

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.



DEPARTMENT OF HISTORY BACHELOR OF ARTS – HISTORY

SYLLABUS

Choice Based Credit System–CBCS

(As per TANSCH/MKU Guidelines)

with

Outcome Based Education (OBE)

(With effect from Academic Year 2023-2024 onwards)

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College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckons the Mission continues forever.

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Department Vision and Mission

Vision

- To visualise Academic Excellence in teaching, research and Extension activities.
- To facilitate the students' skill in employability and intellectual curiosity through historical studies.
- To bring social transformation and public awareness through historical research.

Mission

- To strive and achieve excellent standards of quality education through a well prepared curriculum with the latest developments to face future.
- To realise the sacrifice of the freedom struggle and protect its importance for future generations.
- To prepare the young students as dutiful citizens of India and place them in high positions.

**B.A.,
HISTORY**

Programme Outcomes

The B.A. History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

PO No.	Characteristic Attributes	Programme Outcomes <i>On completion of the B.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
PO2	Communication Skills	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
PO3	Critical Thinking, Analytical Reasoning and Problem Solving	Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	Information/digital literacy and Research-related skills	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes
	<i>The students on completion of B.A. History programme will be able to:</i>
PSO - 1 Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
PSO - 2 Communication, Entrepreneurial and Employable Skills	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO - 3 Critical Thinking, Analytical Reasoning and Problem Solving	Approach various issues with a critical and analytical mind for viable solutions.
PSO - 4 Contribution to Higher Learning	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
PSO - 5 Contribution to Society	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	<p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.

<p>III, IV, V & VI</p>	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.
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IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		<ul style="list-style-type: none"> ➤ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Programme Scheme

Eligibility

Passed in H.Sc., or any other Examination accepted by the Syndicate as Equivalent.

For Programme Completion

A Candidate shall complete:

- Part I - Language papers – Tamil/Arabic in semesters I, II, III and IV respectively
- Part II - Language papers - English in semesters I, II, III, IV respectively
- Part III - Core papers in semesters I, II, III, IV, V and VI respectively
- Part III - Elective papers (Discipline / Generic) in semesters I, II, III, IV, V and VI respectively
- Part IV – Skill Enhancement Course (NME) papers in semesters I and II respectively

- Part IV - Skill Enhancement Course papers in semesters I, II, III, and IV respectively
- Part IV - Skill Enhancement Course (Foundation Course) paper in semester I respectively
- Part IV - Skill Enhancement Course (Professional Competency Skill) in semester VI respectively
- Part IV - Value Education paper in semester V respectively
- Part IV - Environmental Studies paper in semesters III and IV respectively
- Part IV – Summer Internship/Industrial Training paper in semester V respectively
- Part V - Extension activity in semester VI respectively

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	- 75 Marks
Continuous Internal Assessment Examinations (CIAE)	- 25 Marks
Total	- 100 Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	- 20 Marks
Assignment	- 05 Marks
Total	- 25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern for Part I & III and Part IV (Non- Major Elective & Skill based Subject)

Section – A (10 X 1 = 10 Marks)

Answer ALL questions.

- Questions 1 - 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL questions choosing either A or B.

- Questions 11 - 15
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

Answer any THREE out of five questions.

- Questions 16 - 20

- One question from each unit
- Descriptive Type

External Examinations Question Paper Pattern for Environmental Studies and Value Education

Section – A: (5 X 6 = 30 Marks)

Answer ALL questions choosing either A or B.

- Questions 1 - 5
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – B (3 X 15 = 45 Marks)

Answer any THREE out of five questions.

