

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)  
74<sup>th</sup> Rank in India Ranking 2020(NIRF) by MHRD  
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: HISTORY**

**NAME OF THE PROGRAMME : B.A**

**PROGRAMME CODE : UAHI**

**ACADEMIC YEAR : 2021-2022**

### **VISION OF THE DEPARTMENT**

The Department of History envisions to impart holistic education by giving preference to rural, first generation, economically backward, physically challenged women and produce highly competent readers and writers of History.

### **MISSION OF THE DEPARTMENT**

- To prepare the students to be the responsible citizens of India
- To enhance the chance of employability in order to make women empowered
- To nurture the students to become future administrators.
- To develop independent and critical thinking

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
<b>PEO 4</b>	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment

**GRADUATE ATTRIBUTES (GA)**

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses

<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to

	build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

### PROGRAMME OUTCOMES (PO)

The Learners will be able to

<b>PO 1</b>	Acquire knowledge of fundamental concepts and subject specific academic competency.
<b>PO 2</b>	Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
<b>PO 3</b>	Think critically, evaluate analytically and apply the expertise of their discipline in real life.
<b>PO 4</b>	Appreciate literary, economic, cultural, socio-psychological and environmental diversity.
<b>PO 5</b>	Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
<b>PO 6</b>	Acquire employability and entrepreneurial skills
<b>PO 7</b>	Evolve as responsible citizens and leaders.

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

On completion of B.A. History programme, the graduates would be able to

<b>PSO 1</b>	Students shall be able to demonstrate thinking skill by analyzing, synthesizing, and evaluating historical information from multiple sources and will develop the ability to distinguish between fact and fiction.
<b>PSO 2</b>	Students will develop familiarity with multiple cultures and will employ a full range of techniques and methods used to gain historical knowledge.
<b>PSO 3</b>	Students will develop an ability to convey verbally their historical knowledge and will demonstrate their understanding of cause and effect along with their knowledge of the general chronology of human experience.
<b>PSO 4</b>	Students shall be equipped to compete in competitive exams which will enhance the chance of employability in order to make them empowered.
<b>PSO 5</b>	Students will acquire knowledge of key historical concepts and apply them to current issues and suggest solutions.

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**

**DEPARTMENT OF HISTORY**

*For those who joined in June 2019 onwards*

**PROGRAMME CODE:UAHI**

**PART - I - TAMIL / FRENCH / HINDI- 12 CREDITS**

**PART - I - TAMIL**

**Offered by The Research Centre of Tamil**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19T1LC1	Language-Modern Literature	5	3	40	60	100
2.	II	19T2LC2	Language - Bakthi Literature -	5	3	40	60	100
3.	III	19T3LC3	Language- Epic Literature	5	3	40	60	100
4.	IV	19T4LC4	Language-Sangam Literature	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

**PART – I –FRENCH****Offered by The Department of French**

<b>S. NO</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DITS</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT. MKs</b>
<b>1.</b>	<b>I</b>	<b>19R1LC1</b>	PART 1 LANGUAGE FRENCH - LE NIVEAU INTRODUCTIF	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2.</b>	<b>II</b>	<b>19R2LC2</b>	PART 1 LANGUAGE FRENCH - LE NIVEAU DÉCOUVERTE	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3.</b>	<b>III</b>	<b>19R3LC3</b>	PART 1 LANGUAGE FRENCH - LE NIVEAU INTERMEDIAIRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4.</b>	<b>IV</b>	<b>19R4LC4</b>	PART 1 LANGUAGE FRENCH - LE NIVEAU DE SUIVRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>TOTAL</b>				<b>20</b>	<b>12</b>			



**PART – I –HINDI****Offered by The Department of Hindi**

S. NO	SE M.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19D1LC1	PART 1 LANGUAGE HINDI - बोलचाल की हिंदी	5	3	40	60	100
2.	II	19D2LC2	PART 1 LANGUAGE HINDI - कार्यालयीन हिंदी	5	3	40	60	100
3.	III	19D3LC3	PART 1 LANGUAGE HINDI - हिंदी साहित्य का आदिकाल और भक्तिकाल	5	3	40	60	100
4.	IV	19D4LC4	PART 1 LANGUAGE HINDI - हिंदी साहित्य का आधुनिक काल	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

**PART – II -ENGLISH – 12 CREDITS**

Offered by The Research Centre of English

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT . MKs
1.	I	19E1LB1	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19E1LI1	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19E1LA1	ADVANCED COMMUNICATIVE ENGLISH					
4.	II	19E2LB2	ENGLISH COMMUNICATION SKILLS	5	3	40	60	100
5.		19E2LI2	ENGLISH FOR EMPOWERMENT					
6.		19E2LA2	ENGLISH FOR CREATIVE WRITING					
7.	III	19E3LC3	ENGLISH FOR DIGITAL ERA	5	3	40	60	100
8.	IV	19E4LC4	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

**PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS****MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19H1CC1	History of Ancient India Upto 900 A.D.	6	4	40	60	100
2.		19H1CC2	History of the World Upto 1453 A.D	6	4	40	60	100
3.	II	19H2CC3	History of Medieval India (From A.D 900 to 1707 AD)	6	4	40	60	100
4.		19H2CC4	History of the World Since 1453 A.D	6	4	40	60	100
5.	III	19H3CC5	Early Modern India (From A.D 1707 To 1858 A.D)	6	4	40	60	100
6.		19H3CC6	History of Japan Since 1853 A. D.	6	4	40	60	100
7.	IV	19H4CC7	Modern India (From A.D 1858 to 1947 A.D)	6	4	40	60	100
8.		19H4CC8	History of Europe (From A.D 1789 To 1914 A.D)	6	4	40	60	100
9.	V	19H5CC9	Contemporary India (From A.D. 1947 To 2009 A.D)	5	4	40	60	100
10.		19H5CC10	Historiography	5	4	40	60	100
11.		19H5CC11	History of Tamil Nadu (Sangam Age To 1800 A.D)	5	4	40	60	100
12.		19H5CC12	History of China Since 1839 A. D.	5	4	40	60	100
13.	VI	19H6CC13	International Relations (From A. D. 1914 To 2000 A.D)	5	4	40	60	100
14.		19H6CC14	Tourism	5	4	40	60	100
15.		19H6CC15	History of Tamil Nadu (From A.D 1800 To 2006 A.D)	5	4	40	60	100

## Curriculum for B.A. History

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
<b>TOTAL</b>				<b>83</b>	<b>60</b>			

### ALLIED COURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19H1AC1	South Indian Art and Architecture	5	5	40	60	100
2.	II	19H2AC2	History of Madurai	5	5	40	60	100
3.	III	19H3AC3	Constitutions of England and USA	5	5	40	60	100
4.	IV	19H4AC4	Modern Governments	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

### ELECTIVES-15 CREDITS

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	19H5ME1 / 19H5ME2	History of Science and Technology / Environmental Movements	5	5	40	60	100
2.	VI	19H6ME3 / 19H6ME4	Women Through the Ages in India / Makers of Modern India	5	5	40	60	100
3.		19H6ME5 / 19H6ME6	Museology / History of USA (From A.D.1776 to 1969 A.D)	5	5	40	60	100
TOTAL				15	15			

### PART – IV – 20 CREDITS

## Curriculum for B.A. History

- **VALUE EDUCATION**
- **ENVIRONMENTAL AWARENESS**
- **NON-MAJOR ELECTIVE**
- **SKILL BASED COURSES**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	Personal Values	1	1	40	60	100
2.		19H1NME	Indian National Movement (Offered to other major Students)	2	2	40	60	100
3.	II	21G2VE2	Values for Life	1	1	40	60	100
4.		19H2NME	Indian National Movement (Offered to other major Students) /	2	2	40	60	100
5.	III	21G3EE1	Environmental Education	1	1	40	60	100
6.		21H3SB1	Tourism Informatics	2	2	40	60	100
7.	IV	21G4EE2	Environmental Education	1	1	40	60	100
8.		19H4SB2	Eco Tourism	2	2	40	60	100
9.	V	19H5SB3	Introduction to Archaeology	2	2	40	60	100
10.		19H5SB4	Indian History for Competitive Exams	2	2	40	60	100
11.	VI	19H6SB5	Archives Keeping	2	2	40	60	100
12.		19H6SB6	Indian Geography for Competitive Exams	2	2	40	60	100
TOTAL				20	20			

**PART – V –1 CREDIT****OFF-CLASS PROGRAMMES - ALL PART-V****SHIFT - I**

S. No	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DIT	TOT. Mks
1.	I - IV	21A4PED	Physical Education	30/ SEM	1	100
2.		21A4NSS	NSS			
3.		21A4NCC	NCC			
4.		21A4WEC	Women Empowerment Cell			
5.		21A4ACUF	AICUF			

**OFF-CLASS PROGRAMMES****ADD-ON COURSES**

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
21UAD2CA	<b>COMPUTERAPPLICATIONS</b> (offered by the department of PGDCA for Shift I)	40	2	I&II	40	60	100

## Curriculum for B.A. History

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
19UADFC	<b>ONLINE SELF LEARNING COURSES-</b> Foundation Course for Arts	40	2	I	40	60	100
*	<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Science	40	2	II	40	60	100
19UADES	Social & Professional Ethics	15	1	III	40	60	100
*	Personality Development	15	1	IV	40	60	100
*	Family Life Education	15	1	V	40	60	100
*	Life Skills	15	1	VI	40	60	100
21UAD5HR	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100
21UAD6RS	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
19UADPR	<b>PROJECT</b>	30	4	VI	40	60	100
21UAD6RC	<b>READING CULTURE</b>	10/ Semester	1	II-VI	-	-	-

# Curriculum for B.A. History

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
TOTAL			20				

## EXTRA CREDIT COURSES

COURSE CODE	COURSE	HR S.	CREDITS	SEME STER IN WHICH THE COURSE IS OFFE RED	CIA MK S	ESE MK S	TOTA L MARK S
21H2SLT2	HISTORY IN TAMIL NOVELS	-	2	II	40	60	100
21H4SL4	EVOLUTION OF MEDIA	-	2	IV	40	60	100
21H5SLS5	CUTURAL HERITAGE OF INDIA	-	2	V	40	60	100
	MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from	-	Minimum 2 Credits	I – VI	-	-	



UGC-SWAYAM UGC / CEC						
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**OFF CLASS PROGRAMMES**

**19UGVA CH1 – Value Added Certificate Course on Teaching Methodology**

**Skill Embedded Certificate Course- Preservation and Conservation of Antiquities**

**I B.A**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H1CC1	HISTORY OF ANCIENT INDIA Upto 900 A.D	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course covers the historical background of Ancient India from early Vedic age to till Arab conquest. It addresses the various kingdoms which ruled India and its rich culture.

**COURSE OBJECTIVES**

- To help the students to know the geography / Physical features of India
- To highlight the ancient heritage of India
- To emphasize the relevance and the significance of study of the sources of Ancient India
- Through self study the student is made to analyze the legacy of Buddhism and Jainism

**UNITS**

**UNIT I: Vedic Age**

**[15 HRS]**

Geographical features and Effects- Sources of Ancient Indian history - Indus Valley Civilization – Early and Later Vedic Age – Epic Age.

**UNIT II: Birth of Religions [15 HRS]**

Mahajanapadas - Religious movements in the 6<sup>th</sup> Century B. C.- Buddhism - Jainism – Foreign Invasion – Greek – Alexander’s Invasion – Effects.

