discovery of India*, Govt. of India Publications, New Delhi, 1957. |
| 3 | Newspapers, The Hindu, The Times of India, The Indian Express and Dinamani. |
| 4 | [Palme Dutt](https://www.google.com/search?q=R.%2BPalme%2BDutt&stick=H4sIAAAAAAAAAOPgE-LVT9c3NMwwtsgpK6ksUuLUz9U3MIy3KDHXkslOttJPys_P1i8vyiwpSc2LL88vyrZKLC3JyC9axMobpKcQkJiTm6rgUlpSsoOVEQAQJemaTQAAAA&sa=X&ved=2ahUKEwiwv6rs6vHqAhXbyzgGHT2FBxEQmxMoATApegQIBRAD) R., *India Today*, Read Books, 2006. |
| 5 | Trivedi Ramesh, *India's Relations with Her Neighbours*, Isha Books, 2008. |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <http://egyankosh.ac.in/handle/123456789/54636> |
| 2 | <http://egyankosh.ac.in/handle/123456789/55997> |
| 3 | <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29> (India’s Foreign Policy, M1 TO  M29) |
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| Course Designed By: **Prof. M. Thangavel, Asst. Prof. of History, Sri Vasavi College, Erode.** | |

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

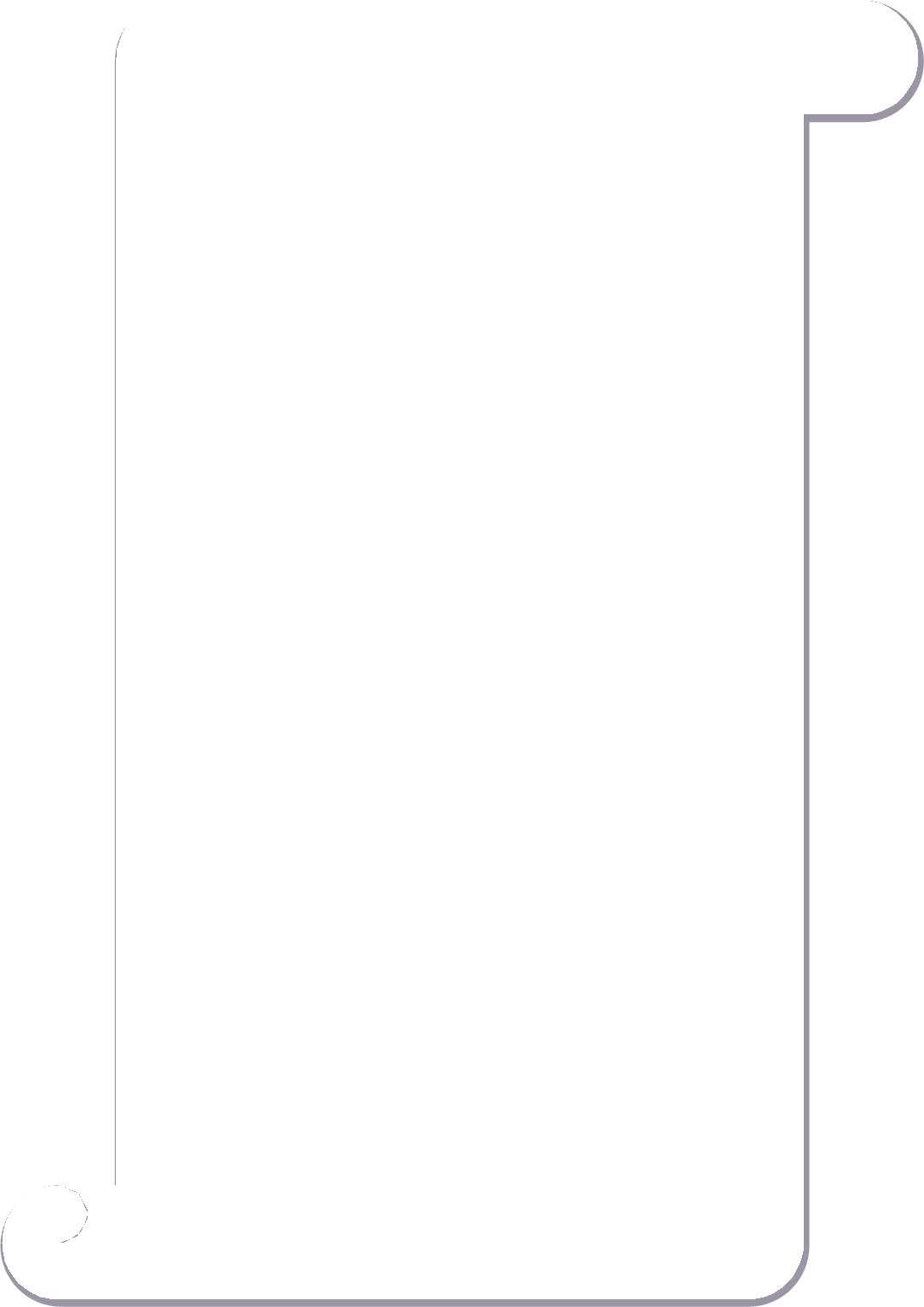
\*S-Strong; M-Medium; L-Low

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Skill Based Subject- III** | | | **COMPUTER APPLICATION IN HISTORY**  **(INDUSTRY-4.0)-I** | **3** | **-** | | **-** | **3** |
| **Pre-requisite** | | | **Basic knowledge in Computer S Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Acquaint the students about the generations of Computers. 2. Educate about the components of Computers. 3. Teach about the softwares, hardwares and recent trends (4.0). | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remembers the components of computers. | | | | | | K1 | |
| 2 | Understand the utilization of input and output devices. | | | | | | K2 | |
| 3 | Apply the knowledge of computer in the practical utilization. | | | | | | K3 | |
| 4 | Analyze various tools and operations of Computer. | | | | | | K4 | |
| 5 | Kindle interest on Internet of Things. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **HISTORY OF COMPUTERS** | | **9 hours** | | | | |
| Introduction to computer - Generation of computers. | | | | | | | | |
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| **Unit:2** | | **CLASSIFICATION OF COMPUTER** | | **9 hours** | | | | |
| Classifications of computer - Analog, Digital and Hybrid Computers | | | | | | | | |
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| **Unit:3** | | **HARDWARE** | | **9 hours** | | | | |
| Computer Organization: CPU and Memory Organization - RAM - Types of Random Access  Memories - ROM - Types of Read only Memory - Other types of Memories. | | | | | | | | |
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| **Unit:4** | | **INPUT AND OUTPUT UNITS** | | **8 hours** | | | | |
| Input/output units - Driver - Recorder - Printer - Cathode Ray Tube - Key board and Terminals -  MICR, OCR, Scanners Mark sensor. | | | | | | | | |
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| **Unit:5** | | **SOFT WARE** | | **8 hours** | | | | |
| Software - System software Application software - Uses of computer in the study of History-Online  Classes - Apps - Conduct of Webinar and Conference - History of 4.0 - Introduction to Internet of Things. | | | | | | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **45 hours** |
| **Text Book(s)** | | | |
| 1 | Rapidex computer courses. | | |
| 2 | Peter Norton, *Introduction to Computers,* McGraw Hill Education*, 2017.* | | |
| 3 | Subramanian C.S., *Introduction to Computer and Foundations.* | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Donalo H. Sanders, *Computer Today,* McGraw-Hill Companies, 1987. | | |
| 2 | Taxali R. K., *PC Software made simple IV edition,* McGraw Hill Education, 2017*.* | | |
| 3 | Sinha P. K., *Computer Fundamentals*, BPB Publications, 2004. | | |
| 4 | Dr. Subramanian N., *Computer Genesis, Programming, Software Applications.* | | |
| 5 | Subramanian N., *Computers* McGraw Hill Education India Pvt. Ltd., 2001. | | |
| 6 | Dr. Kaliraj P., Dr. Devi T., Higher Education for Industry 4.0 and Transformation to  Education 5.0, 2020. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/History_of_software> | | |
| 2 | <https://en.wikibooks.org/wiki/History_of_Computers/Applications_Development_History> | | |
| 3 | [https://prezi.com/vwsvnkjmidq9/the-history-of-computers-and-computer-](https://prezi.com/vwsvnkjmidq9/the-history-of-computers-and-computer-applications/?frame=c26681e681d90a98e37cc4061c271a6e3745f312)  [applications/?frame=c26681e681d90a98e37cc4061c271a6e3745f312](https://prezi.com/vwsvnkjmidq9/the-history-of-computers-and-computer-applications/?frame=c26681e681d90a98e37cc4061c271a6e3745f312) | | |
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| Course Designed By: **Dr.S.Z.NIAZUDEEN, Assistant Professor in History, Sri Vasavi College,**  **Erode.** | | | |