- Questions 6 – 10
- One question from each unit
- Descriptive Type

Part V (Extension Activities)

- Internal Evaluation

Passing Marks

Minimum 27 for External Exam

Eligibility for the degree – passing minimum is **40%**

Practical Examination

Internal – 40 marks

External – 60 marks

Total – 100 marks

Passing minimum is **40%**

Semester I

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part I	23UTALL11	பொதுத்தமிழ்- 1 தமிழ் இலக்கிய வரலாறு-1	6	25	75	100	3
	23UARLL11	Paper I : Prose					
	23UMMLL11	Prose, Composition and Translation					
Part II	23UENLL11	General English - I	6	25	75	100	3
Part - III	23UHICC11	History of Ancient India up to 1206 C.E.	5	25	75	100	5
	23UHICC12	History of Tamil Nadu up to 1311 C.E.	5	25	75	100	5
	23UHIGE11	Introduction to Archaeology	4	25	75	100	3
Part IV	23UHIFN11	Introduction to History	2	25	75	100	2
	23UHISE11	Introduction to Tourism	2	25	75	100	2
Total			30				23

Semester II

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part - I	23UTALL21	பொதுத்தமிழ்- 1 தமிழ் இலக்கிய வரலாறு -1	6	25	75	100	3
	23UARLL21	Paper I : Prose					
	23UMMLL21	Prose, Composition and Translation					
Part - II	23UENLL21	General English - I	6	25	75	100	3
Part - III	23UHICC21	History of Medieval India,1206 - 1707 C.E.	5	25	75	100	5
	23UHICC22	History of Tamil Nadu, 1311 - 1801 C.E.	5	25	75	100	5
	23UHIGE21	Western Political Thought	4	25	75	100	3
Part IV	23UHISE21	Indian Constitution	2	25	75	100	2
	23UHISE22	Basic Journalism	2	25	75	100	2
Total			30				23

FIRST YEAR SEMESTER - I

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHICC11	HISTORY OF ANCIENT INDIA UP TO 1206 C.E.	CORE	5	5	25	75	100

Learning Objectives

L1	Understanding of the characteristics of pre and proto historic cultures in India.
L2	The impact of Vedic culture on society, religion and culture.
L3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
L4	Achievements of the Guptas and their contribution to literature, art and architecture.
L5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

UNIT	Contents	No. of Hours
I	Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.	15
II	Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	15
III	Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities	15
IV	Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions	15
V	Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain	15
Total		75

Course Outcomes

CO	On completion of this course, students will	Knowledge Level
1	Outline the characteristic features of pre and proto historic cultures in India.	K1,K2,K3,K4
2	Discuss the impact of the Vedic culture on Indian society and religion.	K1,K2,K3,K4,K5,K6
3	Examine Ashoka's policy of Dhamma.	K1,K2,K3,K4,K5,K6

4	Justify Gupta Age as a classical age.	K1,K2,K3,K4,K5,K6
5	Describe the nature of post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K1,K2,K3,K4,K5

Textbooks		
1	G. Venkatesan, <i>Cultural History of India</i> , Varthamanan Pathipagam, 2018 (Tamil)	
2	K.L. Khurana, <i>History of India: Earliest times to 1526 A.D.</i> , Lakshmi Narain Agarwal, Agra	
3	L.P. Sharma, <i>History of Ancient India</i> , Konark Pub. Pvt. Ltd., New Delhi, 2008	
4	R.C. Majumdar, et. al., <i>An Advanced History of India</i> , MacMillan, Delhi, 1974	
5	R.S. Sharma, <i>India's Ancient Past</i> , Oxford University Press, New Delhi, 2017	
6	Ranabir Chakravarti, <i>Exploring Early India up to c. AD 1300</i> , Primus Books, New Delhi, 2016	
7	Romila Thapar, <i>The Penguin History of Early India: From the origin to A.D. 1300</i> , Penguin Books, New Delhi, 2002	
8	Upinder Singh, <i>A History of Ancient and early Medieval India</i> , Pearson and Longman, Delhi, 2008	
Reference Books		
1.	A.L. Basham, <i>The Wonder that was India</i> , London, Macmillan, 2004	
2.	B.N. Luniya, <i>Evolution of Indian Culture</i> , Agra, Lakshmi Narain Publication, 2005	
3.	K.K. Pillay, <i>A Social History of the Tamils</i> , University of Madras, Madras, 1967	
4.	K.K. Pillay, <i>Historical Heritage of Tamils</i> , MJP Publishers, Chennai, 2021	
5.	K.K. Pillay, <i>Studies in Indian History: With Special Reference to Tamil Nadu</i> , K.K. Pillay, Madras, 1979	
6.	R. Sathianathaier, <i>Political and Cultural History of India</i> , Vol. I, Viswanathan & Co., Chennai, 1980.	
Web Resources		
1.	https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up	