**UNIT III: The Mauryan Empire [20 HRS]**

Sources – Chandragupta Maurya – Ashoka – Mauryan Administration – Society and Economy – Downfall of the Mauryas – The post Mauryan States – The Sungas – Kharavela of Kalinga – the Sathavahanas.

**UNIT IV: The Kushans and Guptas [20 HRS]**

Kanishka; The Imperial Guptas – **Sources – Administration – Golden Age of the Guptas – Culture – the Hun Invasion – Decline of the Guptas. (Self Study)**

**UNIT V: Vardhana Empire [20 HRS]**

Harsha Vardhana – Religion – Hiuen Tsang – Itsing – The Rajputs – Origin – Different Clans – Social and Economic life – Art and Architecture – Arab Conquest of Sind.

**MAPS:**

1. Indus Valley Sites
2. Asoka’s Edicts
3. Kanishka’s Empire
4. Gupta Empire
5. Harsha’s Empire

**TEXT BOOK:**

1. Sharma L. P., **History of Ancient India: Pre – Historic Age to 1200 A. D.**, Konark Publishers, Delhi, 1987.

**REFERENCES:**

1. Mahajan V. D., **History of India from beginning to 1526 A.D.**, Sultan Chand & Publications, New Delhi, 1976.
2. Majumdar R.C. & Others, **History of Ancient India From 320 A.D. to 1206 A.D.**, Surjeet Publications, Delhi, 1974.
3. Lunia B. N., **Evolution of Indian Culture: From the Earliest Times to the Present Day**, Lakshmi Narain Agarwal, Agra, 2003.
4. Romila Thapar **A History of India:** Penguin Books Great Britain 1979.

5. Kosambi D.D, *The Culture and Civilization of Ancient India in Historical Outline* Vikas Publishing House Pvt Ltd, Delhi.

### COURSE CONTENTS& TEACHING / LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1 Vedic Age</b>				
1.1	Geographical features and Effects	4	Chalk & Talk	Black Board& Map
1.2	Sources of Ancient Indian history	3	Chalk & Talk	PPT
1.3	Indus Valley Civilization	3	Lecture	PPT & White board
1.4	Early and Later Vedic Age	3	Lecture	Black Board
1.5	Epic Age	2	Lecture	Black Board
<b>Unit -2 Birth of Religions</b>				
2.1	Mahajanapadas	3	Lecture	Black Board
2.2	Religious movements in the 6 <sup>th</sup> Century B. C.	3	Chalk & Talk	Black Board
2.3	Buddhism – Jainism	3	Lecture	Black Board/PPT
2.4	Foreign Invasion – Greek	3	Lecture	Black Board
2.5	Alexander's Invasion – Effects	3	Lecture	Black Board
<b>Unit -3 The Mauryan Empire</b>				
3.1	Sources	3	Lecture	Black Board/PPT

## Curriculum for B.A. History

3.2	Chandragupta Maurya – Ashoka	4	Chalk & Talk	Black Board
3.3	Mauryan Administration – Society and Economy- Downfall of the Mauryas	5	Lecture	Black Board
3.4	The post Mauryan States – The Sungas	4	Lecture	Black Board
3.5	Kharavela of Kalinga – the Sathavahanas	4	Lecture	Black Board
<b>Unit -4                      The Kushans and Guptas</b>				
4.1	Kanishka	3	Lecture	Black Board
4.2	The Imperial Guptas	4	Chalk & Talk	Black Board
4.3	Sources – Administration	4	Lecture	PPT
4.4	Golden Age of the Guptas	4	Lecture	Black Board
4.5	Culture	2	Lecture	PPT
4.6	The Hun Invasion	2	Lecture	Black Board
4.7	Decline of the Guptas.	1	Lecture	Black Board
<b>Unit -5                      Vardhana Empire</b>				
5.1	Harsha Vardhana – Religion — The Rajputs	5	Lecture	Black Board
5.2	Hiuen Tsang – Itsing	2	Chalk & Talk	Black Board
5.3	Origin – Different Clans	4	Lecture	Black Board
5.4	Social and Economic life	3	Chalk & Talk	Black Board
5.5	Art and Architecture	3	Lecture	PPT
5.6	Arab Conquest of Sind	3	Lecture	Text Books /Materials

## Curriculum for B.A. History

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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## Curriculum for B.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10	Mks	
<b>C2</b>	-	Test (CIA 2)		1	-	10	Mks	
<b>C3</b>	-	Assignment		1	-	5	Mks	
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5	Mks	
<b>C5</b>	-	Quiz		2 *	-	5	Mks	
<b>C6</b>	-	Attendance			-	5	Mks	

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the geography/physical features of India and its impact on Indian culture	K2	PSO1
CO 2	Identify the heritage and kingdoms of ancient India.	K3	PSO2
CO 3	Compile the importance of study of the sources of Ancient India.	K6	PSO2&PSO3
CO 4	Evaluate the legacy of Buddhism and Jainism.	K5	PSO3&PSO4
CO 5	Analyze the features of Art and Architecture of ancient kingdoms.	K4	PSO3&PSO4

**Mapping COs Consistency with PSOs**

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

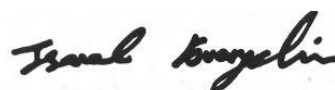
**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	2	2	2	2	2	2
CO5	3	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**Dr.B.Poornimasethupathi****Forwarded By****HOD'S Signature&Name**



**Dr.J.SaralEvangelin**

**I B.A HISTORY**

**SEMESTER –I**

***For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H1CC2	HISTORY OF THE WORLD Upto 1453 A. D.	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course is designed to provide the students with the skills and knowledge to understand the major concepts, characteristics, events and people in the world. To be aware of the importance of the river valley civilization, culture, religion and its impact.

**COURSE OBJECTIVES**

- To broaden the outlook of the students.
- To provide an integrated approach to World History, Culture and Civilizations.
- To study over world religions like Christianity and Islam and their impact so as to inculcate religious harmony among the students

**UNIT I: Periodisation of world History**

**[15 HRS]**

World History and its scope - Periodisation of World history- Chronology - Culture and Civilization - Factors for the rise and development of Culture.

**UNIT II: Egyptian Civilization**

**[20 HRS]**

The Land of the Pyramids – Geography - Early History – government - Socio Economic condition-Art and Architecture – Religion – Science - Literature and Learning – Other Contributions. Mesopotamia - the fertile crescent – the



Sumerians - Hammurabi - Hittites - Assyrians - New Babylonians – Legacy of Babylonians.

**UNIT III: Roman and Byzantine Civilization [20 HRS]**

Early political History – Punic Wars – Rise of Dictatorship - Julius Caesar - Golden Age – Legacy of Rome. Byzantine Empire - Justinian the Great- Contribution of the Byzantines to World Culture.

**UNIT IV: Greek Civilization [15 HRS]**

Ancient Greece - City States - Athenian Democracy - Hellenic Culture – Contributions of the Greeks.

**UNIT V: Religions of the world: [20 HRS]**

**Rise of Christianity - Jesus Christ** – Life – Teachings – Spread- Establishment of the Church – Papacy – monasticism - Legacy of Christianity.. **Rise of Islam – Muhammad the prophet** – Life – Teachings - Spread of Islam – Caliphate - Shias and Sunnis – Legacy of Islam. **(Self Study)**.

**TEXT BOOK**

1. Rao B.V., **World History**, Lok Sabha Secretariat, New Delhi, 1991.

**REFERENCE BOOKS:**

1. Swain J. E., **A History of World Civilization**, Eurasia publication, New York, 1992.
2. Duran Will, **The Story of Civilization, - Part I**, Simon & Schuster, New York, 1954.
3. Arnold J. Toynbee, **Study of History**, Oxford University Press, London, 1956.
4. Nanda S. P., **History of the World**, Dominant Publishers & Distributors, New Delhi, 2007.
5. Weeth W. N. (ed.), **History of the World**, Asia Publishing Home, Bombay, 1961.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
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<b>Unit -1 Introduction to world history</b>				
1.1	World History and its scope	3	Chalk & Talk	Black Board
1.2	Periodisation of World history-	2	Chalk & Talk	PPT & Black Board
1.3	Chronology - Culture and Civilization	3	Chalk & Talk	Black Board
1.4	Factors for the rise and development of Culture.	2	Lecture	PPT & White Board
<b>Unit -2 Egyptian Civilization</b>				
2.1	The Land of the Pyramids - Geography -	2	Lecture	PPT & Black Board
2.2	Early History – government -	3	Chalk & Talk	Black Board
2.3	Socio Economic condition	2	Chalk & Talk	Black Board
2.4	Economic condition Art and Architecture – Religion	3	Lecture	Black Board/PPT
2.5	Science - Literature and Learning – Other Contributions.	3	Lecture	Black Board
2.6	Mesopotamia - the fertile crescent – the Sumerians	3	Discussion	Google class room
2.7	Hammurabi - Hittites - Assyrians -	2	Lecture	Black Board
2.8	New Babylonians – Legacy of Babylonians.	2	Lecture	Black Board
<b>Unit -3 Roman Civilization</b>				
3.1	Political History	4	Lecture	Black Board
3.2	Punic Wars	4	Chalk &	Black Board

## Curriculum for B.A. History

			Talk	
3.3	Rise of Dictarship - Julius Caesar	4	Lecture	Black Board
3.4	Golden age and Legacy of Rome.	4	Lecture	Black Board/PPT
3.5	Byzantine Empire	4	Chalk & Talk	PPT
<b>Unit -4 Greek Civilization</b>				
4.1	Ancient Greece	4	Lecture	Black Board
4.2	City States	4	Chalk & Talk	Black Board
4.3	Athenian Democracy	4	Lecture	Black Board
4.4	Hellenic Culture	4	Lecture	Black Board
4.5	Contributions of the Greeks.	4	Lecture	PPT
<b>Unit -5 Religions of the world</b>				
5.1	Rise of Christianity - Jesus Christ – Life – Teachings	5	Lecture	Black Board
5.2	Spread- Establishment of the Church – Papacy – monasticism	5	Chalk & Talk	Black Board
5.3	Legacy of Christianity.	5	Lecture	Black Board
5.4	of Islam – Muhammad the prophet – Life – Teachings -	3	Discussion	Black Board
5.5	Caliphate - Shias and Sunnis	2	Lecture	PPT
5.6	Legacy of Islam	1	Blended Learning	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				

## Curriculum for B.A. History

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTI C	MARKS
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## Curriculum for B.A. History

C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	1	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Quiz	2 *	-	5	Mks		
<b>C6</b>	-	Attendance		-	5	Mks		

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the progress of different cultures and society in the World	K2	PSO1
CO 2	Assess the evolution of political institutions in various countries	K2,	PSO2

CO 3	Compile the contribution of great rulers in the World.	K3	PSO5
CO 4	Analyze the world religions and its impact to the Nations.	K2 & K3	PSO3
CO 5	Explain the legacy of the Christianity and Islam	K2 & K4	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

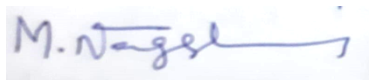
### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	3	2	2
CO2	2	2	2	2	2	2	3
CO3	2	2	2	2	2	2	3
CO4	2	2	2	2	2	2	3
CO5	2	2	2	2	2	2	3

Curriculum for B.A. History

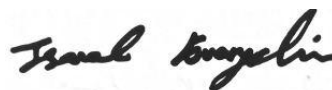
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.M.Nageshwari**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**I B.A**

**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H2CC3	HISTORY OF MEDIEVAL INDIA (From A.D 900 To 1707 A.D.)	MAJOR CORE	6	4

## **COURSE DESCRIPTION**

This course covers the administration and socio economic development of Dynasties of Delhi Sultanate and Mughal rulers. It also highlights the regional Kingdoms like Marathas and Vijayanagar rulers and the role of Bhakthi movement for the revival of Hinduism and Islam.