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

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



Sixth Semester

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

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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **90 hours** |
| **Text Book(s)** | | | |
| 1 | Jayabalan N., *History of Europe*, Atlantic Publishers And Distributors Pvt Ltd, 1999. | | |
| 2 | Rao B. V., *World History*, Sterling Publishers Pvt Ltd-New Delhi; 2nd Edition (2012), 1984. | | |
| 3 | Ramalingam T.S., *History of Modern Europe from 1789 to present day*, TSR Publications,  1983. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Gupta Ramesh, *Contemporary World since 1939*, Surjeet Publications, New Delhi. | | |
| 2 | Kurushresthra. K. K, *A Short History of International Relations*. | | |
| 3 | [Nayak](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=P.%2BK.%2BNayak&search-alias=stripbooks) P. K., *History of the Twentieth Century World (1945 A.D-2000 A.D)*, Kalpaz  Publications (2017). | | |
| 4 | Palmer & Perins, *International Relations*, CBS Publishers & Distributors, 2001. | | |
| 5 | Sharma .R, *Organs of International Relations.* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Cold_War> | | |
| 2 | <https://www.un.org/en/about-un/> | | |
| 4 | <https://en.wikipedia.org/wiki/Disarmament> | | |
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| Course Designed By: **Dr. R. Shangameshwaran, Asst. Prof. of History, Chikkanna Govt. Arts**  **College, Tiruppur.** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | M | S | S | S | M | M | M |
| **CO3** | S | S | S | M | S | S | S | M | S |
| **CO3** | S | S | M | M | S | M | S | S | S |
| **CO4** | S | S | S | S | S | S | S | M | M |
| CO5 | S | S | M | S | S | M | S | S | M |
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\*S-Strong; M-Medium; L-Low

## SEMESTER VI

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

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

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

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

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core- XV** | | | **APPLIED HISTORY FOR CIVIL SERVICE**  **EXAMINATIONS** | **5** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **A basic knowledge about Indian and world S**  **history Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Equip students with widespread knowledge about Indian and world history 2. Train students opting for history as optional subject for civil service examination. 3. Furthermore enhance the scope and employability of students. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the Indian and global events in history. | | | | | | K1 | |
| 2 | Understand history subject and opt it as an optional subject in civil service examination. | | | | | | K2 | |
| 3 | Apply the acquired knowledge to successfully qualify in civil service examination. | | | | | | K3 | |
| 4 | Scrutinize all the fact and information for competitive examinations. | | | | | | K4 | |
| 5 | Evaluate his/her capability of answering to multiple choice questions in competitive exam. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **ANCIENT INDIA** | | **15 hours** | | | | |
| Pre historic India - Indus Valley Civilization - Early Vedic & Later Vedic India - Mauryas -  Kushanas - Guptas – Cholas | | | | | | | | |
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| **Unit:2** | | **MEDIEVAL INDIA** | | **15 hours** | | | | |
| Aibak - Illtutmish - Alauddin khaliji- Mohammed bin Tuglaq - Lodi’s reign - Akbar - Shah Jahan - Aurangzeb - Adminstrative Systems - Society. | | | | | | | | |
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| **Unit:3** | | **MORDERN INDIA** | | **15 hours** | | | | |
| India under East India Company’s Rule - The Great Revolt of 1857- Socio - Religious Reform  Movements in the19th century India - India’s Freedom Movement - Gandhian Era-Dawn of Indian Independence | | | | | | | | |
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| **Unit:4** | | **WORLD HISTORY** | | **14 hours** | | | | |
| First World War - Russian Revolution- League of Nations - Rise of Fascism and Nazism -Second  World War - Causes – Results | | | | | | | | |
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| **Unit:5** | | **CONTEMPORARY WORLD** | **14 hours** |
| U.N.O and its role in World Peace. Cold Wars - Super Powers - Regional Security Agreements -  NATO, SEATO and Warsaw Pact) -Growth of Atomic Weapons - Missiles - Peace Efforts - Fall of Socialist States - Liberalization - Globalization - World Today | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Agarwal J. C., *Ancient India,* S Chand & Company, 2017*.* | | |
| 2 | Sathish Chandra, *Essays on Medival Indian history*, Oxford University Press, 2004. | | |
| 3 | Aggarwal R. C., *Indian freedom struggle*. | | |
| 4 | Krishna Reddy, *World history for civil service Examination*, McGraw Hill Education, 2017. | | |
| **Reference Books** | | | |
| 1 | Bhasham A.L., *Wonder that was India*, Picador, Indian ed, 2004. | | |
| 2 | [Chandra Bipan,](https://en.wikipedia.org/wiki/Bipan_Chandra) Mukherjee, Mridula, Mukherjee, Aditya, Mahajan, Sucheta, Panikkar K. N.,  *India's Struggle for Independence*. New Delhi: [Penguin Books](https://en.wikipedia.org/wiki/Penguin_Books) | | |
| 3 | Jawaharlal Nehru, *Glimpses of world history*, Penguin India; 1 edition, 2004. | | |
| 4 | Mahajan V. D., *History of Medieval India*, S Chand, Eleventh edition, 1991. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.youtube.com/watch?v=JWJLpLQMlH8> | | |
| 2 | <https://ndl.iitkgp.ac.in/homestudy/humanities> | | |
| 3 | <http://www.gutenberg.org/files/6589/6589-h/6589-h.htm> | | |
| 4 | <http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/65> | | |
| Course Designed By: **Prof. R.PRAKASH, Assistant Professor in History, Sri Vasavi College,**  **Erode.** | | | |

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

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

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

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

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

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

Three hours practicals per week Lab Ms Office – Word

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

Question Paper Pattern for Practical in ESE

* 1. Choose any 2 out of 5 questions - 2×25=50 marks

The following Allied subjects are to be offered:

ALLIED SUBJECTS

FIRST YEAR – FIRST SEMESTER / SECOND YEAR - THIRD SEMESTER

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

or

1. **Principles of Government**

or

1. **General Economics - 1**

or

1. **Principles of Political Science -1**

FIRST YEAR – SECOND SEMESTER / SECOND YEAR - FOURTH SEMESTER

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

or

1. **Indian Constitution**

or

1. **General Economics - II**

or

1. **Principles of Political Science - II.**

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

**Elective - I A.** Archaeology

**(For Semester-V) B.** Human Resource Management

**C.** Tourist Centres in India and Abroad

**Elective - II A.** Introduction to Journalism and Mass Communication

**(For Semester-VI) B.** Indian Cultural Heritage

**C.** Public Administration

**Elective - III A.** Tourism in Tamil Nadu

**(For Semester-VI) B.** Sociology

**C.** Geography

**C.I.A. for Skill Based Subject II : Disaster management** :10 Multiple choice questions with four options from 3 units

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| **Part** | **Title of the Course** | **Hours/ Week** | **Examination** | | | | | | **Credits** | |
| **Duration in Hours** | **Maximum Marks** | | | | |
| **CIA** | **CEE** | | **Total** | |
|  | **Semester- IV** | | | | | | | | | |
| IV | Skill Based Subject-II:  I Disaster Management ,  **Under Naan Mudalvaan Scheme :**  II **Digital Skills for Employability**: | 3 | 1  2 | 10  25 | | 15  25 | | 25  50 | | 1  2 |
|  |  |  |  |  | |  | | **75** | | **3** |

**CEE- Maximum marks 15 for Skill Based Subject in Semester , IV with 1 Credit: Disaster Management**

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| **Bloom’s Category** | **Section** | **Marks** | **Total** |
| Remember (K1) | Section A - **5×1=05**  marks | 5 Multiple choice questions with four options from 3 units | **15** |
| Understanding (K2) | Section B - **5×2 =10** marks (either a or b) | 5 Short answer questions either (a) or (b) type to be answered in 100 words- 2 from 3 units |

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| **Bloom’s Category** | **Section and allocation of marks** | **Marks** | **Total** |
| Remember (K1) | Section A – 5x1 =5  marks | 5 Multiple choice questions with four options- 1 from each unit | **25** |
| Understanding (K2) | Section B - 5×2 =10  marks (either a or  b) | 5 Short answer questions either (a) or  (b) type to be answered in 100 words- 1 from each unit |  |
| Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6) | Section C - 2×5 =10  marks (either a or  b) | 2 Essay type questions either (a) or (b) type to be answered in 250 words. |  |

**CEE- Maximum marks 25 for Skill Based Subject in Semester , IV Under Naan Mudalvaan Scheme with 2 Credits:**

Examination and Evaluation Will be Conducted by External Agencies Under Government of Tamilnadu through Learning Management Systems.