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	2
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	2	3	2

Strong-3

Medium-2

Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHICC12	HISTORY OF TAMIL NADU UP TO 1311 C.E.	CORE	5	5	25	75	100

Learning Objectives		
L1	Knowledge of geography and sources of Tamil Nadu.	
L2	Understanding of polity, society and economy of the Sangam period	
L3	The contribution of Pallavas in the field of art and architecture.	
L4	Appreciation of the achievements and contribution of the Imperial Cholas.	
L5	Factors for the decline of the Pandya's.	
UNIT	Contents	No. of Hours
I	Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization	15
II	Sangam Age – Historicity – Early Cholas – Karikalan – Cheras – Senguttuvan – Pandya's – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule	15
III	The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture	15
IV	Later Cholas: Raja Raja Chola I – Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures	15
V	The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion	15
Total		75

Course Outcomes		
CO	On completion of this course, students will	Knowledge Level
1	Describe the various sources for the study of history of Tamil Nadu.	K1,K2,K3,K4
2	Examine the various aspects of Sangam Age.	K1,K2,K3,K4,K5,K6
3	Explain the rise of Pallavas and their cultural contribution.	K1,K2,K3,K4,K5,K6
4	Estimate the supremacy of the Chola power.	K1,K2,K3,K4,K5,K6
5	Outline the achievements of the Second Pandyan Empire.	K1,K2,K3,K4,K5
Textbooks		
1	A. Ramasamy, A History of Ancient Tamil Civilization, New Century Book House, Chennai	

2	B. Eraiyyarasan, The History of Tamil Nadu (The Only Surviving Classical Civilization), International Institute of Tamil Studies, Chennai, 2017
3	K.A. Nilakanta Sastri, A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford University Press, Chennai, 1997
4	N. Subramanian, History of Tamilnad, Koodal Publishers, Madurai, 1977
5	Noboru Karashima, ed., A Concise History of South India: Issues and Interpretations, Oxford University Press, New Delhi, 2014
6	V.T. Chellam, New Light on the Early History of Tamil Nadu, Vijay Publications, Trichy, 1981
7	V.T. Chellam, Tamil Nadu: History and Culture (in Tamil), Manivasagar Pathipakam, 2016

Reference Books

1.	AvvaiDuraismy Pillai, History of the Chera King, Saran Books, Chennai, 2020
2.	C. Minakshi, Administration and Social Life Under the Pallavas, University of Madras, Madras, 1938
3.	K.A. Nilakanta Sastri, The Colas, University of Madras, Madras, 1984
4.	K.K. Pillay, A Social History of the Tamils, University of Madras, Madras, 1967
5.	K.K. Pillay, Historical Heritage of Tamils, MJP Publishers, Chennai, 2021
6.	K.K. Pillay, Studies in Indian History: With Special Reference to Tamil Nadu, K.K. Pillay, Madras, 1979
7.	Ma. Rajamanickanar, History of Cholas, Saran Books, Chennai
8.	Ma. Rajamanickanar, History of Pallavas, Saran Books, Chennai
9.	N. Subramanian, Sangam Polity, Asia Publishing House, Bombay, 1966
10.	P.T. Srinivasa Iyengar, History of the Tamils: From the Earliest Times to 600 A.D., Asian Educational Services, New Delhi, 2001
11.	V. Kanakasabhai, Tamils Eighteen Hundred Years Ago, Asian Educational Service, New Delhi, 1982
12.	Y. Subbarayalu, South India under the Cholas, Oxford University Press, New Delhi, 2012

Web Resources

1.	https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGIZQdjZt9lJpd#book1/
2.	http://www.historydiscussion.net
3.	http://globalsecurities.org/military/world/india/history-chola.htm

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	3	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	3	2	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	2