## **COURSE OBJECTIVES**

### **COURSE OBJECTIVES**

- To enable the students to measure the progress of different societies
- To equip the students in order to face the challenges of the world
- To help the students to relate the histories of particular regions to World History as a whole
- To analyze and learn the issues of Nationalism and its impact.

### **UNITS**

#### **UNIT I: Invasion of Arabs**

**[10 HRS]**

Turkish Conquests – Mahmud of Ghazni – Mohammad of Ghor – Effects

#### **UNIT II: Delhi Sultanate**

**[25 HRS]**

Sources – Slave dynasty – Khilji dynasty – Tughlaq dynasty – The Sayyids and Lodis – Decline and fall of the Delhi Sultanate – Administration – art and Architecture – Social and economic life under the Delhi Sultanate.

#### **UNIT III: The Mughal Empire**

**[25 HRS]**

Sources – Babur – Humayun – Sur Interregnum – Sher Shah's Administration – Akbar to Aurangzeb – Administration – Society – Economic and Religious life under the Mughals – Art and Architecture – Decline of the Empire .

#### **UNIT IV: Regional kingdoms**

**[20 HRS]**

**Rise of the Marathas – Shivaji – Maratha's Administration – Deccan Kingdoms – Bahmini kingdom – Mohammad Gawan – Vijaya Nagar Empire – Krishnadeva Raya – Administration – Society – Culture.(Self Study)**

#### **UNIT V: Bhakti movement in India**

**[10 HRS]**

Ramanuja – Ramanandha – Kabir

### **MAPS:**

1. Ala – ud – din Khilji's Empire
2. Muhamed –bin- Thghlaq's Empire
3. Akbar's Empire
4. Aurangzeb's empire
5. Shivaji's Empire

### **TEXT BOOK:**



1.Sharma L. P., **History of Medieval India (1000 – 1740 A.D.)**, Konark Publishers Pvt Ltd, Delhi, 1987.

## REFERENCES:

1. Sewell Robert, **Forgotten Empire**, South Asian Books, Madras, 1900.
2. Chopra & others, **History of South India**, Sultan Chand Co., Delhi, 1979
3. Iswari Prasad, **Short History of Muslim Rule in India**, Indian Press, Ambala, 1965.
4. Vincent A. Smith, **The Oxford History of India**, Oxford University Press, London, 1964.
5. NilakandaSastri K. A., **History of Medieval India**, South India Saiva Siddhantha Woks Publishing Society, Madras, 1959.
6. Majumdar R. C., **An advanced History of India**, Macmillan, India, 2000.
7. Mahajan V.D., **History of India since 1526**, South Asian Books, Madras, 1975.
8. SrivstavaA.L., **History of India: 1000- 1707 A.D.**, South Asian Books, Madras, 1972.
9. Sarkar J.N., **Fall of the Mughal Empire**, South Asian Books, Madras, 1950.

## COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
<b>Unit -1</b>		<b>Invasion of Arabs</b>		
1.1	Turkish Conquests	2	Chalk & Talk	Black Board
1.2	Mahmud of Ghazni	3	Lecture	PPT & White board
1.3	Mohammad of Ghor	3	Lecture	Black Board
1.4	Effects	2	Chalk &	Black Board

## Curriculum for B.A. History

			Talk	
<b>Unit -2Delhi Sultanate</b>				
2.1	Sources – Slave dynasty – Khilji dynasty	6	Lecture	Black Board
2.2	Tughlaq dynasty – The Sayyids and Lodis	6	Chalk & Talk	Black Board
2.3	Decline and fall of the Delhi Sultanate	4	Lecture	Black Board
2.4	Administration – art and Architecture	4	Lecture	PPT
2.5	Social and economic life under the Delhi Sultanate.	5	Chalk & Talk	Black Board
<b>Unit -3 The Mughal Empire</b>				
3.1	Sources – Babur – Humayun –	6	Lecture	Black Board
3.2	Sur Interregnum – Sher Shah's Administration	6	Chalk & Talk	Black Board
3.3	Akbar to Aurangazeb– Administration – Society	4	Lecture	Black Board
3.4	Economic and Religious life under the Mughals	4	Lecture	Black Board
3.5	Art and Architecture – Decline of the Empire	5	Lecture	PPT
<b>Unit -4 Regional kingdoms</b>				
4.1	Rise of the Marathas	3	Lecture	Black Board
4.2	Shivaji	3	Chalk & Talk	Black Board
4.3	Maratha's Administration	3	Lecture	Black Board
4.4	Deccan Kingdoms	2	Lecture	Black Board
4.5	Bahmini kingdom – Mohammad Gawan	3	Lecture	Black Board
4.6	Vijaya Nagar Empire – Krishnadeva Raya	3	Chalk & Talk	Text Books /Materials
4.7	Administration – Society – Culture.	3	Chalk & Talk	Black Board

## Curriculum for B.A. History

<b>Unit -5 Bhakti movement in India</b>				
5.1	Ramanuja – Ramanandha	2	Lecture	Text Books /Materials
5.2	Kabir	1	Chalk & Talk	Black Board
5.3	Vallabha – Madhuva	2	Lecture	Black Board
5.4	Chaitanya – Nama Dev	2	Chalk & Talk	Black Board
5.5	Sikhism	1	Lecture	PPT
5.6	Origin, growth and Impact	2	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5

## Curriculum for B.A. History

									%
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	1	-	5 Mks

<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
CO 1	Discuss the establishment of Muslim Rule in India and its impact.	K2	PSO1
CO 2	Compile the history of the Mughals and their socio economic conditions.	K1	PSO2
CO 3	Describe about the Deccan kingdoms of the South such as Bhamini, Vijayanagar and the Marathas.	K6	PSO2&PSO3
CO 4	Evaluate the reasons for the downfall of medieval kingdoms.	K5	PSO3&PSO4
CO 5	Classify the contributions of various religious saints of Bhakthi movement.	K4	PSO5

### **Mapping COs Consistency with PSOs**

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

# Curriculum for B.A. History

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

## Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2
CO4	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2

**COURSE DESIGNER:**

*B. Poornima Sathupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.SaralEvangelin**

**I B.A**

**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H2CC4	History of the World Since	MAJOR CORE	6	4

		<b>1453 A.D</b>			
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### COURSE DESCRIPTION

This course gives outline about the transformation of world from renaissance. It highlighted the enlightened despots and their achievements. It focuses on industrial and agrarian revolutions and the inventions.

### COURSE OBJECTIVES

- To enable the students to measure the progress of different societies.
- To equip the students in order to face the challenges of the world.
- To help the students to relate the histories of particular regions to World History as a whole.
- To analyse and learn the issues of Nationalism and its impact.

### UNITS

#### UNIT I: Renaissance and Reformation (20 HRS.)

Renaissance in Europe - Factors for the growth of Renaissance - Renaissance in Italy and other countries - Renaissance in Arts, Literature and Science - Results - Reformation Movement - Factors for the Movement - Reformation in Germany - Calvin - Zwingli - Reformation in England - Counter Reformation - Results.

#### UNIT II: Geographical Discoveries and Rise of Nation States (20 HRS.)

Geographical discoveries - Factors for the Discoveries - Explorations of the Portuguese - the Dutch - the French - the English. Rise of Nation states - Spain - Portugal - France and Great Britain.

#### UNIT III: Enlightened Despotism in Europe (20 HRS.)

Enlightened Despotism in Europe - Louis XIV - Peter the Great - Frederick the Great - Maria Theresa of Austria.

#### UNIT IV: Agrarian and Industrial Revolution (20 HRS.)

Agrarian Revolution - causes - Development - Results. Industrial Revolution - Background - Inventions - Impact.

#### UNIT V: Imperialism in Africa (10 HRS.)

Western Imperialism in Africa and Decolonization - Partition of Africa. Independence of African States.

### REFERENCES:

#### TEXT BOOK:

1. Rao B.V., *World History from Early Times to A.D. 2000.*, Lok Sabha Secretariat, New Delhi, 1991.

#### REFERENCE BOOKS:

1. Grant A. J., Europe: ***The story of the last five centuries***, Longmans publications, London, 1957.
2. Arun Battacharjee, ***History of Europe 1789 – 1945***, Lok Sabha Secretariat, New Delhi, 1982.
3. Shiv Kumar and S. Jain, ***History of Modern China***, 1839-1975., Sultan Chand and Publications, New Delhi, 1976.
4. Shiv Kumar and S Jain., ***History of Modern Times***, Sultan Chand and Publication, New Delhi, 1985.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 RENAISSANCE AND REFORMATION</b>				
1.1	Renaissance in Europe Factors for the Movement	3	Chalk & Talk	Black Board
1.2	Factors for the growth of Renaissance	1	Chalk & Talk	LCD
1.3	Renaissance in Italy and other countries	4	Lecture	PPT & Map
1.4	Renaissance in Arts, Literature and Science and results	1	Lecture	Pictures
1.5	Reformation Movement	3	Lecture	Black Board
1.6	Reformation in Germany	1	Discussion	Black Board
1.7	Calvin – Zwingli	2	Group Discussion	Black Board
1.8	Reformation in England	1	Discussion	Black Board
1.9	Counter Reformation	3	Lecture	PPT
1.10	Results	1	Group	Black



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Discussion	Board
<b>UNIT -2 GEOGRAPHICAL DISCOVERIES AND RISE OF NATION STATES</b>				
2.1	Factors for the Discoveries	3	Lecture	Green Board , Map Charts
2.2	Explorations of the Portuguese	2	Chalk & Talk	Black Board
2.3	the Dutch – the French	2	Flipped Learning	E-Content
2.4	the English	2	Chalk and talk	Map
2.5	Rise of Nation states	3	Group Discussion	Map
2.6	Spain	2	Lecture	Black Board
2.7	Portugal	2	Discussion	Black Board
2.8	France	2	Lecture	Black Board
2.9	Great Britain	2	Discussion	Black Board
<b>UNIT – 3 ENLIGHTENED DESPOTISM IN EUROPE</b>				
3.1	Louis XIV	6	Documentary Film	PPT
3.2	Peter the Great	5	Chalk & Talk	E content
3.3	Frederick the Great	4	Chalk & Talk	PPT

Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.4	Maria Theresa of Austria.	5	Lecture	PPT
<b>UNIT – 4 AGRARIAN AND INDUSTRIAL REVOLUTION</b>				
4.1	Agrarian Revolution – causes	2	Chalk & Talk	Black Board
4.2	Development	3	Chalk & Talk	LCD
4.3	Results	2	Lecture	PPT & White board
4.4	Industrial Revolution	3	Lecture	Smart Board
4.5	Background	3	Lecture	Black Board
4.6	Inventions	3	Discussion	PPT
4.7	Impact	4	Documentary	LCD
<b>UNIT –5 IMPERIALISM IN AFRICA</b>				
5.1	Western Imperialism in Africa	3	Lecture	Map Charts
5.2	Decolonization	2	Chalk & Talk	Black Board
5.3	Partition of Africa	2	Flipped Learning	E-Content/ Text Books
5.4	Independence of African States.	3	Lecture	PPT

## Curriculum for B.A. History

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Ass ess men t
Levels	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assig nmen t 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

## Curriculum for B.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	1	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Quiz	2 *	-	5	Mks		
<b>C6</b>	-	Attendance		-	5	Mks		

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the results of	K3	PSO2

	Renaissance and Reformation in Europe.		
CO 2	Explain the factors which led to Geographical Discoveries and rise of Nation States.	K2	PSO3
CO 3	Compile the contribution of great rulers.	K6	PSO3
CO 4	Analyze the issues of Agrarian revolution and Industrial revolution and its impacts.	K4	PSO5
CO 5	Describe the colonization and independence of African states.	K2	PSO2

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2

Curriculum for B.A. History

<b>CO4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
♦ Weakly Correlated - **1**

**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangeline**

## II B.A HISTORY SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H3CC5	EARLY MODERN INDIA (From A.D 1707 To 1858 A.D.)	MAJOR CORE	6	4

### COURSE DESCRIPTION

This course deals with the advent of Europeans, Policies of the Britishers towards Indians, Social and Educational reforms of the British, the South Indian Rebellion and the Revolt of 1857.