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

THEORY and PRACTICAL PAPER ( Skill Based Subjects **Under Naan Mudalvaan Scheme :**

Digital Skills for Employability ).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MAXIMUM MARKS | Continuous Internal Assessment  (CIA) | | Comprehensive External Examinations  (CEE) | |
| Max. Marks | Passing Minimum Marks | Max. Marks | Passing Minimum Marks |
| **50** | **25** | 10 | **25** | **10** |

BHARATHIAR UNIVERSITY: COIMBATORE

# ALLIED SUBJECT

**(For B.A. Economics / Defence Studies Candidates)**

HISTORY OF INDIA FROM 1600 AD TO 1857 AD - I

### WITH EFFECT FROM 2007-2008 and onwards

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

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| **Unit:5** | | **CONSTITUTIONAL DEVELOPMENT** | **17 hours** |
| Constitutional Development: Regulating Act- 1773 - Pitt’s India Act- 1784, Charter Act of 1813,  Charter Act of 1833 and 1853. | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | **Total Lecture hours** | **90 hours** |
| **Text Book(s)** | | | |
| 1 | Ramalingam T.S., *History of Modern India 1707 to present day*, TSR Publications, Madurai,  1983. | | |
| 2 | William Andrew Pettigrew, Mahesh Gopalan, *The East India Company, 1600A.D-*  *1857A.D: Essays on Anglo-Indian Connection*, Routledge Taylor & Francis Group, 2017. | | |
| **Reference Books** | | | |
| 1 | Bipin Chandra, *Modern India*, Orient Black Swan, 2018. | | |
| 2 | Choudhary. B. P, *History of India*, Abhijeet Publication, New Delhi, 2012. | | |
| 5 | Grover, B.L.A New Look on Modern Indian History, reprint, S. Chand & Co, 1998. | | |
| 4 | Mahajan V.D., *Modern India*, S. Chand & Company Ltd, New Delhi, 2012. | | |
| 5 | Majumdar. R.C & [Ray Chaudhuri](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=H.C.%2BRaychaudhuri&search-alias=stripbooks) H.C, *An Advanced History of India*, Macmillan Publishers,  New Delhi, 1978. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Company_rule_in_India> | | |
| 2 | <https://en.wikipedia.org/wiki/Carnatic_Wars> | | |
| 3 | <https://en.wikipedia.org/wiki/List_of_governors-general_of_India> | | |
| 4 | <https://www.youtube.com/watch?v=ataW-bloIEY> | | |
| Course Designed By: **Prof. M. THANGAVEL, Assistant Prof. of History, Sri Vasavi College,**  **Erode** | | | |

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

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

BHARATHIAR UNIVERSITY: COIMBATORE

# ALLIED SUBJECT

**(For B.A. Economics / Defence Studies Candidates)**

HISTORY OF INDIA 1858 A.D. TO 1964 A.D. - II

### WITH EFFECT FROM 2007-2008 and onwards

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

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

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

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

BHARATHIAR UNIVERSITY : COIMBATORE

# ALLIED SUBJECT

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

PRINCIPLES OF POLITICAL SCIENCE - I

### WITH EFFECT FROM 2007-2008 and onwards

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Allied** | | | **PRINCIPLES OF POLITICAL SCIENCE – I** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic knowledge in Social Science S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Deal with basic concepts and ideas of Political Science. 2. Teach the elements and theories of states. 3. Make the students to understand that political groups form the government. | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Understand the theories and principles of Political science. | | | | | | K2 | |
| 2 | Analyze the theory of origin and functions of the states. | | | | | | K4 | |
| 3 | Know the Power theory of Sovereignty. | | | | | | K1 | |
| 4 | Evaluate the powers and function of states. | | | | | | K5 | |
| 5 | Create interest in participating in the elections. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **PRINCIPLES OF POLITICAL SCIENCE** | | **15 hours** | | | | |
| Meaning, Nature and Scope of Political Science, Methodology of Social Sciences. | | | | | | | | |
|  | | | | | | | | |
| **Unit:2** | | **ELEMENTS & FUNCTIONS OF THE STATE** | | **15 hours** | | | | |
| State – Definition; Characteristics, Elements of the state; Association and Community; Functions  of the State. | | | | | | | | |
|  | | | | | | | | |
| **Unit:3** | | **THEORIES OF STATE** | | **15 hours** | | | | |
| Theories of Origin of the state - Social Contract Theory; Force Theory; Evolutionary theory. | | | | | | | | |
|  | | | | | | | | |
| **Unit:4** | | **THEORIES OF SOVEREIGNTY** | | **14 hours** | | | | |
| Sovereignty; Kinds of Sovereignty; Power Theory of Sovereignty. Powers and Authority- Limits  of State Authority. | | | | | | | | |
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| **Unit:5** | | **POLITICAL GROUPS** | **14 hours** |
| Groups of Political obligation - Various theories. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | [Kapur A.C.,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Kapur%2BA.C.&search-alias=stripbooks) *Principles of Political Science*, S Chand & Company, 1987. | | |
| 2 | Ruphael D. D, *Problems of Political Philosophy*, Chapters 1, 2, 3 and 4, Palgrave Pub  Humanities Press, 1970. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Gilchrist R. N., *Principles of Political Science*, Longmans, Green And Co, 1921. | | |
| 2 | Johari J. C., *Principles of Modern Political Science*, Sterling Publication, 1989. | | |
| 3 | Mahajan V. D., *Principles of Political Science*, S. Chand & Company, 1970. | | |
| 4 | Pickles D M, *An Introduction to Politics*, Chapters 1, 2, 3 and 4, Methuen young books, 1964. | | |
| 5 | [Urmila Sharma](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Urmila%2BSharma%22&source=gbs_metadata_r&cad=6) and [S.K. Sharma,](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22S.K.%2BSharma%22&source=gbs_metadata_r&cad=6) *Principles and Theory in Political Science*, Atlantic  Publishers & Dist, 2000. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.politicalsciencenotes.com/political-science/political-science-definition-theory-](https://www.politicalsciencenotes.com/political-science/political-science-definition-theory-nature-and-scope/711)  [nature-and-scope/711](https://www.politicalsciencenotes.com/political-science/political-science-definition-theory-nature-and-scope/711) | | |
| 2 | [https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-](https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories-political-science/1513)  [theories-political-science/1513](https://www.politicalsciencenotes.com/essay/state/theories-on-the-origin-of-state-essay-theories-political-science/1513) | | |
| 3 | <https://iep.utm.edu/poli-obl/> | | |
|  | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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