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHIGE11	INTRODUCTION TO ARCHAEOLOGY	GENERIC ELECTIVE	3	4	25	75	100

Learning Objectives		
L1	Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.	
L2	Archaeological developments in the world and India.	
L3	Knowledge of early archaeologists and the status of archaeological studies.	
L4	Understanding of the methods and techniques of archaeology.	
L5	Interpretation of excavated materials	
UNIT	Contents	No. of Hours
I	Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines	12
II	Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India	12
III	Archaeological Studies - Educational Institutions - Early Archaeologists in India -Robert Bruce Foote - Alexander Rae - Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.	12
IV	Exploration- Aims -Methods - Manual and Scientific Excavation - Methods of Excavation - Vertical, Horizontal, Quadrant Method, Underwater Archaeology; Stratigraphy: Definition, Scope and Methodology; Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements; Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating - Thermo luminescence and OSL Dating - Potassium Argon - Uranium Series - Fission Track - Electronic Spin Resonance - Dendrochronology - Relative Dating: Flouing Method - Nitrogen Method - Varve Analysis - Stratigraphy - Seriation - Historical Dating	12
V	Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials. Archaeological excavations in Tamil Nadu - Arikamedu - Adichanallur - Korkai - Keezhadi - Mayiladumparai - Sivagalai - other sites	12

	Total	60
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Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Define archaeology and explain different kinds of archaeology.	K1,K2,K3,K4
2	Trace the archaeological developments from its beginnings.	K1,K2,K3,K4,K5,K6
3	Describe the contribution of early archaeologists in India	K1,K2,K3,K4,K5,K6
4	Explain the methods and techniques of archaeology.	K1,K2,K3,K4,K5,K6
5	Classify the artefacts and describe the various types of analysis.	K1,K2,K3,K4,K5

Textbooks

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

Reference Books

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

Web Resources

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

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3

Medium-2

Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHIFN11	INTRODUCTION TO HISTORY	FOUNDATION COURSE	2	2	25	75	100

Learning Objectives		
L1	Introduction to the meaning and nature of history.	
L2	Knowledge of different kinds of history and its relationship with other disciplines.	
L3	Use of facts in writing history.	
L4	Introduction of the concepts in history.	
L5	Knowledge of various sources for the study of history and usage of bibliography and footnotes.	
UNIT	Contents	No. of Hours
I	History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History	6
II	Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art	6
III	Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr	6
IV	Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyangar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan	6
V	Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.	6
Total		30
Field Visit	Nearest archaeological/historical site, museum, archives and libraries	
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Describe the meaning and definition of history.	K1,K2,K3,K4
2	Explain the relationship between history and allied disciplines.	K1,K2,K3,K4,K5,K6
3	Illustrate the use of facts in writing history.	K1,K2,K3,K4,K5,K6
4	Examine the concept of causation in history.	K1,K2,K3,K4,K5,K6
5	Develop an essay based on sources using foot notes and bibliography.	K1,K2,K3,K4,K5
Textbooks		

1	E. Sreedharan, <i>A Textbook of Historiography, 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004
2	E.H.Carr, <i>What is History?</i> , Penguin Books Ltd., New Delhi, 2018
3	G. Venkatesan, <i>A Study of Historiography (History of Historical Knowledge)</i> , V.C. Publications, 2018
4	K. Rajayyan, <i>History in Theory and Method: A Study in Historiography</i> , Raj Publications, Madurai, 1982
5	S.Manikam, <i>On History & Historiography</i> , Padumam Publishers, Madurai
6	SheikAli, <i>History: Its Theory and Method</i> , Laxmi Publications, 2019
Reference Books	
1.	John C.B. Webster, <i>Studying History</i> , Primus Books, Delhi, 2019
2.	MarcBloch, <i>The Historian's Craft</i> , Aakar Books, Delhi, 2017
3.	R.G.Collingwood, <i>The Idea of History</i> , OUP, Delhi, 1994
4.	Romila Thapar, <i>History and Beyond</i> , Taylor and Francis, Oxford University of Press
Web Resources	
1.	https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html http://d-nb.info

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
C0 1	3	3	3	3	2	3	2	3
C0 2	3	3	3	3	3	3	2	3
C0 3	3	3	3	3	3	3	3	3
C0 4	3	3	3	3	3	2	2	3
C0 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