### COURSE OBJECTIVES

- To understand the advent of the Europeans and the establishment of British Empire in India.
- To recall the Economic, Social & Educational reforms of the British.
- To recognize the constitutional development from 1773 to 1857 A. D.
- To explain the causes, course and results of the South Indian Rebellion, Vellore Mutiny and the Revolt of 1857.

### UNITS

#### UNIT I: Peshwas

**[15 Hrs]**

Balaji Baji Rao, Balaji Visvanath & Baji Rao - Invasion of the Nadir Shah and Ahmad Shah Abdali – Results – Third battle of Panipat.

#### UNIT II: The Advent of the Europeans

**[20 Hrs]**

Portuguese \_ Dutch- English and the French – Anglo – French rivalry in the Carnatic – The establishment of the British power in Bengal – Robert Clive – The Battle of Plassey – Buxar- Administration.

**UNIT III: Governor Generals and Their Policies [20 Hrs]**

Warren Hastings – Internal Reforms and Foreign policy – Cornwallis – Permanent Revenue Settlement – wars – Wellesley – Subsidiary System – Conquests – Lord Hastings – Policy of Subordinate isolation.

**UNIT IV: Policy of annexation [15 Hrs]**

Rise of Sikh power – Ranjit Singh – William Bentick – Reforms – Lord Dalhousie - Doctrine of Lapse - policy of annexation and reforms.

**UNIT V: Constitutional Developments [20 Hrs]**

The Regulating Act of 1773 – Pitt's India Act of 1784 – The Charter Acts of 1793, 1813, 1833 and 1853. Internal Resistance – **The South Indian Rebellion (1800 – 1801) – Vellore Mutiny (1806) – the Rising of 1857 – Nature – Causes - Course and Results (Self Study)** – Queen's Proclamation – Act of 1858.

**MAPS:**

1. European Settlements
2. Carnatic wars
3. Subsidiary States
4. Annexation of Dalhousie
5. Important centers of the Revolt of 1857

**Text Book:**

Grover B. L., **A New Look on Modern Indian History**, S. Chand Company Ltd., New Delhi, 1997.

**REFERENCES:**

1. Agarwal, **Constitutional History of India**, Wiley Eastern Ltd., New Delhi, 1986.
2. Bipin Chandra, **History of Modern India**, OrientBlackswan Private Limited, Delhi, 2012.
3. Chaudhari K. C., **History of Modern India**, Central educational Enterprises, Calcutta, 1983.
4. Mahajan V. D., **History of India since 1526**, S. Chand and Publication, New Delhi, 1976.
5. Percival Spear, **History of India, vol. 2**, Penguin Books Ltd., England, 1990.
6. Roychoudhary, S.C., **History of Modern India**, Surjeet publications, Delhi, 1995.
7. Sharma.S.R, **Constitutional History of India**, Longmans, Green Co. Ltd, Calcutta, 1951.



**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>Unit -1 Peshwas:</b>				
1.1	Balaji Baji Rao, Balaji Visvanath&Baji Rao	3	Chalk & Talk	Black Board
1.2	Invasion of the Nadir Shah and	3	Chalk &Talk	LCD
1.3	Invasion of Ahmad Shah Abdali	3	Lecture	PPT & White board
1.4	Results	3	Lecture	Map
1.5	Third battle of Panipat	3	Lecture, Videos	LCD
<b>Unit -2 The advent of the Europeans:</b>				
2.1	Portuguese _ Dutch- English and the French	4	Lecture	Map Charts
2.2	Anglo – French rivalry in the Carnatic	4	Chalk & Talk	Green Board
2.3	The establishment of the British power in Bengal	4	Flipped Learning	PPT
2.4	Robert Clive	4	Blended Learning	PPT
2.5	The Battle of Plassey – Buxar- Administration.	4	Chalk & Talk	Black Board
<b>Unit -3 Governor Generals and Their Policies:</b>				
3.1	Warren Hastings	4	Chalk & Talk	Black Board, Map
3.2	Internal Reforms and Foreign policy –	4	Chalk &Talk	LCD

## Curriculum for B.A. History

3.3	Cornwallis – Permanent Revenue Settlement wars	4	Lecture	PPT & White board
3.4	Wellesley – Subsidiary System – Conquests.	4	Blended Learning	PPT
3.5	Lord Hastings – Policy of Subordinate isolation	4	Chalk & Talk	Black Board
<b>Unit -4 Policy of annexation:</b>				
4.1	Rise of Sikh power – Ranjit Singh –	3	Chalk & Talk	Black Board
4.2	William Bentick – Reforms	3	Chalk & Talk	LCD
4.3	Lord Dalhousie	3	Lecture,	PPT & White board, LCD
4.4	Doctrine of Lapse	3	Lecture	BlackBoard
4.5	policy of annexation and reforms.	3	Lecture	Black Board
<b>Unit -5 Constitutional Developments:</b>				
5.1	The Regulating Act of 1773 – Pitt's India Act of 1784	4	Chalk & Talk	Black Board
5.2	The Charter Acts of 1793, 1813, 1833 and 1853. Internal Resistance	4	Chalk & Talk	LCD
5.3	The South Indian Rebellion (1800 – 1801)	4	Lecture	PPT & White board
5.4	The Rising of 1857 – Nature – Causes - Course and Results	4	Lecture	Smart Board
5.5	Queen's Proclamation – Act of 1858	4	Lecture	Black Board

# Curriculum for B.A. History

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

		Nos		
<b>C1</b>	- Test (CIA 1)	1	-	10 Mks
<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the advent of the Europeans and the establishment of British Empire in India.	K1	PSO1& PSO2
CO 2	Evaluate the Economic, Social & Educational reforms of the British.	K1, K2,	PSO3
CO 3	Assess the different Revenue settlements	K1 & K3	PSO3
CO 4	Analyze the constitutional development from 1773 to 1857 A. D.	K1, K2, K3 &	PSO5
CO 5	Discuss the causes, course and results of the South Indian Rebellion and the Revolt of 1857.	K2 & K4	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	-	2	2
CO2	2	2	2	2	3	2	2
CO3	2	2	3	2	2	2	2
CO4	3	2	2	2	2	2	2
CO5	3	2	2	2	2	2	2

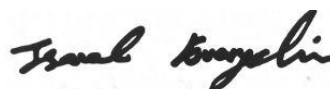
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.SaralEvangelin**

**II B.A**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UAHI	19H3CC6	HISTORY OF JAPAN SINCE 1853A.D	6	4

**COURSE DESCRIPTION**

This course covers the Japanese history from the advent of Europeans to the present time. It highlights the role of Japan in world wars, Japanese reactions, militarism and imperialism, the post war economic recovery, growth and relations with other countries.

**COURSE OBJECTIVES**

- To make the students understand the early history of Japan
- To highlight the modernization of Japan
- To recall the role played by Japan in the World Wars
- To estimate the economic development of Japan in post war period

**UNITS**

**UNIT I: Advent of the Europeans and Meiji Restoration(20 HRS.)**

Coming of Europeans – Perry Expedition – Meiji Restoration – Impact of the West – Transformation of Japan.

**UNIT II: Japanese Imperialism**

**(15 HRS.)**

Japanese Imperialism – Sino – Japanese war – Open Door Policy – Russo Japanese war – Stages of territorial expansion.

**UNIT III: Japan in World War I**

**(15 HRS.)**

Japan in World War I - 21 demands – Washington Conference- Social and Cultural development.

**UNIT IV: Japan in World War II(20HRS.)**

Rise of Militarism – Manchurian incident – Japan at World War II – Results.

**UNITV:PostWorld War Japan(20 HRS.)**

Post war Japan – Industrial Development - Economic Development-  
Educational Development – Relations with USA and China.

**Dynamism:** Role of Japan in International Economy

**REFERENCES:**

**TEXT BOOK:**

1. Shiv Kumar & S. Jain, ***History of Modern Japan***, S. Chand &Co (PVT) Ltd, New Delhi, 1976.

**REFERENCE BOOKS:**

1. Dharam Singh, ***History of Modern China and Japan (1840 – 1950)***, Sonali publication, New Delhi, 2005.
2. Kenneth Scott Latourette, ***The History of Japan***, The Macmillan Company, New York, 1960.
3. Majumdar R.K. &Srivastva A.N., ***History of Far East***, SBD Publishers, Delhi, 1994.
4. Paul H. Clyde & Burton F. Beers, ***The Far East***, Prentice Hall of India Pvt. Ltd., New Delhi, 1974.
5. Sasadhar Sinha, ***Aspects of Japan***, Asia publishing house, Bombay, 1968.
6. David M.D., ***Rise and Growth of Modern Japan***, Himalaya Publishing House, Bombay, 1989.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 ADVENT OF THE EUROPEANS AND MEIJI RESTORATION</b>				
1.1	Coming of Europeans	4	Chalk & Talk	Black Board
1.2	Perry Expedition	4	Chalk & Talk	LCD
1.3	Meiji Restoration	4	Lecture	PPT & White



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				board
1.4	Impact of the west	4	Lecture	Map
1.5	Transformation of Japan	4	Videos	LCD
<b>UNIT -2 JAPANESE IMPERIALISM</b>				
2.1	Japanese Imperialism	3	Lecture	Map Charts
2.2	Sino – Japanese war	3	Chalk & Talk	Green Board
2.3	Open Door Policy	3	Flipped Learning	Online
2.4	Russo Japanese war	3	Blended Learning	E-Content
2.5	Stages of territorial expansion	3	Chalk & Talk	Black Board
<b>UNIT -3 JAPAN IN WORLD WAR I</b>				
3.1	Japan in World War I	5	Chalk & Talk	Black Board, Map
3.2	21 demands	5	Chalk & Talk	LCD
3.3	Washington Conference	5	Lecture	PPT & White board
<b>UNIT -4 JAPAN IN WORLD WAR II</b>				
4.1	Rise of Militarism	4	Chalk & Talk	Black Board
4.2	Manchurian incident	3	Chalk & Talk	LCD
4.3	Japan at World War II	10	Lecture,	PPT &

# Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Documentary, Film	White board, LCD
4..4	Results	3	Lecture	Smart Board
<b>UNIT -5POST WORLD WAR JAPAN</b>				
5.1	Post war Japan	3	Chalk & Talk	Black Board
5.2	Industrial Development	4	Chalk & Talk	LCD
5.3	Economic Development	4	Lecture	PPT & White board
5.4	Educational development	4	Lecture	Smart Board
5.5	Relations with USA	3	Lecture	Black Board
5.6	Relations with China	2	Discussion	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10

## Curriculum for B.A. History

									%
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### G CIA Components

#### Nos

**C1** - Test (CIA 1)                      1 - 10 Mks

## Curriculum for B.A. History

<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Compile the modern history of Japan.	K6	PSO1
CO 2	Assess the Meiji Restoration and impact of West on Japan.	K5	PSO2
CO 3	Analyse Japanese Imperialism.	K4	PSO3
CO 4	Discuss the role played by Japan in the World Wars.	K2	PSO4
CO 5	Explain the relationship of Japan with other countries of the world.	K6	PSO5

### Mapping COs Consistency with PSOs

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

## Curriculum for B.A. History

<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

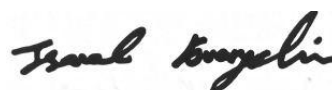
**COURSE DESIGNER:**

*M. Vijaya Shanthi*

**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II B.A HISTORY**

**SEMESTER -IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H4CC7	MODERN INDIA (From A.D1858 To 1947 A.D.)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course focuses on the British policies towards India from 1858 – 1947 A.D. and deals with Indian National Movement in detail.