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

BHARATHIAR UNIVERSITY: COIMBATORE

# ALLIED SUBJECT

## (For B.A. History/ History and Tourism)

PRINCIPLES OF POLITICAL SCIENCE - II

### WITH EFFECT FROM 2007-2008 and onwards

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Allied** | | | **PRINCIPLES OF POLITICAL SCIENCE – II** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic knowledge in Political Science S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Teach the theories of fundamental rights and duties. 2. Make the students to know the concept of Liberty. 3. Make the students to acquire knowledge of Right to Justice. | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Gain knowledge on Theories of Fundamental Rights and Duties. | | | | | | K1 | |
| 2 | Understand to live according to the constitution. | | | | | | K2 | |
| 3 | Know the main concepts of Equality and how people should be equally treated. | | | | | | K3 | |
| 4 | Analyze that Democratic importance in the forming of Government. | | | | | | K4 | |
| 5 | Create new ideas on International democracy. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **THEORIES OF FUNDAMENTAL RIGHTS AND DUTIES** | | **15 hours** | | | | |
| Rights - Theories of Rights - Fundamental and Constitutional Rights; Rights and Duties. | | | | | | | | |
|  | | | | | | | | |
| **Unit:2** | | **RIGHT TO LIBERTY** | | **15 hours** | | | | |
| Liberty - Meaning - Kinds - Concepts - Liberty and Law, Liberty and Authority. | | | | | | | | |
|  | | | | | | | | |
| **Unit:3** | | **RIGHT TO EQUALITY** | | **15 hours** | | | | |
| Equality - Kinds - Concepts - Liberty and Equality; Marxist View on Liberty and Equality. Justice and Equality. | | | | | | | | |
|  | | | | | | | | |
| **Unit:4** | | **RIGHT TO JUSTICE** | | **14 hours** | | | | |
| Justice - Meaning - Nature - Kinds - Equality and utility Morality - Law and Morality. | | | | | | | | |
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| **Unit:5** | | **DEMOCRATIC GOVERNMENT** | | **14 hours** |
| Democracy, Direct and Indirect Democratic Heads - Democratic Government - Democracy in  International Society. | | | | |
|  | | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** | |
| Expert lectures, online seminars – webinars | | | | |
|  | | | | |
|  | | **Total Lecture hours** | **75 hours** | |
| **Text Book(s)** | | | | |
| 1 | [Kapur A.C.,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Kapur%2BA.C.&search-alias=stripbooks) *Principles of Political Science*, S Chand & Company, 1987. | | | |
| 2 | Pickles D. M, *An Introduction to Politics*, Chapters 1, 2, 3 and 4, Methuen young books,  1964. | | | |
|  | | | | |
| **Reference Books** | | | | |
| 1 | Agarwal R. C., *Political Theory*, S. Chand & Company, 2018. | | | |
| 2 | Gilchrist R. N*., Principles of Political Science*, Longmans, Green And Co, 1921. | | | |
| 3 | Roy & Singh, *Indian Political System*, Pearson, India, 2012. | | | |
| 4 | Ruphael D. D, *Problems of Political Philosophy*, Chapters 1, 2, 3 and 4, Palgrave Pub  Humanities Press, 1970. | | | |
| 5 | [Urmila Sharma](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Urmila%2BSharma%22&source=gbs_metadata_r&cad=6) and [Sharma](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22S.K.%2BSharma%22&source=gbs_metadata_r&cad=6) S.K., *Principles and Theory in Political Science*, Atlantic  Publishers & Dist, 2000. | | | |
|  | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
| 1 | <https://en.wikipedia.org/wiki/Fundamental_rights_in_India> | | | |
| 2 | [http://www.legalservicesindia.com/article/1688/Right-To-Equality--A-Fundamental-](http://www.legalservicesindia.com/article/1688/Right-To-Equality--A-Fundamental-Right.html)  [Right.html](http://www.legalservicesindia.com/article/1688/Right-To-Equality--A-Fundamental-Right.html) | | | |
| 3 | <https://en.wikipedia.org/wiki/Democracy> | | | |
|  | | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | |

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

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

BHARATHIAR UNIVERSITY: COIMBATORE

# ALLIED SUBJECT

## For B.A. HISTORY CONSTITUTIONAL HISTORY OF INDIA

**FROM 1773 A.D. TO 1892 A.D. - I**

### WITH EFFECT FROM 2007-2008 and onwards

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Allied -** | | | **CONSTITUTIONAL HISTORY OF INDIA**  **FROM 1773 A.D. TO 1892 A.D. – 1** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic knowledge of History at school level. Ve** | **Syllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Teach the Constitutional history from the enactment of Regulating Act to the framing of Indian Constitution. 2. Know the fundamental concepts of constitution and basis of the evolution of Indian Constitution. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Understand the provisions of Charter Acts. | | | | | | K2 | |
| 2 | Analyze the Government of India Acts passed by the British government. | | | | | | K4 | |
| 3 | Learns about the historical evolution of the Indian Constitution. | | | | | | K3 | |
| 4 | Remember the Queen’s Proclamation guaranteed to the Indians. | | | | | | K1 | |
| 5 | Know the Indian councils as the law making bodies. | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **REGULATING ACT** | | **15 hours** | | | | |
| The circumstance leading to the passing of the Regulating Act of 1773 – Merits and defects - Pitt’s  India Act of 1784 - merits and defects. | | | | | | | | |
|  | | | | | | | | |
| **Unit:2** | | **CHARTER ACTS** | | **15 hours** | | | | |
| Charter Act of 1793 - Charter Act of 1813 and its significance - Parliamentary legislations  between 1813 and 1833. | | | | | | | | |
|  | | | | | | | | |
| **Unit:3** | | **ORIGIN OF LEGISLATIVE ASSEMBLY** | | **15 hours** | | | | |
| Charter Act of 1833 - Law making and Law commission - Charter Act of 1853 and the emergence  of a separate Law making body. | | | | | | | | |
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| **Unit:4** | | | | **QUEEN’S PROCLAMATION** | | | | | | | | | **14 hours** | |
| The Queen’s Proclamation and the Government of India Act of 1858 - Home Government -  Government of India and the Provinces. | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **COUNCIL ACTS** | | | | | | | | | **14 hours** | |
| Indian Councils Acts of 1861 and 1892 - their significance - Nature of Law making bodies. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | **75 hours** | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | | Aggarwal R.C, *Nationalist Movement & Constitutional Development of India*, S Chand &  Company, 2005. | | | | | | | | | | | | |
| 2 | | Chabra G.S, *Constitutional History of India*, Parkash Bros., 1964. | | | | | | | | | | | | |
| 3 | | Sethi & Mahajan, *Constitutional History of India*, Delhi, 1960. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | Chabra G.S, *Advanced Study in the History of Modern India (3 Vols.)*, Lotus Press, 2004. | | | | | | | | | | | | |
| 2 | | Gupta D, *Indian National Movement and Constitutional Development*, Stosius Inc/Advent  Books Division, 1983. | | | | | | | | | | | | |
| 3 | | Keith A.B, *The Constitutional History of India*, Pacific Publication (2010). | | | | | | | | | | | | |
| 4 | | Purnian K. V, *The Constitutional History of India*. | | | | | | | | | | | | |
| 5 | | Sapre G.S, *The Growth of Indian Constitution & Administration*, Gale, Making of Modern  Law, 2014. | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://en.wikipedia.org/wiki/Regulating_Act_of_1773> | | | | | | | | | | | | |
| 2 | | <https://en.wikipedia.org/wiki/Charter_Act_of_1813> | | | | | | | | | | | | |
| 3 | | [https://abhipedia.abhimanu.com/Article/IAS/MTA4NzUy/Governemnt-of-India-and-Council-](https://abhipedia.abhimanu.com/Article/IAS/MTA4NzUy/Governemnt-of-India-and-Council-Acts---1858-1919--Indian-Polity-IAS)  [Acts 1858-1919--Indian-Polity-IAS](https://abhipedia.abhimanu.com/Article/IAS/MTA4NzUy/Governemnt-of-India-and-Council-Acts---1858-1919--Indian-Polity-IAS) | | | | | | | | | | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | |  |
|  | **Cos** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | |
|  | **CO1** | | S | | S | S | S | M | M | S | S | S | |
|  | **CO3** | | S | | S | S | M | M | S | M | S | M | |
|  | **CO3** | | S | | S | S | S | M | S | S | M | S | |
|  | **CO4** | | S | | S | S | M | S | M | S | S | M | |
|  | CO5 | | S | | S | S | M | S | S | M | M | S | |