FIRST YEAR SEMESTER - II

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHICC21	HISTORY OF MEDIEVAL INDIA, 1206 – 1707 C.E	CORE	5	5	25	75	100

Learning Objectives		
L1	Understanding about the genesis of the Sultanate rule in India and its early rulers	
L2	Appreciation of the administration of Tughlaqs, Sayyids and Lodis and the impact of Bhakti Movement	
L3	Knowledge about the founding and conquests of the Mughal rulers	
L4	Art and architecture and administrative policies during the Mughals	
L5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms	
UNIT	Contents	No. of Hours
I	Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion	15
II	Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis –Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement	15
III	Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar. Mughal administration- Mughal Art and Architecture	15
IV	Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration	15
V	Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period	15
Total		75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1,K2,K3,K4
2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K1,K2,K3,K4,K5,K6
3	Discuss the genesis and the conquest of the Mughals	K1,K2,K3,K4,K5,K6
4	Outline the art and architecture and administration of the Mughals	K1,K2,K3,K4,K5,K6
5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K1,K2,K3,K4,K5

Textbooks	
1	Ashirbadi Lal Srivastava, <i>History of India 1000 A.D. to 1707 A.D.</i> , Shiva Lal Agarwala, Agra, 1964
2	J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol II: Mughal Empire (1526 – 1707 A.D.)</i> , Sterling Pub., New Delhi, 2019
3	J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)</i> , Sterling Pub., New Delhi, 2019
4	J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture</i> , Sterling Pub., New Delhi, 2019
5	L.P. Sharma, <i>History of Medieval India, 1000-1740 A.D.</i> , Konark Pub. Pvt. Ltd., New Delhi, 1997
6	Satish Chandra, <i>History of Medieval India</i> , Orient Blackswan, New Delhi, 2017
Reference Books	
1.	A.B.M. Habibullah, <i>The Foundation of Muslim Rule in India</i> , Central Book Depot, 1967
2.	Ashirbadi Lal Srivastava, <i>The Mughal Empire, 1526-1803 A.D.</i> , Shiva Lal Agarwala, Agra, 1969
3.	Chandra, Satish, <i>Essays on Medieval Indian History</i> , OUP, New Delhi, 2005
4.	Mohammad Habib and K.A. Nizami, <i>Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)</i> , People's Publishing House, Delhi, 1970.
5.	R.C. Majumdar, et. al., <i>An Advanced History of India</i> , MacMillan, Delhi, 1974
6.	Satish Chandra, <i>Medieval India, Part I & II</i> , New Delhi, NCERT, 1971
Web Resources	
1.	https://archive.org/details/MedievalIndiaFromContemporarySources
2.	https://selfstudyhistory.com/medieval-indian-history/

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	3	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	2	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3

Strong-3

Medium-2

Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	2	3	3
C05	3	3	3	3	3

Strong-3

Medium-2

Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHICC22	HISTORY OF TAMIL NADU, 1311 - 1801 C.E.	CORE	5	5	25	75	100

Learning Objectives		
L1	Rise of the Madurai Sultanate and its contribution.	
L2	Knowledge about the impact of Vijayanagar rule in Tamilaham.	
L3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.	
L4	Contribution of the Marathas to Tamil culture.	
L5	Understand the Poligar Rebellion as the early resistance against British imperialism.	
UNIT	Contents	No. of Hours
I	Decline of the Pandya Kingdom - Rise of the Madurai Sultanate - Administration - Society - Economy - Culture	15
II	Impact of Vijayanagar Rule - Invasion of Kumara Kampana - The Nayaks of Madurai - Vishwanatha Nayak - Thirumalai Nayak - Rani Mangammal - Meenakshi - Decline of Nayaks of Madurai	15
III	Nayaks of Tanjore - Nayaks of Senji - Civil War among the Nayak Rulers - Poligari system - Administration - Social and Economic Conditions - Religion - Temple Art and Architecture	15
IV	Marathas of Tamil Country - Serfoji II - Administration - Contribution of Maratha to the Tamil Culture - Saraswathi Mahal Library - Sethupathis of Ramnad - Society - Economy - Religion and Culture	15
V	Nawabs of Carnatic - Tamil Society Under the Nawabs - Anglo - Mysore Relations - Carnatic wars - Society - Economy and Religion and Culture - Poligar Rebellion - Puli Thevar - Khan Sahib - Velu Nachiyar - Veerapandia Kattabomman - Revolt of Maruthu Brothers	15
	Total	75
	Field Study to Historical Landmark site	
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Outline the rule of the Madurai Sultanate.	K1,K2,K3,K4
2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1,K2,K3,K4,K5,K6
3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K1,K2,K3,K4,K5,K6
4	Assess the contribution of the Marathas to Tamil culture.	K1,K2,K3,K4,K5,K6