**COURSE OBJECTIVES**

- To highlight the British Administration in India from 1858 – 1947 A.D.
- To understand the constitutional growth under the British Rule
- To trace the history of Indian National Movement
- To focus on the socio – economic changes and developments during the British Rule .

**UNITS**

**UNIT I: Viceroys**

**[20 Hrs]**

Canning – Lytton – Ripon – Curzon – Mountbatten – Policies and administration.

**UNIT II: Constitutional developments**

**[10 Hrs]**

Council's Acts of 1861 and 1892, Acts of 1909, 1919, 1935 and 1947.

**UNIT III: Socio-Religious Movements in 19<sup>th</sup> century [ 25 Hrs]**

India's March towards independence - Birth of Indian National Congress. Moderates - Extremist Movement - Home Rule Movement - Role of Mahatma Gandhi in Freedom Movement.

**UNIT IV: On the Eve of Partition: [ 15 Hrs]**

Quit India Movement - Cabinet Mission - Wavell plan - Partition of India - Independence - Communal Riots.

**UNIT V: Public Services: [20 Hrs]**

- Economic development - Education - Famine - **Irrigation under the British rule - Social changes from 1858 -1947 (Self Study).**

**Text Book:**

1. Grover B. L, ***A New Look on Modern Indian History***, Sultan Chand and Company, New Delhi, 1993.

**Reference Books:**

1. Agarwal, ***Constitutional History of India***, Chand and Company, New Delhi, 1965.
2. Bipin Chandra, ***History of Modern India***, Orient Black swan Private Limited, Delhi, 2012.
3. Grover B. L. & Sethi R.R., ***A New Look on Modern Indian History***, Sultan Pusthak Sadan, Delhi, 1973
4. Gupta D.C., ***Indian National Movement and Constitutional Development***,
5. Percival Spear., ***History of India***, Penguin Books, England, 1990.
6. Sathianathier R., ***History of India, Vol. III***, South Asian Books, Madras, 1900.
7. Srinivasa Murthy A.P., ***History of Indian Freedom Movement (1857-1947)***, S. Chand and Company, New Delhi, 1987.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lecture	Teaching Pedagogy	Teaching Aids
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## Curriculum for B.A. History

		s		
<b>Unit -1 Viceroy's</b>				
1.1	Canning- Policies and administration	4	Chalk & Talk	Black Board
1.2	Lytton – Policies and administration	4	Chalk &Talk	LCD
1.3	Ripon - Policies and administration	4	Lecture	PPT & White board
1.4	Curzon - Policies and administration	4	Lecture	Map
1.5	Mountbatten – Policies and administration	4	Lecture, Videos	LCD
<b>Unit -2 Constitutional Developments</b>				
2.1	: Council's Acts of 1861	2	Lecture	Map Charts
2.2	Council's Acts of 1892,	2	Chalk & Talk	Black Board
2.3	Acts of 1909, 1919,	2	Flipped Learning	PPT
2.4	1935 Act	2	Blended Learning	PPT
2.5	1947 Act	2	Chalk & Talk	Black Board
<b>Unit -3 Socio – Religious Movements in 19<sup>th</sup> century:</b>				
3.1	India's March towards independence	5	Chalk & Talk	Black Board,
3.2	Birth of Indian National Congress.	5	Chalk & Talk	LCD
3.3	Moderates - Extremist Movement	5	Lecture	PPT & White board



## Curriculum for B.A. History

3.4	Home Rule Movement	5	Blended Learning	PPT
3.5	Role of Mahatma Gandhi in Freedom Movement	5	Chalk & Talk	PPT
<b>Unit -4 Partition of India:</b>				
4.1	Quit India Movement	3	Chalk & Talk	Black Board
4.2	Cabinet Mission	3	Chalk & Talk	LCD
4.3	Wavell plan	3	Lecture,	PPT
4.4	Partition of India – Independence	3	Lecture	BlackBoard
4.5	Communal Riots	3	Lecture	Black Board
<b>Unit -5 Public Services:</b>				
5.1	Economic development	4	Chalk & Talk	Black Board
5.2	Education	4	Chalk & Talk	LCD
5.3	Famine	4	Lecture	PPT
5.4	Irrigation under the British rule	4	Lecture	Black Board
5.5	Social changes from 1858 –1947.	4	Lecture	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				

## Curriculum for B.A. History

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

## UG CIA Components

## Nos

**C1** - Test (CIA 1) 1 - 10 Mks

## Curriculum for B.A. History

<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the British Administration in India from 1858 – 1947 A.D.	K1	PSO2
CO 2	Discuss the constitutional growth under the British Rule	K2,	PSO3
CO 3	Assess the socio – economic changes and developments during the British Rule	K3	PSO1
CO 4	Evaluate the history of Indian National Movement	K3	PSO5
CO 5	Analyse the contribution of social reformers in British India	K4	PSO4

### Mapping COs Consistency with PSOs

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

## Curriculum for B.A. History

<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**

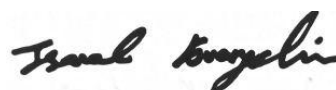
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II B.A HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H4CC8	HISTORY OF EUROPE (From A.D 1789 To 1914 A.D)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This is course is a historical survey of the formative ideas that have shaped the western intellectual tradition from French revolution to German's road map to First World War.

**COURSE OBJECTIVES**

- To recall the causes and effects of French Revolution and the achievements of Napoleon Bonaparte.
- To enlighten the students on Unification of Italy, Germany and the Question of the East.
- To highlight the eastern question and role of Turkey
- To make students understand the Balkan states and Balkan wars

**UNITI: French Revolution: [20 HRS]**

French Revolution – Causes, Course and Results, Napoleon Bonaparte – **Administrative Reforms – Wars – Continental System– failure (self study)**

**UNITII: Congress of Vienna: [10 HRS]**

The Congress of Vienna – **Concert of Vienna(self study)**– Revolution of 1830 – Revolution of 1848 and their impact

**UNITIII: Napoleon III and Unification of Germany and Italy: [20 HRS]**

Napoleon III – achievements – Wars – Unification of Italy – Cavour – Garibaldi, Mazzini – Unification of Germany – Otto Von **Bismarck – Career and achievements(self study)**

**UNITIV: Eastern Question[15 HRS]**

: The Eastern Question – Greek War of Independence – The Crimean War - **Young Turk Movement (self study)**

**UNITV: Balkan States**

**[10 HRS]**

**Balkan Wars and Germany towards World War I**The Balkan states(self study) and Balkan wars – Germany between 1870 and 1914.

**MAPS**

1. Napoleonic Empire
2. Vienna Settlement
3. Unification of Italy
4. Unification of Germany
5. Balkan Nations 1878.

**Text Book:**

1. Rao B.V., **History of Modern Europe (1789 -1975)**, Sterling publishers private limited, New Delhi, 1989.

**REFERENCES:**

1. Cocking D.C., **History of Europe**, Mangal Deep Publications, New Delhi, 2004.
2. Kartik Chandra Rout, **History of Europe**, Anmol Publications, New Delhi, 2003.
3. Kauleshwar Rai, **Modern Europe (1789 – 1945)**, Kitab Mahal, Allahabad, 1991.
4. Ketelbey C.D.M., **A History of modern Times from 1789**, Oxford University Press, Calcutta, 1993.
5. Mahajan V.D., **Modern Europe since 1789**, S. Chand and company private ltd., New Delhi, 1975.
6. Nanda S.P., **History of Modern Europe and the World**, Anmol publications, New Delhi, 2000.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit – 1 French Revolution</b>				
1.1	French Revolution – Causes	3	Lecture	PPT
1.2	French Revolution – Course and Results	4	Lecture	PPT
1.3	Napoleon Bonaparte – Administrative Reforms – Wars	4	Lecture	PPT & Black Board
1.4	Map practice	2	Lecture	Map & Black Board
1.5	Continental System– failure	2	Lecture	PPT & Black Board
<b>Unit – 2 Congress of Vienna</b>				
2.1	The Congress of Vienna	2	Lecture	Black Board
2.2	Concert of Vienna	2	Lecture	Map, PPT & Black Board
2.3	Revolution of 1830	2	Lecture	PPT & Black Board
2.4	Revolution of 1848 and their impact	2	Chalk & Talk	PPT & Black Board
2.5	Congress of Vienna Map practice	2	Lecture	Map & Black Board
<b>Unit – 3 Napoleon III and Unification of Germany and Italy</b>				

## Curriculum for B.A. History

3.1	Napoleon III – achievements – Wars	4	Lecture	PPT & Black Board
3.2	Unification of Italy – Cavour – Garibaldi, Mazzini	4	Lecture	PPT & Black Board
3.3	Unification of Germany – Otto Von Bismarck – Career and achievements.	3	Lecture	PPT & Black Board
3.4	Unification of Italy Map practice	2	Lecture	Map & Black Board
3.5	Unification of Germany Map practice	2	Lecture	Map & Black Board
<b>Unit – 4 Eastern Question</b>				
4.1	The Eastern Question	2	Lecture	Black Board
4.2	Greek War of Independence	3	Chalk & Talk	Black Board
4.3	The Crimean War	2	Chalk & Talk	Black Board
4.4	Young Turk Movement	2	Chalk & Talk	Black Board
4.5	Revision	1	Revision	Revision
<b>Unit -5 The Balkan states</b>				
5.1	Balkan wars and Germany towards World War I	1	Lecture	PPT & Black Board
5.2	Balkan wars	3	Lecture	PPT & Black



## Curriculum for B.A. History

				Board
5.3	Germany between 1870 and 1914.	2	Lecture	Black Board
5.4	Balkan Nations Map practice	2	Lecture	Map & Black Board
5.5	Revision	1	Lecture	Black Board
5.6	Revision	1	Discussion	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Ass ess men t
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assign ment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %

## Curriculum for B.A. History

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

#### UG CIA Components

		<b>Nos</b>	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

*\*The best out of two will be taken into account*

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Assess the causes and consequences of French Revolution.	K5	PSO 5
CO 2	Analyze the achievements of Napoleon Bonaparte.	K4	PSO 1
CO 3	Discuss the Unification of Italy, Germany and the Eastern Question.	K2	PSO 5
CO 4	Explain Balkan states and wars.	K2	PSO 5
CO 5	Outline the European countries after French Revolution.	K2	PSO 5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	3	2	2
CO3	2	2	3	2	2
CO4	2	2	3	2	2
CO5	2	2	1	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	2
CO2	2	2	3	2	2	2	2
CO3	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	1
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

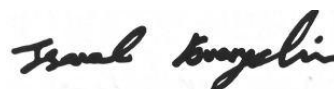
**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A**

**SEMESTER –V**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5CC9	CONTEMPORARY INDIA (From A.D 1947 To A.D 2009 )	MAJOR CORE	5	4

**COURSE DESCRIPTION**

This course is a core paper. It presents the unprecedented changes took place since India's independence. This course resolve the social dimensions of changes, political democracy, economic transition, development of science and technology and globalization of independent India.