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

BHARATHIAR UNIVERSITY : COIMBATORE

# ALLIED SUBJECT For B.A. HISTORY

CONSTITUTIONAL HISTORY OF INDIA FROM 1892 A.D. TO 1950 A.D. - II

### WITH EFFECT FROM 2007-2008 and onwards

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

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| **Unit:4** | | | | **FEDERAL GOVERNMENT** | | | | | | | | | **14 hours** | |
| Government of India Act of 1935 - The Federal Government - Provincial Autonomy - Cripps  Mission - Cabinet Mission Plan - Mountbatten Plan. | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **REPUBLIC INDIA** | | | | | | | | | **14 hours** | |
| Indian Independence Act of 1947 - Republican Constitution of India. | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | **75 hours** | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | | Aggarwal R.C, *Nationalist Movement & Constitutional Development of India*, S Chand &  Company, 2005. | | | | | | | | | | | | |
| 2 | | Chabra G.S, *Constitutional History of India*, Parkash Bros., 1964. | | | | | | | | | | | | |
| 3 | | Sethi & Mahajan, *Constitutional History of India*, Delhi, 1960. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | Chabra G.S, *Advanced Study in the History of Modern India (3 Vols.)*, Lotus Press, 2004. | | | | | | | | | | | | |
| 2 | | Gupta D, *Indian National Movement and Constitutional Development*, Stosius Inc/Advent  Books Division, 1983. | | | | | | | | | | | | |
| 3 | | Keith A.B, *The Constitutional History of India*, Pacific Publication (2010). | | | | | | | | | | | | |
| 4 | | Purnian K. V, *The Constitutional History of India* | | | | | | | | | | | | |
| 5 | | Sapre G.S, *The Grown of Indian Constitution & Administration*, Gale, Making of Modern  Law, 2014. | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://byjus.com/free-ias-prep/ncert-notes-morley-minto-reforms/> | | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=MTo-l0VRe80> | | | | | | | | | | | | |
| 3 | | <https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India> | | | | | | | | | | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | |  |
|  | **Cos** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | |
|  | **CO1** | | S | | M | S | M | S | M | M | S | S | |
|  | **CO3** | | S | | M | M | S | S | S | S | M | S | |
|  | **CO3** | | S | | M | S | S | S | S | S | M | S | |
|  | **CO4** | | S | | S | M | S | S | M | M | S | M | |
|  | CO5 | | M | | S | S | S | S | S | M | M | M | |

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

BHARATHIAR UNIVERSITY : COIMBATORE

# ALLIED SUBJECT

## (For B.A. History/ History and Tourism) PRINCIPLES OF GOVERNMENT

### WITH EFFECT FROM 2007-2008 and onwards

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

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| Judiciary: Organization of Judiciary - Functions of Judiciary - Independence of Judiciary - Judicial  Review - Rule of Law - Administrative Law. | | | |
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| **Unit:5** | | **RIGHTS AND DUTIES OF CITIZEN** | **14 hours** |
| Political Parties - Pressure groups - Electoral system - Anti-defection - Public Opinion -Democracy  - Rights and duties of citizens - Women in Electoral process. | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Nathaniel Chipman, *Principles of Government, A Treatise on Free Institutions Including the*  *Constitution of the United States*, The Law book Exchange, Ltd., 2011. | | |
| 2 | [Warren L. McFerran,](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Warren%2BL.%2BMcFerran&text=Warren%2BL.%2BMcFerran&sort=relevancerank&search-alias=books) *The Principles of Constitutional Government: Political Sovereignty*,  Pelican Publication, 2009. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Appadurai A., *Substance of Politics*, Oxford University Press, 2000. | | |
| 2 | [Charles F. Bahmueller](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Charles%2BF.%2BBahmueller%22), *Elements of Democracy: The Fundamental* Principles, Concepts,  Social Foundations, and Processes of Democracy, Center for Civic Education, 2007. | | |
| 3 | Gilchrist R. N., *Principles of Political Science*, Orient Black Swan (1975). | | |
| 4 | [Nathaniel Chipman](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Nathaniel%2BCHIPMAN%22&source=gbs_metadata_r&cad=7), *Sketches of the Principles of Government*, Rutland [Vt.], 1793. | | |
| 5 | Strong C. F., *Modern Constitutions*, Sidgwick & Jackson Ltd, 1972. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Constitution> | | |
| 2 | <https://en.wikipedia.org/wiki/Legislature> | | |
| 3 | [https://en.wikipedia.org/wiki/Fundamental\_Rights,\_Directive\_Principles\_and\_Fundamental\_](https://en.wikipedia.org/wiki/Fundamental_Rights%2C_Directive_Principles_and_Fundamental_Duties_of_India)  [Duties\_of\_India](https://en.wikipedia.org/wiki/Fundamental_Rights%2C_Directive_Principles_and_Fundamental_Duties_of_India) | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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

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

BHARATHIAR UNIVERSITY : COIMBATORE

# ALLIED SUBJECT

## (For B.A. History/ History and Tourism) INDIAN CONSTITUTION.

### WITH EFFECT FROM 2007-2008 and onwards

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Allied** | | | **INDIAN CONSTITUTION** | **6** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic knowledge in Indian Constitution S**  **Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Make the students to understand the historical background of the Indian Constitution. 2. Teach the powers and functions of Executive, Legislative, Judiciary and Autonomous bodies of the constitution. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Understand the evolution of Indian Constitution. | | | | | | K2 | |
| 2 | Get interest on Politics, voting right, secularism, equality and citizenship. | | | | | | K5 | |
| 3 | Familiarizes the significance of fundamental rights and duties. | | | | | | K1 | |
| 4 | Highlight the powers of state executive. | | | | | | K4 | |
| 5 | Acquire knowledge about the functions of Election Commission. | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **FORMATION OF INDIAN CONSTITUTION** | | **15 hours** | | | | |
| Formation of Constituent Assembly - Drafting Committee - Framing of the Constitution - Salient  Features. | | | | | | | | |
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| **Unit:2** | | **RIGHTS AND DUTIES** | | **15 hours** | | | | |
| Preamble - Fundamental Rights and Duties - Directive Principles of State Policy - Mode of  Amendment. | | | | | | | | |
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| **Unit:3** | | **UNION EXECUTIVE** | | **15 hours** | | | | |
| Union Executive - President - Vice President - Union Legislature: Lok Sabha - Rajya Sabha - Prime  Minister - Cabinet Minister. | | | | | | | | |
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| **Unit:4** | | **STATE EXECUTIVE** | | **14 hours** | | | | |
| State Executive - Governor - Chief Ministers - Council of Ministers - Judiciary - Supreme Court -  High Court. | | | | | | | | |
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| **Unit:5** | | **ELECTION COMMISSION OF INDIA** | **14 hours** |
| Election Commission of India - State Election Commission - Political Parties: National and Regional  - Pressure Groups - Union and State Service Commissions. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Durga Das Basu, *Commentary on the Constitution of India*, Lexi Nexis, 2017. | | |
| 2 | Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, 2011. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Durga Das Ragul Roy, *Introduction to the Constitution of India*, Lexis Nexis, 2013. | | |
| 2 | Huns Raj Khanna, *Making of India’s Constitution*, Eastern Book Company, 2008. | | |
| 3 | Jayabalan, *Constitutional History of India*, Atlantic Publishers & Distributors (P) Limited,  1998. | | |
| 4 | Pratap Kumar Ghosh, *The Constitution of India: How it has been framed*, World Press, 1966. | | |
| 5 | Pylee M.V., *Constitutional Government in India*, S Chand & Company, 2004. | | |
| 6 | Pylee M.V., *Indian’s Constitution*, S Chand & Company, 2016. | | |
| 7 | Thirumalai .P.S., *Constitutional Law of India* | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Constitution_of_India> | | |
| 2 | [https://www.yourarticlelibrary.com/political-science/executive-definition-functions-and-](https://www.yourarticlelibrary.com/political-science/executive-definition-functions-and-types-of-executive/40360)  [types-of-executive/40360](https://www.yourarticlelibrary.com/political-science/executive-definition-functions-and-types-of-executive/40360) | | |
| 3 | <https://en.wikipedia.org/wiki/Election_Commission_of_India> | | |
|  | | | |
| Course Designed By: **Prof. L. AMSA, Asst. Prof. of History, Chikkiah Naicker College, Erode** | | | |