5	Examine Poligar rebellion as an early resistance against British imperialism.	K1,K2,K3,K4,K5
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Textbooks	
1	G. Venkatesan, <i>History of Modern Tamil Nadu 1600-2011</i> , VC Publications, Rajapalayam
2	K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982
3	N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976
4	Noboru Karashima, ed., <i>A Concise History of South India: Issues and Interpretations</i> , OUP, New Delhi, 2014
5	R. Kalidoss, <i>History and Culture of Tamils</i> , Vijay Publishers, Dindugal, 1976
Reference Books	
1.	K. Rajayyan, <i>Rise and Fall of the Poligars of Tamil Nadu</i> , University of Madras, 1974
2.	K. Rajayyan, <i>South Indian Rebellion: The First War of Independence 1800-1801</i> , Akani Veliyeedu, 2012
3.	K.A. NilakantaSastri, <i>The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar</i>
4.	K.R. Srinivasan, <i>Temples of South India</i> , National Book Trust, New Delhi, 2005
5.	R. Sathianathaier, <i>History of the Nayaks of Madura</i> , University of Madras, Madras, 1980
Web Resources	
1.	https://archive.org/details/SouthIndianRebellion/mode/2up
2.	www.nationalgeographic.org/threekingsintamilakam

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	2	3	2	2	3
CO 5	3	3	3	3	3	2	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	2	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHIGE21	WESTERN POLITICAL THOUGHT	GENERIC ELECTIVE	3	4	25	75	100

Learning Objectives		
L1	Knowledge about Greek philosophy of Plato and Aristotle	
L2	Knowledge about social contract theory.	
L3	The political ideas of Machiavelli and John Locke	
L4	Utilitarian philosophy of Jeremy Bentham	
L5	Ideas of Karl Marx and Antonio Gramsci	
UNIT	Contents	No. of Hours
I	Socrates – Plato – Aristotle	12
II	Machiavelli – Thomas Hobbes – John Locke – Rousseau	12
III	Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli	12
IV	Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche	12
V	Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.	12
Total		60
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Describe the political philosophy of Plato and Aristotle.	K1,K2,K3,K4
2	Discuss the Social Contract theory.	K1,K2,K3,K4,K5,K6
3	Compare the political ideas of Machiavelli and John Locke	K1,K2,K3,K4,K5,K6
4	Justify the advantages of utilitarian philosophy.	K1,K2,K3,K4,K5,K6
5	Describe the political ideas of Karl Marx and Antonio Gramsci.	K1,K2,K3,K4,K5
Textbooks		
1	George H. Sabine, <i>A History of Political Theory</i> , Oxford and IBH Pub. Co. Ltd., New Delhi, 2019	
2	Phyllis Doyle, <i>A History of Political Thought</i> , Jonathan Cape, London, 1963	
3	R.C. Gupta, <i>Western Political Thought</i> , Lakshmi Narain Agarwal, Agra, 2012	
4	R.P. Sharma, <i>Western Political Thought: Plato to Hugo</i> , Sterling Pub. Pvt. Ltd., New Delhi, 1984	
5	S. Vijayaraghavan and R. Jayaram, <i>Political Thought</i> , Sterling Pub. Pvt. Ltd., 1994	
6	Shefali Jha, <i>Western Political Thought: From Plato to Marx</i> , Pearson, Delhi, 2010	
7	William Ebenstein, <i>Great Political Thinkers – Plato to the Present</i> , S. Chand (G/L) & Co. Ltd., New Delhi, 1999	
Reference Books		
1.	Brian R. Nelson, <i>Western Political Thought: From Socrates to the Age of Ideology</i> , Waveland Press Inc., Long Grove, Illinois, 1996	