**COURSE OBJECTIVES**

- To give awareness on the features of the Indian Constitution.
- To highlight the history of India after Independence.
- To equip the students for competitive examinations.
- To know the recent socio - economic developments in India.

**UNIT I: Modern India [10 HRS]**

The partition – Reorganization of States – Role of Patel in **Integration of Princely States(self study)** and Foreign Possessions.

**UNIT II: The Nehru Era: [15 HRS]**

Economic Progress - Social welfare – Education – Foreign Policy – PanchSheel – Relation with Foreign countries – Common Wealth – U.N.O. – **Nehru an Architect of Modern India(self study)** – Shastri's Government – Indo – Pak War.

**UNIT III: The Indira Era [15 HRS]**

Green Revolution; Indo – Pak War 1971. The Emergency Regime – 20 Points programme - Foreign Policy – **Nuclear Policy – NPT – U.N.O. (self study)**– Re-entry of Indira Gandhi – Operation Blue star – Foreign Policy (1980 – 1984). Janatha Rule – Morarji Desai – Charan Singh

**UNIT IV: Rajiv Gandhi Regime: [20 HRS]**

Growth of Science & Technology – Anti Defamation Bill – Fall of Rajiv's government. Foreign policy – India's Relation with Sri Lanka-National Front Government – V.P. Singh – Mandal Commission– Ayodhya Issue – Foreign policy - P. V. Narasimha Rao – New Economic Policy – New Educational Policy – Babri Masjid Issue - **Cauvery Water Dispute (self study)** – Foreign Policy.

**UNIT V: The Coalition Era: [15 HRS]**

The Union Front – Gowda – Gujral – Foreign policy – BJP – Kargil War – Vajpayee's Government – **Pokhran II Tests– Nuclear Doctrine(self study)**– Non – Proliferation-United Progressive Alliance – Manmohan Singh – Administrative Reforms.

**Text Book:**

1. Venkatesan G., **History of Contemporary India 1947 – 2007**, V. C Publications, Rajapalayam, 2007.

**Reference books:**

1. Bakshi S. R., **Ideological Conflict and Partition of India**, Vista International Publishing house, Delhi, 2005.
2. Basu D. D., **Constitutional Law of India**, Prentice Hall of India Private Limited, New Delhi, 1991.
3. Bipin Chandra & Others, **India After Independence 1947-2000**, Penguin Books, India Pvt. Ltd., New Delhi, 2000.

4. Carla M. Borden (ed.), **Contemporary India**, Oxford University press, Delhi, 1989.
5. Joshi G. N., **The Constitution of India**, Macmillan India Limited, New Delhi, 1983.
6. Mehrotra S. R., **Towards India's Freedom and Partition**, Rupa & Co., New Delhi, 2005.
7. Pradeep Nayak, **The Politics of the Ayodhya Dispute**, Commonwealth Publishers, New Delhi, 1993.
8. Pramoda Kumar Panda, **Making of India's Foreign Policy**, Raj Publications, Delhi, 2003.
9. Sandeep Mukherjee, **Guide to Reservation Policy**, Variety Books Publishers & Distributors, New Delhi, 2007.
10. Shashi S. S (ed.), **India Forty years of Independence**, The Director of Publication Division, Ministry of Information and Broadcasting , Government of India, 1989.
11. Singh S. N., **Reservation Policy for Backward Classes**, Rawat Publishers, New Delhi, 1996.
12. Subramanian S., **50 Years of Indian Independence**, Manas Publications, New Delhi, 1997.
13. Venkata Subbulu T., **India's Trade with SAARC Countries**, Discovery publishing House, New Delhi, 1996.

**Digital Open Educational Resources (DOER) :**

1. <https://www.india.gov.in/>
2. <https://www.drishtiias.com/gs-special/gs-foreign-policy-corner/phases-of-indian-foreign-policy-1>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit – 1 Modern India</b>				
1.1	The partition	2	Chalk & Talk	Black Board
1.2	Issues and Challenges of	2	Chalk &	Black

## Curriculum for B.A. History

	Independent India		Talk	Board
1.3	Reorganization of States	3	Lecture	PPT & Black Board
1.4	Role of Patel in Integration of Princely States	2	Lecture	Black Board
1.5	Foreign Possessions	1	Lecture	Black Board
<b>Unit -2 The Nehru Era</b>				
2.1	Economic Progress	2	Lecture	PPT & Black Board
2.2	Social welfare – Education	2	Lecture	PPT & Black Board
2.3	Foreign Policy – PanchSheel	3	Lecture	PPT & Black Board
2.4	Relation with Foreign countries - Common Wealth – U.N.O.	3	Lecture	PPT & Black Board
2.5	Nehru an Architect of Modern India – Shastri's Government – Indo – Pak War.	5	Lecture	PPT & Black Board
<b>Unit – 3 The Indira Era</b>				
3.1	Green Revolution; Indo – Pak War 1971.	2	Lecture	Black Board/PPT
3.2	The Emergency Regime – 20 Points programme	2	Lecture	Black Boaard/PP T
3.3	Foreign Policy – Nuclear Policy – NPT – U.N.O.	4	Lecture	Black

## Curriculum for B.A. History

				Board
3.4	Re-entry of Indira Gandhi – Operation Blue star – Foreign Policy (1980 – 1984).	3	Lecture	Black Board/PPT
3.5	Janatha Rule – Morarji Desai – Charan Singh	4	Chalk & Talk	Black Board
<b>Unit – 4 Rajiv Gandhi Regime</b>				
4.1	Growth of Science & Technology – Anti Defamation Bill	2	Lecture	Black Board
4.2	Fall of Rajiv’s government.	2	Chalk &Talk	Black Board
4.3	Foreign policy – India’s Relation with Sri Lanka	2	Lecture	Black Board
4.4	National Front Government	3	Lecture	Black Board
4.5	V.P. Singh – Mandal Commission– Ayodhya Issue – Foreign policy	4	Lecture	PPT
4.6	P. V. Narasimha Rao – New Economic Policy – New Educational Policy – Babri Masjid Issue	4	Discussion	Google class room/ Field visit
4.7	Cauvery Water Dispute– Foreign Policy.	3	Blended learning	Online/ E-Content/
<b>Unit – 5 The Coalition Era</b>				
5.1	The Union Front – Gowda – Gujral – Foreign policy	5	Lecture	PPT
5.2	BJP – Kargil War – Vajpayee’s Government	3	Chalk & Talk	Black Board
5.3	Pokhran II Tests – Nuclear Doctrine – Non Proliferation	3	Lecture	Black Board
5.4	United Progressive Alliance	2	Chalk & Talk	Black Board
5.5	Manmohan Singh – Administrative Reforms.	2	Chalk &	Black



## Curriculum for B.A. History

			Talk	Board
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
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## Curriculum for B.A. History

CO 1	Explain the Partition of India and its effects.	K2	PSO2
CO 2	Analyze the evolution of education in contemporary India.	K5	PSO3
CO 3	Discuss the socio - economic developments in India.	K5	PSO5
CO 4	Assess the development of science and technology of contemporary India.	K5	PSO1
CO 5	Identify the foreign policy of Indian Prime Ministers.	K3	PSO 2

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2
CO2	2	2	3	2	2
CO3	2	2	2	2	1
CO4	2	2	2	2	2
CO5	2	2	2	2	2


**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	3	2
CO2	2	3	2	2	2	2	2
CO3	2	2	1	2	2	2	2
CO4	2	2	2	2	2	2	2
CO5	2	3	1	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

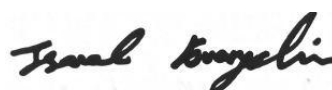
**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A. HISTORY**

**SEMESTER -V**

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H5CC10	HISTORIOGRAPHY	MAJORE CORE	5	4

**COURSE DESCRIPTION**

This course comprises the definitions, scope and uses of history and emphasizes the historical objectivity and subjectivity, the contribution of historians to historical writings. It exposes the stages of research methodology.

**COURSE OBJECTIVES**

- To make the students understand the nature and scope of History.
- To enlighten the students about Historical objectivity and Subjectivity and need of writing objective History.

- To highlight the contributions of Historians & their significance in the evolution of historical writings.
- To elaborate the various stages of research.

## **UNITS**

### **UNIT I: Nature of History (20 HRS.)**

Definition of History – Nature and Scope – Uses and abuses of History – Lessons of History – History and Allied disciplines – History: Art or Science.

### **UNIT II: Causation and Change (10 HRS.)**

Theory of Causation and Change – Role of Ideas – Role of Individual - Institutions – Historical Objectivity and Subjectivity.

### **UNIT III: Greek, Roman and European Historians (20 HRS.)**

Herodotus – Thucydides – Livy – St. Augustine – **Spengler – Ranke – Hegel – Marx –Toynbee (Self Study)**

### **UNIT IV: Indian Historians (10 HRS.)**

Kalhana – Alberuni –Barauni – K.A.N. Sastri- I.V.Mahadevan- K.Rajayyan- N.Subramanian

### **UNIT V: Stages of Research Methodology (15 HRS.)**

Pre - requisites of a Research scholar – Selection of Topic – Sources - Data Collection – Heuristics – Criticism – Synthesis – Exposition- Documentation.

## **REFERENCES**

### **TEXT BOOK:**

1. Rajayyan K., *History in Theory and Method*, Ratna publication, Madurai, 2006.

### **REFERENCE BOOKS:**

1. Colling Wood R.G., *The Idea of History*, Oxford University press, London, 1973.
2. Jayapalan N., *Historiography*, Atlantic publications, New Delhi, 2008.
3. Satish K. Bajaj, *Research Methodology in History*, Anmol publications, New Delhi, 2000.
4. Sheik Ali B., *History in Theory and Method*, Macmillan India Ltd., Madras, 1984.
5. Subramanian N., *Historiography*, Ennes publications, Udumalpet, 1993.
6. Venkatesan G., *A Study of Historiography*, Senthamarai press, Rajapalayam, 2005.

### COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 NATURE OF HISTORY</b>				
1.1	Definition of History	4	Chalk & Talk	Black Board
1.2	Nature	2	Chalk & Talk	LCD
1.3	Scope	2	Lecture	Black Board
1.4	Uses and abuses of History	4	Discussion	PPT & White board
1.5	Lessons of History	2	Group Discussion	Smart Board
1.6	History and Allied disciplines	3	Lecture	Black Board
1.7	History: Art or Science	3	Discussion	PPT
<b>UNIT -2 CAUSATION AND CHANGE</b>				
2.1	Theory of Causation and Change	3	Lecture	Green Board
2.2	Role of Ideas	3	Chalk & Talk	Black Board
2.3	Role of Individual	3	Flipped Learning	Online
2.4	Institutions	2	Blended Learning	E-Content

Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.5	Historical Objectivity	3	Lecture	Text Books
2.6	Historical Subjectivity.	1	Discussion	Materials
<b>UNIT -3 GREEK, ROMAN AND EUROPEAN HISTORIANS</b>				
3.1	Herodotus	3	Chalk & Talk	Black Board
3.2	Thucydides	2	Chalk & Talk	LCD
3.3	Livy	2	Lecture	PPT & White board
3.4	St. Augustine	2	Lecture	Smart Board
3.5	Spengler	2	Lecture	Black Board
3.6	Ranke	2	Discussion	Google classroom
3.7	Hegel	2	Specimen	Microscope
3.8	Marx	3	Discussion	Black Board
3.9	Toynbee	2	Blended learning	Google classroom
<b>UNIT -4 INDIAN HISTORIANS</b>				
4.1	Kalhana	2	Chalk & Talk	Black Board
4.2	Alberuni	2	Chalk & Talk	LCD
4.3	Barauni	1	Lecture	PPT & White

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				board
4.4	K.A.N. Sastri	2	Lecture	Smart Board
4.5	I.V.Mahadevan- N.Subramanian	1	Lecture	Black Board
4.6	K.Rajayyan	2	Lecture	Google classroom
<b>UNIT -5 STAGES OF RESEARCH METHODOLOGY</b>				
5.1	Pre - requisites of a Researchscholar	2	Chalk & Talk	Black Board
5.2	Pre - requisites of a Researchscholar	1	Chalk & Talk	LCD
5.3	Selection of Topic	2	Lecture	PPT & White board
5.4	Data Collection	1	Lecture	Smart Board
5.5	Sources	2	Lecture	Black Board
5.6	Heuristics	1	Discussion	Google classroom
5.7	Criticism	2	Lecture	PPT
5.8	Synthesis	1	Discussion	Black Board
5.9	Exposition	1	Chalk & Talk	Black Board

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.10	Documentation	2	Specimen	Model Thesis

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35



## Curriculum for B.A. History

<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10 Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10 Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	Attendance			-	5 Mks		

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the nature and scope of	K6	PSO1

	History.		
CO 2	Explain the need of writing History objectively.	K6	PSO3
CO 3	Identify the contributions of Historians in historical writings.	K1	PSO5
CO 4	Examine the nature of Indian Historiography.	K4	PSO4
CO 5	Demonstrate the various stages of research methodology in their projects.	K2	PSO2&PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	3
CO4	2	2	2	3	2
CO5	2	1	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	2	2	2	2
CO4	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

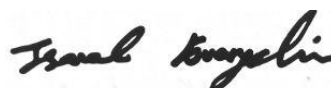
**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A HISTORY**

**SEMESTER -V**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5CC11	HISTORY OF TAMIL NADU (Sangam Age To 1800 A.D)	MAJOR CORE	5	4

**COURSE DESCRIPTION**

This course covers various administrations in Tamil Nadu. Political and socio-

Economic conditions, Rulers, their administration, art and architecture from sangam age to British period and the contribution of Christian missionaries to Tamil literature

### **COURSE OBJECTIVES**

- To Highlight the rise of their administration, art and architecture during sangam age.
- To recall the rule of the Marathas and Muslims in Tamilnadu
- To make the students understand the British rule in Tamilnadu and the role of Tamil Nadu in various Rebellions and the Freedom Struggle Movement.
- To describes the administration of Tamilnadu after 1947.
- Explain the Political and Economic settings of Sangam Age.

### **UNITS**

#### **UNIT I: Sangam Age**

**[15 HRS]**

Sources for the study of Sangam Age -Chera,Chola and Pandyas – Political, Economic and Social conditions- Sangam Literature- kalabras

#### **UNIT II: Age of Pallavas**

**[15 HRS]**

Early – Later pallavas of Kanchi – Triangular Conflict- Society and Economy- Religion and Literature -Bhakti cult.

#### **UNIT III: The Age of Cholas:**

**[15 HRS]**

Imperial Cholas – Chalukya, Cholas -Chola-Pandya and Chola – Rashtrakuta Relations– Economic and Social life — Education – Literature.

#### **UNIT IV: Age of Pandyas**

**[15 HRS]**

First and Second Pandyan Empires- Marcopolo – Relation with Cholas – Hoysala and Rashtrakuta interference in Tamil Nadu – Economic and Social conditions.

#### **UNIT V: Contribution of Missionaries**

**[15 HRS]**

Contribution of Missionaries to Tamil Language and Literature - **Robert D Nobili- Beshi- Ziegenbalg- G.U.Pope - Caldwell.( Self Study)**

#### **Text Book:**

1. N.Subramanian ,*History of Tamil Nadu*,Ennes Publications, Udumalpet, 1999.

#### **Reference Books:**

1. CithraMadhavan, **History and culture of Tamil Nadu**, Vol.I, D.K. print world (P) Ltd., New Delhi, 2005.
2. Gopalan,R., **Pallavas of Kanchi**, university of Madras, Madras, 1928.
3. Gurumurthy,S., **Education in South India**, New Era Publications,Madras, 1979.
4. Kanagasabai Pillai, K., **Tamils 800 years Ago**, Saiva SiddhantaPublishing,Society, Madras, 1904.
5. Krishnaswami,A., **Topics in South Indian History**, Annamalai Nagar,1978.
6. Meenakshi,C., **Administration and Social Life under the Pallavas**,University of Madras, Madras,1977.
7. NilakantaSastri, K.A., **The Colas**, University of Madras, Madras, 1935.,
8. The Pandyan Kingdom, Swathi Publicatons, Madras,1972.
9. Noboru Karashima, **South Indian History and Society**, Oxford University Press, Madras, 1984. A concise History of South India –
10. Rajamanickkam,M.**PallavarVaralaru** (Tamil), South Indian Saiva Siddanta Book Publishing Society, Trinelveili, 1999.
11. Raman,K.V., **PandiyarVaralaru** (Tamil), Tamil Nadu, Text BookSociety, Madras, 1977.
12. Sadasivapandarathar, T.V.,**PirkalaCholarVaralaru (Tamil)**, Annamalai University, 1949.
13. Srinivasa Iyengar, P.T., History of the Tamils, Asian Educational Services, New Delhi, 1983.
14. Subramanian, N., **Socio-Cultural History of Tamil Nadu**, Ennes Publications, Udumalpet, 1999.

### COURSE CONTENTS &LECTURE SCHEDULE

Module	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
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No.				
<b>Unit -1The Sangam Age</b>				
1.1	Chera,Chola and Pandyas	4	Chalk & Talk	Black Board
1.2	Political, Economic conditions	4	Chalk & Talk	Black Board
1.3	Social conditions	2	Lecture& Discussion	PPT & White board
1.4	Sangam Literature-	4	Group Discussion	Smart Board
1.5	kalabras	1	Lecture	PPT
<b>UNIT 2 Age of Pallavas</b>				
2.1	Early – Later pallavas of Kanchi	4	Lecture	Black Board
2.2	Triangular Conflict	3	Chalk &Talk	Black Board
2.3	Society and Economy	2	Lecture	Black Board
2.4	- Religion and Literature -	4	Lecture	Black Board /
2.5	Bhakti cult.	2	Discussion	Google class room
<b>UNIT 3 The Age of Cholas:</b>				
3.1	Imperial Cholas – Chalukya, Cholas	4	Lecture	Black Board
3.2	-Chola-Pandya and Chola –	3	Chalk & Talk	Black Board
3.3		5	Lecture	Black Board
3.4	Rashtrakuta Relations– Economic conditions	4	Lecture	Black Board/PPT
3.5	Social life — Education – Literature.	4	Google class room	PPT
<b>UNIT 4 First and Second Pandyan Empires</b>				
4.1	First and Second Pandyan	4	Lecture	Black Board

Curriculum for B.A. History

	Empires--			
4.2	Marcopolo –	3	Chalk & Talk	Black Board
4.3	Relation with Cholas	4	Lecture	Black Board
4.4	Hoysala and Rashtrakuta interference in Tamil Nadu –	3	Lecture	Black Board
4.5	Economic and Social conditions	2	Lecture	PPT
<b>UNIT 5 Contribution of Missionaries</b>				
5.1	Contribution of Missionaries to Tamil Language and Literature	4	Lecture	Black Board
5.2	Robert D Nobili	2	Chalk & Talk	Black Board
5.3	Beshi	1	Lecture	Black Board
5.4	Ziegenbalg	1	Discussion	Google class room
5.5	-G.U.Pope - Caldwell.	2	Lecture	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

## Curriculum for B.A. History

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:



NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the Political and Economic settings of Sangam Age.	K2	PSO1
CO 2	Identify the rulers and their administration.	K2,	PSO3
CO 3	Analyze the Socio-economic Condition of Cholas, Pallavas and Pandyas	K3	PSO4
CO 4	Distinguish between the Pallava and the Chola art.	K2, K3	PSO2
CO 5	Recognize the Political, social & cultural developments	K2 & K4	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2

## Curriculum for B.A. History

<b>CO2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**COURSE DESIGNER:**

*M. Nagesh*

**M.NAGESHWARI**

**Forwarded By  
HOD'S Signature& Name**

*Dr. J. Saral Evangelin*

**Dr.J.Saral Evangelin**

### III B.A.HISTORY

#### SEMESTER – V

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5CC12	History of China Since 1839	MAJOR CORE	5	4

		<b>A.D.</b>			
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### **COURSE DESCRIPTION**

This course covers the development of communist China from 19<sup>th</sup> century. It focuses on the role of China in various movements and wars. It emphasizes the contribution of Chinese leaders for the progress of Chinese society.

### **COURSE OBJECTIVES**

- To comprehend the modern history of China.
- To know about the circumstances leading to the Chinese Revolution.
- To examine the role played by China in World War I and II.
- To understand the economic development and evolution of communism in China.
- To identify the role played by leaders of China to its development.

### **UNITS**

#### **UNIT I: Western Influence on China**

**(15 HRS.)**

China in First half of 19<sup>th</sup> Century – China's Relations with Europe – First Opium War – causes and Results – Treaty of Nanking – Second Opium War – Taiping Rebellion – Consequences - Sino-Japanese War 1894 – causes and results.

#### **UNIT II: Reform Movements in China**

**(15 HRS.)**

Boxer Movement 1900 - significance– Open Door Policy – Impact of Open-Door Doctrine on China – Reforms Movement - Military Reforms – Administrative Reforms – educational and constitutional Reforms – Impact of Reforms Movement.

#### **UNIT III: China under Republic**

**(15 HRS.)**

The revolution of 1911 – causes – Downfall of Manchu Dynasty - Republic rule in China – China in World War I and II – Paris Peace conference and Sino- German Treaty – War Lordism.

#### **UNIT IV: Communist China**

**(20HRS.)**

Growth of National Awakening – Kuomintang Party – Achievement of Nationalist Government -Communist Indoctrination –The Commune System and Social Change – Cultural Revolution .