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

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

# ELECTIVE PAPERS

## SEMESTER V

ELECTIVE I-A

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

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| **Unit:5** | | **INSCRIPTIONS** | | **11 hours** |
| Paleography - Brahmi Script and Vattezhuthu - Epigraphy - its importance - Language and types of inscriptions with special reference to South India - Numismatics - its illustration - Coins of the  Guptas, Cholas, Pandyas and Vijayanagar. | | | | |
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| **Unit:6** | | **Contemporary Issues** | | **2 hours** |
| Expert lectures, online seminars – webinars | | | | |
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|  | | **Total Lecture hours** | **60 hours** | |
| **Text Book(s)** | | | | |
| 1 | Childe. G, *Introduction to Archaeology*, Frederick Miller, 1956. | | | |
| 2 | [Raman](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22K.%2BV.%2BRaman%22&source=gbs_metadata_r&cad=2) K. V., *Principles and Methods of Archaeology*, Parthajan Publications, 1986. | | | |
| 3 | Sankalia. H. D, *Indian Archaeology Today*, Asia Publishing House, 1962. | | | |
|  | | | | |
| **Reference Books** | | | | |
| 1 | Brown C., *Indian Coins*, Bharatiya Kala Prakashan, 2009. | | | |
| 2 | Dilip K. Chakrabarti, *History of Indian Archaeology: The Beginning to 1947*, Munshiram  Manoharlal Publishers, 1995. | | | |
| 3 | Mahalingam T.V, *Early south Indian Paleography*, University of Madras, 1967. | | | |
| 4 | [Ramaswamy Venkatraman](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Ramaswamy%2BVenkatraman%22), *Indian Archaeology: A Survey*, Ennes Publications, 1985. | | | |
| 5 | Subramanian T.N, *Pandia Tamil Eluthukkal* (Tamil) | | | |
| 6 | Wheeler M, *Early India and Pakistan*, Thames & Hudson, 1968. | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
| 1 | [www.tnarch.gov.in>>](http://www.tnarch.gov.in/)e-publication | | | |
| 2 | https://asi.nic.in>>Central ArchaeologicalLibrary>>E-Publication | | | |
| 3 | Youtube – e-PG Pathshala | | | |
| Course Designed By: **Dr. R. SANTHANAM, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | |

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

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

SEMESTER -V ELECTIVE I-B

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

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| Employee - Benefit programme - Payments for time not worked - Guaranteed Annual wage - Life Insurance - Medical Services - Recreational Programme - Cafeterias & Housing Legal & Financial  – counselling - Educational Tuition. | | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **NATURE OF HUMAN AND SEPARATION** | | | | | | | | | **12 hours** | | |
| Nature of human - Importance of Human relations - Nature of Human needs Motivations -Theories of Abraham, Mastar, MC Gregar & Hezberz. The Start of Labour union - Nature of Labour union, Types of union - Starting unions - Separation processes -Retirement, Mandatory VS Voluntary  Retirement, Retirement Programmes, Lay-off Out-Placement, Discharge | | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | **60 hours** | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | | Gary Dessier, *Human Resource Management*, 7th ed. Prentice hall of India, Pearson, 2017. | | | | | | | | | | | | | |
| 2 | | Rao S.P., *Human Resource Management- Text and Cases*, Excel Books, New Delhi, 2000. | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | | Rao, AVLN, *Management Science*, SciTech Publications (India), Pvt. Ltd., Chennai, 2004. | | | | | | | | | | | | | |
| 2 | | Robert L Mathews and John H. Jackson, *Personnel Human Resource Management*, Edition  14, Cengage Learning, 2013. | | | | | | | | | | | | | |
| 3 | | Subramanian C V, *Human Resource Management*, S. Chand & Co, Ramnagar, New Delhi,  2003. | | | | | | | | | | | | | |
| 4 | | Venkatapathy and Assissi Menacheri, *Industrial Relations and Labour Welfare*, Adhitya  Publications, Coimbatore, 2001. | | | | | | | | | | | | | |
| 5 | | [Dessler Gary,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Dessler%2BGary&search-alias=stripbooks) *Fundamentals of Human Resource Management*, Pearson Education; Fourth  edition, 2017. | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://en.wikipedia.org/wiki/Human_resource_management> | | | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=c8_avX9miag> | | | | | | | | | | | | | |
| 3 | | <http://www.whatishumanresource.com/human-resource-management> | | | | | | | | | | | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | | |  |
|  | **COs** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | |  | |
|  | **CO1** | | S | | S | M | S | M | S | S | M | S | |
|  | **CO3** | | S | | S | M | S | M | S | S | M | S | |
|  | **CO3** | | S | | S | M | S | M | M | S | S | S | |
|  | **CO4** | | S | | S | M | S | M | M | S | M | M | |
|  | CO5 | | S | | S | M | S | M | M | S | S | M | |

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

SEMESTER -V ELECTIVE I-C

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| **Course code** | |  | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Elective I-C** | | | **TOURIST CENTERS IN INDIA**  **AND ABROAD** | **4** | **-** | | **-** | **4** |
| **Pre-requisite** | | | **Basic Knowledge in Tourism. S Ve** | **yllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Impart the importance of tourist centres in the world. 2. Educate the students to know the rules and regulations of tourism and travel management. 3. Encourage the students to visit the tourist places in India and abroad. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the important tourist centres in India and abroad. | | | | | | K1 | |
| 2 | Understand the rules and regulation in tourism management. | | | | | | K2 | |
| 3 | Apply the Travel documents like Visa, Passport to travel abroad. | | | | | | K3 | |
| 4 | Analyze the importance of tourist centres around the world. | | | | | | K4 | |
| 5 | Create the awareness of protecting the tourist places. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **IMPORTANCE OF TOURIST CENTRES** | | **12 hours** | | | | |
| Introduction - Importance of tourist centres - Advantages - Foreign exchange - Travel documents -  Visa, Passport, Airport clearance, Currency exchange -Diplomatic relationship - Classifications. | | | | | | | | |
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| **Unit:2** | | **TOURIST CENTRES IN ASIA** | | **12 hours** | | | | |
| INDIA: Kashmir - Delhi, Agra - Calcutta - Mysore - Goa - Trivandrum - Kanyakumari - Tanjore – Mammallapuram, MALDIVES, PAKISTAN: Lahore – Karachi. BANGALADESH: Dacca. NEPAL. SRILANKA: Colombo - Kandy - Anuradhapura. CHINA: Great wall - Peking - Shanghai. JAPAN: Tokyo. VIETNAM: THAILAND - SINGAPORE - MALAYSIA - INDONESIA –  CAMBODIA - AUSTRALIA: Sydney, Canberra, Melbourne. KUWAIT – ARABIA: Mecca - Madhina. | | | | | | | | |
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| **Unit:3** | | **TOURIST CENTRES IN EUROPE** | | **12 hours** | | | | |
| ENGLAND: London - SCOTLAND – IRELAND- FRANCE: Paris - French Rivera. SPAIN:  Barcelona - Madrid. GERMANY: Bonn - Berlin. SWITZERLAND: Zurich – Lausanne - Berne. NETHERLANDS: Amsterdam. ITALY: Rome, Sicily. GREECE: Athens. | | | | | | | | |
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| **Unit:4** | | **TOURIST CENTRES IN AFRICA, EGYPT** | | **11 hours** | | | | |

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| SOUTH AFRICA: Cape Town - Safari – EGYPT: Cairo - Luxor – Alexandria - TANZANIA -  MADAGASKAR: Antananarivo. | | | |
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| **Unit:5** | | **TOURIST CENTRES IN AMERICA** | **11 hours** |
| CANADA: Ottawa - Toronto. USA: New York - Niagara. PANAMA: California - Disneyland.  Tourist Centres in ARGENTINA – CUBA - HAVANA - BRAZIL - PERU. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | **Total Lecture hours** | **60 hours** |
| **Text Book(s)** | | | |
| 1 | David L. Edgell, *The formulation of Tourism Policy*, Routledge, 2013. | | |
| 2 | Dennis: L. Foster, *First class: An Introduction to Travel and Tourism*, McGraw-Hill Inc., US,  1990. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Anurag Mathur, [Prof. Agam Prasad Mathur](https://www.amazon.in/s/ref%3Ddp_byline_sr_ebooks_2?ie=UTF8&field-author=Proff.%2BAgam%2BPrasad%2BMathur&text=Proff.%2BAgam%2BPrasad%2BMathur&sort=relevancerank&search-alias=digital-text) and 8 more, *Indian Tourism: Tourist Places of*  *India*, Kindle Edition, Self Publisher, 2016. | | |
| 2 | Brent Ritchie T.R. & Charles. R. Goeldrer, *Travel, Tourism and Hospitality Research*, Wiley,  2nd Edition, 1994. | | |
| 3 | Krishnamoorthy. V, *Tourism Development.* | | |
| 4 | Md. Abu Barkat Ali, *Travel and Tourism Management*, Prentice Hall India Learning Pvt.  Ltd., 2015 | | |
| 5 | [Sophia Simone](https://www.amazon.in/s/ref%3Ddp_byline_sr_ebooks_1?ie=UTF8&field-author=Sophia%2BSimone&text=Sophia%2BSimone&sort=relevancerank&search-alias=digital-text), *Incredible India: A Beautiful Picture*, Asia-Pacific Holdings Private Limited. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://wikitravel.org/en/Asia> | | |
| 2 | <https://wikitravel.org/en/India> | | |
| 3 | <https://www.vueindiatours.com/blog/top-15-most-visited-places-in-india-by-foreign-tourists/> | | |
| 4 | <https://wikitravel.org/en/Europe> | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | S | M | M | S | S | M | S |
| **CO3** | S | S | S | M | M | S | S | S | S |
| **CO3** | S | S | S | M | M | M | S | S | M |
| **CO4** | S | S | S | M | M | S | S | M | M |
| CO5 | S | S | S | M | M | S | M | S | S |
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\*S-Strong; M-Medium; L-Low