2.	Des Raj Bhandari, <i>History of European Political Philosophy</i> , Bangalore Print & Pub. Co., Bangalore, 1963
3.	George Catlin, <i>The Story of the Political Philosophers</i> , Kessinger Pub., 2010
4.	J.S. McClelland, <i>A History of Western Political Thought</i> , Routledge, London, 1996
5.	Will Durant, <i>The Story of Philosophy</i> , Simon & Schuster, New York, 1991
Web Resources	
1.	https://archive.org/details/dli.ernet.260180/page/n5/mode/2up
2.	https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up
3.	https://archive.org/details/dli.ernet.13555/page/n13/mode/2up

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
C0 1	3	3	3	2	2	3	2	3
C0 2	3	3	2	3	3	3	2	3
C0 3	3	3	3	2	3	3	3	3
C0 4	3	3	2	3	3	2	2	3
C0 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	3	3	2	3	3
C02	3	3	3	3	3
C03	3	2	3	3	3
C04	3	3	2	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHISE22	BASIC JOURNALISM	SEC	2	2	25	75	100

Learning Objectives		
L1	Understanding the definition, types, and determinants of news	
L2	Knowledge about newspaper organization structure	
L3	Knowledge about the role, qualities, and responsibilities of a reporter	
L4	Knowledge about reporting and writing	
L5	Understanding of the role, qualities, and responsibilities of an editor.	
UNIT	Contents	No. of Hours
I	Definition of News – Types of News – Determinants of News – News Evaluation	6
II	Newspaper Organization Structure – News Sources and Agencies – Target audience	6
III	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story	6
IV	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing	6
V	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics	6
Total		30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Describe the types and determinants of news.	K1,K2,K3,K4
2	Elaborate the newspaper organization structure.	K1,K2,K3,K4,K5,K6
3	Elaborate the role, qualities, and responsibilities of a reporter.	K1,K2,K3,K4,K5,K6
4	Explain the types of reporting.	K1,K2,K3,K4,K5,K6
5	Discuss the role, qualities, and responsibilities of an editor.	K1,K2,K3,K4,K5
Textbooks		
1	K.M. Shrivastava, <i>News Reporting and Editing</i> , Sterling Pub. Pvt. Ltd., New Delhi, 1991	
2	M.K. Verma, <i>News Reporting and Editing</i> , APH Publishing Corporation, New Delhi, 2009	
Reference Books		
1.	Graham Greer, <i>A New Introduction to Journalism</i> , Juta and Co. Ltd., Kenwyn, South Africa, 1999	

2.	Carole Fleming, et.al., <i>An Introduction to Journalism</i> , SAGE Publications Ltd., New Delhi, 2006
3.	Barun Roy, <i>Beginners' Guide to Journalism and Mass Communication</i> , Pustak Mahal, Delhi, 2013

Web Resources	
1.	https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/
2.	https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHISE11	INTRODUCTION TO TOURISM	SEC	2	2	25	75	100

Learning Objectives		
L1	Understanding of the basic components and elements of tourism	
L2	Knowledge of different types and forms of tourism	
L3	Knowledge of the role of Travel Agents	
L4	Understanding of the role of Tour Operators	
L5	Knowledge of the travel documents	
UNIT	Contents	No. of Hours
I	Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	6
II	Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	6
III	Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent	6
IV	Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines	6
V	Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)	6
Total		30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	List out the various components and elements of tourism	K1,K2,K3,K4
2	Explain the types and forms of tourism.	K1,K2,K3,K4,K5,K6
3	Describe the roles of Travel Agent	K1,K2,K3,K4,K5,K6
4	Explain the roles of Tour Operators	K1,K2,K3,K4,K5,K6

5	Examine the importance of travel documents	K1,K2,K3,K4,K5
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Textbooks	
1	A.K. Bhatia, <i>Tourism Management</i> , Sterling Publications, New Delhi, 2016
2	A.K. Bhatia, <i>The Business of Travel Agency and Tour Operations Management</i> , Sterling Publications, New Delhi, 2014
Reference Books	
1.	Marc Mancini, <i>Conducting Tours: A Practical Guide</i> , Cengage Learning Publications, New Zealand, 2000
2.	J. Negi, <i>Travel Agency and Tour Operation: Concepts and Principles</i> , Kanishka Publisher, New Delhi, 2004
3.	Pran Nath Seth, <i>Successful Tourism Management: Fundamentals of Tourism</i> , Sterling Publications, New Delhi, 2008
Web Resources	
1.	https://www.academia.edu/14264572/Basic_Concept_on_Tourism
2.	http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
C0 1	3	3	3	3	2	3	2	3
C0 2	3	3	3	3	3	3	3	3
C0 3	3	3	3	3	3	2	3	3
C0 4	3	3	3	3	3	2	3	3
C0 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	2	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UHISE21	INDIAN CONSTITUTION	SEC	2	2	25	75	100

Learning Objectives		
L1	Understanding of the salient features of the Indian Constitution	
L2	Knowledge about fundamental rights and duties	
L3	Knowledge about the structure and functions of the Union Government	
L4	Knowledge about the structure and functions of the State Government	
L5	Understanding of the powers and functions of the local government	
UNIT	Contents	No. of Hours
I	Sources – Preamble – Salient Features – Citizenship – Amendments	6
II	Fundamental Rights – Directive Principles – Fundamental Duties.	6
III	Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India	6
IV	State Government: Chief Minister – Governor – State Legislature – High Courts	6
V	Local Government: Urban – Rural	6
Total		30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Describe the salient features of the Indian Constitution	K1,K2,K3,K4
2	Elaborate the Structure and Functions of Union Government	K1,K2,K3,K4,K5,K6
3	Elaborate the Structure and Functions of Union Government	K1,K2,K3,K4,K5,K6
4	Explain the Structure and Functions of State Governments	K1,K2,K3,K4,K5,K6
5	Discuss the powers of the local government	K1,K2,K3,K4,K5
Textbooks		
1	B.N. Rao, <i>India's Constitution in the Making</i> , Orient Longmans, Madras, 1960	
2	Durga Das Basu, <i>Introduction to the Constitution of India</i> , Lexis Nexis, Gurgaon, 2019	
3	M.V. Pylee, <i>Constitutional Government in India</i> , S. Chand & Co. Ltd., New Delhi, 2012	
4	Mahendra Pal Singh, <i>V.N. Shukla's Constitution of India</i> , (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019	
5	Subhash C. Kashyap, <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i> , National Book Trust, New Delhi, 2021	

Reference Books	
1.	G. Balan and D. Dakshinamurthy, <i>Constitutional Development and Freedom Movement</i> , VanathiPathipagam, Chennai
2.	Granville Austin, <i>The Indian Constitution: Cornerstone of a Nation</i> , Oxford University Press, New Delhi, 1999
3.	Hari Hara Das, <i>Indian Government and Politics</i> , Himalaya Publishing House, New Delhi, 2001
4.	JagadishSwarup, <i>Constitution of India</i> , Dandewal Publishing House, Allahabad, 1984
5.	M.V. Pylee, <i>India's Constitution</i> , S. Chand & Co., NewDelhi, 2016
6.	R.C. Agarwal and Mahesh Bhatnagar, <i>Constitutional Development and National Movement of India</i> , S. Chand & Co., New Delhi, 2006.
7.	Sujit Choudhry, et. al., ed., <i>The Oxford Handbook of the Indian Constitution</i> , Oxford University Press, London, 2016
Web Resources	
1.	https://www.tn.gov.in/index.php
2.	https://www.assembly.tn.gov.in/
3.	https://legislative.gov.in/constitution-of-india
4.	https://www.india.gov.in/
5.	https://www.indianculture.gov.in/ebooks/indias-constitution-making

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 M-Medium-2 L-Low-1