## SEMESTER- VI

ELECTIVE II-A

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

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

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | S | M | M | S | S | M | M |
| **CO3** | S | S | S | M | M | M | S | M | S |
| **CO3** | S | M | S | M | M | S | S | S | S |
| **CO4** | S | S | M | M | M | M | S | M | M |
| CO5 | S | M | S | M | M | M | S | S | S |
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\*S-Strong; M-Medium; L-Low

SEMESTER- VI ELECTIVE II-B

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

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| Arya Samaj - Brahma Samaj - Ramakrishna mission - Theosophical Society - Dravidian Rational Movement - Developments in India after the British -Railways - Postal and Telegraphy - Industrial  Revolution - emergence or Educational Institutions. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Mallev O., *Indian and west*, Oxford University Press, 1968. | | |
| 2 | Relevant chapter in Bharathiya Vidya Bhavan : (History of the Indian People). | | |
|  | | | |
| **Reference Books** | | | |
| **1** | Anurag Mathur, *Indian Culture & Heritage: 1*, Create space Independent Pub, 2017. | | |
| **2** | Basham A.L., *A Cultural History of India*, Oxford Publication, 1997. | | |
| **3** | [Haridas Bhattacharyya,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Haridas%2BBhattacharyya&search-alias=stripbooks) *Cultural Heritage of India*, Ramakrishna Mission Inst of culture,  2002. | | |
| **4** | Romila Thapar, *Indian Cultures as Heritage: Contemporary Pasts*, Aleph Book Company,  2018. | | |
| 5 | Sathyanathaiyer R., *History of India Vols I and II*, S. Viswanathan, 1952. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://swayam.gov.in/nd2_nos19_hs03/preview> | | |
| 2 | <https://www.youtube.com/watch?v=NOA9iN9vrU8> | | |
| 3 | <http://www.indiaculture.nic.in/world-heritage> | | |
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| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | M | S | M | S | S | M | M |
| **CO3** | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | M | S | M | S | S | S | M |
| **CO4** | S | M | S | S | M | S | S | M | S |
| CO5 | S | S | M | S | S | M | S | M | M |
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\*S-Strong; M-Medium; L-Low

SEMESTER- VI ELECTIVE II-C

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

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| Typologies of Political Executive and their functions, Forms of Public organizations: Ministries and Departments: Corporations; Companies, Boards and Commissions; Ad hoc and Advisory bodies - Headquarters and field relationships. Administrative Behavior: Decision making with special reference to Herbert Simon, Theories of Leadership, Communication, Morale, Motivation (Maslow  and Hertzberg.) | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **ACCOUNTABILITY AND CONTROL** | | | | | | | | | **14 hours** | |
| Concepts of Accountability and Control; Legislative Executive and Judicial Control over Administration. Citizen and Administration, Role of civil society, people’s participation, Right to information. Administrative corruption, machinery for reducers of citizen’s grievances. Citizen  Charter. | | | | | | | | | | | | | | |
| **Unit:5** | | | | **ADMINISTRATIVE LAW** | | | | | | | | | **14 hours** | |
| Meaning and significance. Delegated Legislation: Types, Advantages: limitations, Safeguards,  Administrative Tribunals limitations and methods of ensuring effectiveness. | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | **2 hours** | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | **75 hours** | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | | Dr. Maheswari A., *Public Administration*, New Delhi, 1970. | | | | | | | | | | | | |
| 2 | | Dr. Maheswari A., *Public Administration*, NCERT, New Delhi, 1983. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | Anupama Puri Mahajan, *Public Administration*, Pearson, 2018. | | | | | | | | | | | | |
| 2 | | Avasthi, *Public Administration*, Lakshmi Narain Agarwal, 2017. | | | | | | | | | | | | |
| 3 | | [Laxmikanth](https://www.amazon.in/M-Laxmikanth/e/B00IZAQPQU/ref%3Ddp_byline_cont_book_1) M., *Public Administration*, McGraw Hill Education, 2011. | | | | | | | | | | | | |
| 4 | | Myneni S.R, *Principles of Public Administration*, Allahabad Law Agency, 2016. | | | | | | | | | | | | |
| 5 | | [J. Steven Ott](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=J.%2BSteven%2BOtt&search-alias=stripbooks) and [Russell](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=E.%2BW.%2BRussell&search-alias=stripbooks) E. W., *Introduction to Public Administration*, Pearson Publication,  2000. | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | <https://swayam.gov.in/nd2_cec19_hs16/preview> | | | | | | | | | | | | |
| 2 | | <https://www.youtube.com/watch?v=ORWOn8om63M> | | | | | | | | | | | | |
| 3 | | <https://www.britannica.com/topic/public-administration> | | | | | | | | | | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | | | | | | | | | | | | |
|  | **Mapping with Programme Outcomes** | | | | | | | | | | | | |  |
|  | **COs** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | |
|  | **CO1** | | S | | M | S | M | M | S | S | M | M | |
|  | **CO3** | | S | | M | S | M | M | M | S | M | S | |
|  | **CO3** | | S | | M | S | M | M | S | S | S | M | |
|  | **CO4** | | S | | M | S | M | M | M | S | M | S | |
|  | CO5 | | S | | M | S | M | M | M | M | S | M | |

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

## SEMESTER- VI

ELECTIVE III-A

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

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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Bhatia A.K., *Tourism Development, Principles and Practices*, Sterling c Publishers (P) Ltd,  New Delhi, 2012. | | |
| 2 | Tamil Nadu Tourism Development Corporations Publications, Chennai. | | |
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| **Reference Books** | | | |
| 1 | Anand N. M, *Tourism and Hotel Industry in India,* Sterling Publishers (P) Ltd, New Delhi. | | |
| 2 | Chistpher J. Holloway, *The Business of Tourism,* Macdonald and Evans 1983. | | |
| 3 | Kaul E.H, *Dynamics of Tourism*, Stosius Inc/Advent Books Division, 1985. | | |
| 4 | [Subramania Pillai](https://www.google.co.in/search?tbm=bks&tbm=bks&q=inauthor%3A%22S.%2BSubramania%2BPillai%22&sa=X&ved=2ahUKEwibja2j_fHqAhXPwTgGHW81DVoQ9AgwAHoECAEQBQ) S., *Tourism in Tamil Nadu: Growth and* Development, MJP Publisher, 2019. | | |
| 5 | [Sura Books Editorial Team](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=SuraBooks%2BEditorial%2BTeam&search-alias=stripbooks), *Tourist Guide to Tamil Nadu*, Sura Books, 2012. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.ttdconline.com/> | | |
| 2 | <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827>(Tourism P-1, M-01) | | |
| Course Designed By: **Prof. M. THANGAVEL, Assistant Professor of History, Sri Vasavi**  **College, Erode.** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | S | S | M | M | S | S | M | M |
| **CO3** | S | S | S | M | M | S | S | S | S |
| **CO3** | S | S | S | M | M | S | M | S | S |
| **CO4** | S | S | S | M | M | M | M | S | S |
| CO5 | S | S | S | M | M | S | S | M | M |
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\*S-Strong; M-Medium; L-Low

SEMESTER- VI ELECTIVE III-B

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

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| Methods of research - Unity and Diversity - Social Demography. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Amit Kumar Sharma**,** *Structure of Indian Society***,** NCERT, New Delhi, 2003. | | |
| 2 | Boopendra K. Nagla and Sheo Bahal Singh*, Introducing Sociology***,** NCERT, New Delhi,  2002. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | [George Ritzer,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=George%2BRitzer&search-alias=stripbooks) *Sociological Theory*, Fifth edition, McGraw-Hill, 2011. | | |
| 2 | [Haralambos M,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Haralambos%2BM&search-alias=stripbooks) [Heald R.M.](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Heald%2BR.M.&search-alias=stripbooks), *Sociology: Themes and Perspectives*, Oxford Publication, 1997. | | |
| 3 | [Dr. Sartaj Ahmad,](https://www.flipkart.com/books/dr-sartaj-ahmad~contributor/pr?sid=bks) *A Textbook of Sociology*, University Book House Pvt. Ltd., 2019. | | |
| 4 | Shankar Rao C.N., *Sociology Principles Of Sociology*, S Chand, 2019. | | |
| 5 | [Vidya Bhushan and Sachdeva](https://www.meripustak.com/Author-Vidya-Bhushan-and-D-R-Sachdeva) D R, *Fundamentals of Sociology*, Pearson Publication,  2016. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://swayam.gov.in/nd2_nce19_sc24/preview> | | |
| 2 | <https://en.wikipedia.org/wiki/Sociology> | | |
| 3 | <https://www.youtube.com/watch?v=TryHsjdV6_Y> | | |
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| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
| **CO1** | S | M | S | S | M | S | S | M | S |
| **CO3** | S | S | S | S | M | S | S | M | S |
| **CO3** | S | M | S | M | M | M | S | S | M |
| **CO4** | S | S | S | S | M | M | S | M | M |
| CO5 | S | M | S | M | M | S | S | S | M |
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\*S-Strong; M-Medium; L-Low

SEMESTER- VI ELECTIVE III-C

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

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| --- | --- | --- | --- |
| Distribution and Density - Population growth - Rural and Urban Population - Impact of Rapid  Population growth on development. | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Majid Husain, *Human and Economic Geography***,** NCERT, New Delhi, 1978. Prepared by Dr.  N. Balasubramaniam, Reader and Head of the Department, Department of History, CBM College, Coimbatore 641 042. | | |
| 2 | [Rajiv Ahir,](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Rajiv%2BAhir&search-alias=stripbooks) *Geography*, Spectrum Books Pvt. Ltd, 2020. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Dhillon S. S., *Agricultural Geography*, Tata McGraw-Hill Education, 2004. | | |
| 2 | Husain Majid, *Human Geography*, Rawat Publication, 2011. | | |
| 3 | [John V. Walther](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=John%2BV.%2BWalther&search-alias=stripbooks), *Earth's Natural Resources*, Jones and Bartlett Publishers, Inc, 2013. | | |
| 4 | [Mohan Singh*,*](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Mohan%2BSingh&search-alias=stripbooks) *Environmental Geography*, ABD Publishers, 2011. | | |
| 5 | Siddhartha K., *Models & Theories in Geography*, Kitab Mahal, Fourth Edition, 2016. | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://swayam.gov.in/nd2_nce19_sc20/preview> | | |
| 2 | <https://en.wikipedia.org/wiki/Geography> | | |
| 3 | <https://www.youtube.com/watch?v=8McizDCj6qE> | | |
|  | | | |
| Course Designed By: **Prof. M. THANGAVEL, Asst. Prof. of History, Sri Vasavi College, Erode.** | | | |

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

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MAXIMUM MARKS | Continuous Internal Assessment  (CIA) | | Comprehensive External Examinations  (CEE) | | Overall Passing Minimum Marks  (CIA+ CEE) |
| Max. Marks | Passing Minimum Marks | Max. Marks | Passing Minimum Marks |
| **100** | **50** | 20 | **50** | 20 | **40** |
| **75** | **30** | 12 | **45** | 18 | **30** |

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

1. **PASSING MINIMUM MARKS FOR PART-IV SUBJECTS ENVIRONMENTAL STUDIES, VALUE EDUCATION-HUMAN RIGHTS, YOGA FOR HUMAN EXCELLENCE AND WOMEN’S RIGHTS IS 20 EACH. THE QUESTION PAPERS PATTERN SHOULD BE 5 OUT OF 10 AND EACH QUESTION CARRIES 10 MARKS. THE GENERAL AWARENESS PAPER TO HAVE MULTIPLE- CHOICE QUESTIONS (WITH FOUR OPTIONS) TO BE EVALUATED BY USING OMR AND PASSING MINIMUM IS 20 MARKS.**
2. **PART-V – EXTENSION ACTIVITIES TO BE FOLLOWED WHICH ALREADY EXISTS IN UNIVERSITY PATTERN**
3. **DISTRIBUTION OF MARKS OF CIA FOR CORE, ALLIED, ELECTIVE AND SKILL BASED SUBJECTS TO BE FOLLOWED FOR THE OBE PATTERN SYLLABI FOR THE CANDIDATES ADMITTED FROM THE ACADEMIC YEAR 2021-2022 AND ONWARDS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.NO** | **Criterion for Continuous Internal Assessment (CIA)** | **Maximum Marks 50 for Core, Allied and Elective** | **Maximum Marks 30 for Core and Skill Based Subject** |
| 1. | Two Internal Written Test for maximum 30 marks of 2 hours duration each to be conducted and the marks scored will be converted to 15 marks (Core, Allied and Elective) and 10 marks (Core and Skill Based Subject) wherever applicable. The best one test mark will be taken to CIA. | 15 | 10 |
| 2. | An end semester Model Written Test of maximum 50 marks for Core, Allied and Elective, and 45 marks for Core and Skill Based Subject respectively of 3 hours duration on University pattern of question paper to be conducted and the marks scored by the candidates will be converted to 15 marks (Core, Allied and Elective) and 10 marks (Core and Skill Based Subject) wherever applicable. | 15 | 10 |
| 3. | Seminar | 5 | 3 |
| 4. | Two Assignments and Oral Test of Assignment | 5 | 3 |
| 5. | Quiz **/** Group Discussion | 5 | 2 |
| 6. | Punctuality, regularity, initiative, conduct, class participation and responsiveness | 5 | 2 |
|  | TOTAL CIA MARKS | 50 | 30 |

1. **Distribution of CIA marks for PRACTICAL PAPER in Semester-VI from 2021-2022 Onwards.**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **15** | 10 | 10 | **10** | **5** | **30** |

1. **QUESTION PAPER PATTERN FOR CIA WRITTEN TESTS 1 AND 2 OF ALL CORE, ALLIED, AND ELECTIVE OF B.A. HISTORY (2021-2022) ONWARDS**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Bloom’s Category** | **Section and allocation of marks** | **Pattern of questions** | **Total** |
| Remember (K1) | Section A- 4x1=4  marks | 4 Multiple choice questions with four options | Marks scored by students out of 30 will be converted to  **15 Marks**  **(30/2=15)** |
| Understanding (K2) | Section B- 2x5=10  marks | 2 Short answer questions either (a) or (b) type to be answered in 200 words |
| Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6) | Section C- 2x8=16  marks | 2 Essay type questions either (a) or (b) type to be answered in 500 words. |

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

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

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

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

* 1. **CEE- Maximum marks 50 for Core, Allied and Elective Subjects with 4 Credits:**

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

* 1. **CEE- Maximum marks 45 for Core papers in Semester-I and Skill Based Subjects in Semester III, IV and V with 3 Credits:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Bloom’s Category** | **Section** | **Marks** | **Total** |
| Remember (K1) | Section A - 10×1=10  marks | 10 Multiple choice questions with four options- 2 from each unit | **45 Marks** |
| Understanding (K2) | Section B - 5×2 =10 marks (either a or b) | 5 Short answer questions either (a) or (b) type to be answered in 200 words- 1 from each unit |
| Apply (K3) or Analyze (K4) or Evaluate(K5) or Create (K6) | Section C - 5×5=25 marks (either a or b) | 5 Essay type questions either (a) or (b) type to be answered in 500 words- 1 from each unit |

Note:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION-B 5x3=15 Marks (Short Answer, either or pattern) SECTION-C 5x5=25 Marks (Essay Type, either or pattern)

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

MAX MARKS: 50

TIME: 3 Hrs.

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

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

(Except SBS Practical Paper) SECTION-A 10x1=10 Marks (Objective Type)

SECTION-B 5x2=10 Marks (Short Answer, either or pattern) SECTION-C 5x5=25 Marks (Essay Type, either or pattern)

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

MAX MARKS: 45; TIME: 3 Hrs.

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

-Chairperson UG History BOS