#### **UNIT V: Personalities in China**

**(10 HRS.)**

Life and Achievements of Sunyat Sen – Contributions of Chiang-Kai-Shek to the society - Mao-Tse-Tung's New Democracy - Legacy of Chou En-Lai.

**REFERENCES****TEXT BOOK:**

1. Majumdar R.K. &Srivastva A.N., ***History of Far East***, SBD Publishers, Delhi, 1994.

**REFERENCE BOOKS:**

1. Dharam Singh, ***History of Modern China and Japan (1840 – 1950)***, Sonali publication, New Delhi, 2005.
2. Majumdar R.K. &Srivastva A.N., ***History of Far East***, SBD Publishers, Delhi, 1994.
3. Paul H. Clyde & Burton F. Beers, ***The Far East***, Prentice Hall of India Pvt. Ltd., New Delhi, 1974.
4. Dubey.P.K.,***History of China and Japan***, Dominant Publishers, New Delhi, 2017.
5. Rao.B.V.,***History of Asia: From Early Times to the Present***, New Dawn Press Group, New Delhi, 2005.

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 WESTERN INFLUENCE ON CHINA</b>				
1.1	China in First half of 19 <sup>th</sup> Century	3	Chalk & Talk	Black Board
1.2	China's Relations with Europe	1	Documentary	LCD
1.3	First Opium War	4	Lecture	PPT & White board
1.4	Causes and Results	1	Lecture	Smart Board
1.5	Treaty of Nanking	2	Lecture	Black Board
1.6	Second Opium War	1	Discussion	Google classroom
1.7	Taiping Rebellion	2	Chalk & Talk	Microscope

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.8	Consequences		Group Discussion	Black Board
1.9	Sino-Japanese War 1894	1	Discussion	Black Board
1.10	Causes and results		Lecture	Black Board
<b>UNIT -2 REFORM MOVEMENTS IN CHINA</b>				
2.1	Boxer Movement 1900 - significance	4	Lecture	Map, Charts
2.2	Open Door Policy	1	Chalk & Talk	Black Board
2.3	Impact of Open-Door Doctrine on China	2	Flipped Learning	E- Content
2.4	Reforms Movement	1	Blended Learning	Online
2.5	Military Reforms	2	Chalk & Talk	LCD
2.6	Administrative Reforms	1	Lecture	PPT & White board
2.7	Educational Reforms	1	Lecture	Smart Board
2.8	constitutional Reforms	1	Discussion	Google classroom
2.9	Impact of Reforms Movement	2	Chalk & Talk	Green Board
<b>UNIT -3 CHINA UNDER REPUBLIC</b>				

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.1	The revolution of 1911 – causes –	3	Chalk & Talk	Green Board
3.2	Downfall of Manchu Dynasty	2	Lecture	Green Board
3.3	Republic rule in China	2	Chalk & Talk	Green Board
3.4	China in World War I	2	Lecture	Black Board
3.5	China in World War II	2	Lecture	Black Board
3.6	Paris Peace conference	1	Discussion	Black Board
3.7	Sino- German Treaty	1	Flipped Learning	Black Board
3.8	War Lordism	2	Discussion	Black Board
<b>UNIT IV: COMMUNIST CHINA</b>				
4.1	Growth of National Awakening	3	Chalk & Talk	Black Board
4.2	Kuomintang Party	3	Chalk & Talk	LCD
4.3	Achievement of Nationalist Government	3	Lecture	PPT & White board
4.4	Communist Indoctrination	2	Lecture	Smart

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				Board
4.5	The Commune System and Social Change	4	Lecture	Black Board
4.6	Cultural Revolution	3	Flipped Learning	Google classroom
4.7	Washington Conference	2	Discussion	Black Board
<b>UNIT V: PERSONALITIES IN CHINA</b>				
5.1	Life and Achievements of Sunyat Sen	3	Documentary Film	Google classroom
5.2	Contributions of Chiang-Kai-Shek to the society	2	Chalk & Talk	LCD
5.3	Mao-Tse-Tung's New Democracy	2	Lecture	PPT & White board
5.4	Legacy of Chou En-Lai.	3	Chalk & Talk	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks	

## Curriculum for B.A. History

K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components



## Curriculum for B.A. History

### Nos

<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Compile the modern history of China.	K6	PSO2
CO 2	Assess the circumstances leading to the Chinese Revolution.	K5	PSO3
CO 3	Explain the role played by China in World Wars.	K2	PSO3
CO 4	Analyse the economic development and evolution of communism in China.	K4	PSO5
CO 5	Discuss the role played by leaders of China to its development.	K2	PSO5

### **Mapping COs Consistency with PSOs**

## Curriculum for B.A. History

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2	2	2	2	2	2
C02	2	2	3	2	2	2	2
C03	2	2	2	3	2	2	2
C04	3	2	2	2	2	2	2
C05	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1


**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A  
SEMESTER –VI**

*For those who joined in 2019 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEG ORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UAHI</b>	<b>19H6CC13</b>	<b>INTERNATIONAL RELATIONS (From A. D 1914 To 2000A. D)</b>	<b>MAJOR CORE</b>	<b>5</b>	<b>4</b>

**COURSE DESCRIPTION**

This course is an introduction to the analysis of International Relations and Politics. It focuses on the causes and character of conflict and cooperation on the domestic and international stage.

**COURSE OBJECTIVES**

- To highlight the causes, course and results of the two world wars and their impact.
- To know the role of Hitler and Mussolini in International politics.
- To evaluate the legacy of Peace Organizations - League of Nations & UNO.
- To describe the policy of Non-alignment, Disarmament, SAARC and Nuclear Era

## **UNITS**

### **UNIT I: World War I**

**[15 HRS]**

Causes – Course – Results - Paris Peace Conference and Treaties - The League of Nations

### **UNIT II: Rise of Dictatorship**

**[15 HRS]**

Rise of Fascism – Benito Mussolini – Domestic and foreign policy. Nazism – Adolph Hitler & Rise of Germany – Foreign policy

### **UNIT III: World War II**

**[20 HRS]**

Causes – Course – Results - Peace Treaties – **UNO: Organs of UNO-Structure and Functions -Specialized Agencies – Challenges and Responsibilities. ( SELF STUDY)**

### **UNIT IV: World after World wars**

**[20 HRS]**

Cold War - Origin – causes –courses- Cuban crisis- Suez Crisis- end of cold war-results.

### **UNIT V: Establishment of Peace**

**[20 HRS]**

Disarmament and Collective Security - SAARC and G-8.

### **UNIT VI - DYNAMISM/CURRENTAFFAIR**

Recent trends International Relations and its impact on World Politics.

#### **TEXT BOOK:**

1. Joshi &Srivatsava, **International Relations**, Goel Publishing House, Meerat, 1991.

#### **REFERENCES:**

1. Asit Kumar Sen, **International Relations**, Chand and Company, D, 1995.
2. Carr E.H., **International Relations between the Two Worlds Wars**, Macmillan Company, London, 1951.

3. Dhar, **International Relations since 1950**, South Asian Books, Madras, 1900.
4. Khanna V.N., **International Relations**, Vikas Publishing House, New Delhi, 1993.
5. Mahajan V.D., **International Politics**, Sultanchand, New Delhi, 1982.
6. Palmer & Perkins, **International Relations**, BS Publishers, New Delhi, 198
7. Rams S. Melkote & Narasimha Rao, **International Relations**, Lok Sabha Secretariat, New Delhi, 1900.
8. Srivatsava L.N., **International Relations from 1914 to present day**, SBD Publishers, Delhi, 1994.
9. Vinay Kumar Malhotra, **International Relations**, Anmol Publications, New Delhi, 1993

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1 World War I</b>				
1.1	Causes – Course – Results	5	Lecture	Black Board
1.2	Paris Peace Conference and Treaties	6	Lecture	Black Board /PPT
1.3	The League of Nations	4	Lecture/ Discussion	Google class room
<b>Unit -2 Rise of Fascism</b>				
2.1	Benito Mussolini Nazism – Adolph Hitler & Rise of Germany – Foreign policy	3	Lecture	Black Board
2.2	Domestic and foreign policy.	3	Chalk & Talk	Black Board
2.3	Nazism – Adolph Hitler	3	Lecture	Black Board

2.4	Rise of Germany – Foreign policy	3	Lecture	Black Board /
<b>Unit -3 World War II</b>				
3.1	Causes – Course – Results	4	Lecture	Black Board
3.2	Peace Treaties	3	Chalk & Talk	Black Board
3.3	UNO: Organs of UNO-Structure and Functions	5	Lecture	Black Board
3.4	Specialized Agencies	4	Lecture	Black Board/PP T
3.5	Challenges and Responsibilities	4	Google class room	PPT
<b>Unit – 4 World after World wars-</b>				
4.1	Cold War - Origin – causes –courses	4	Lecture	Black Board
4.2	Cuban crisis	3	Chalk & Talk	Black Board
4.3	Suez Crisis	4	Lecture	Black Board
4.4	End of cold war-results.	3	Lecture	Black Board /
<b>Unit -5 Establishment of Peace-</b>				
5.1	Disarmament and Collective Security	5	Lecture	Black Board
5.2	SAARC	5	Chalk & Talk	Black Board
5.3	G-8	5	Lecture	Black Board

## Curriculum for B.A. History

5.4	Recent trends International Relations and its impact on World Politics.	1	Discussion	Google classroom
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**UG CIA Components****Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Demonstrate a broad and deep understanding of World Wars.	K2	PSO1& PSO2



CO 2	Assess the role of Hitler and Mussolini in International politics.	K3	PSO2&PSO3
CO 3	Evaluate the legacy of Peace Organizations - League of Nations & UNO.	K6	PSO4
CO 4	Compare the role of world countries in international relations during Cold War.	K5	PSO3&PSO5
CO 5	Analyse the policies of Disarmament and collective security.	K4	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornima Sathupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**III B.A**

**SEMESTER – VI**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H6CC14	TOURISM	MAJOR CORE	5	4

## **COURSE DESCRIPTION**

The course is an introduction to the knowledge and understanding of tourism, how tourists behave and what impact tourism has on countries, cultures and the environment. This course prepares students to work in the dynamic tourism industry in sectors like hospitality, travel and tourism.

## **COURSE OBJECTIVES**

- To make the students understand the phenomenon of Tourism.
- To highlight the components of Tourism.
- To inculcate interest in Tourism industry.
- To know the different tourist places in Tamilnadu.

## **UNITS**

### **UNIT I: Definitions of Tourism: [15 HRS]**

Tour, Tourist, visitor and excursionist - Evolution and Development- The 5 A's of tourism: - Attraction, Accessibility, Accommodation, Amenities, Affordability.

### **UNIT II: Types and forms of tourism [15 HRS]**

Motivation to travel -Types: Domestic, International- Inbound and Outbound -Forms: - Leisure, Business, Social, Cultural, Religious, Nature, cuisine, Family, sports, political, health, Senior citizen, Medical, Adventure - Alternative forms of tourism: Eco- tourism, Agro rural tourism, Special interest tourism .

### **UNIT III: Travel Agent and Tour operator [15 HRS]**

Functions of Travel Agency -Online Travel Agency -Tour packaging, Setting up a travel agency - Tour Guides and Escorts - Passport: Definition, types, - Visa -Travel regulations – Insurance-Permits.

### **UNIT IV: Tourism organizations [15 HRS]**

Government Organisation: - ITDC, TTDC; Domestic Organisation: - TAAI, FHRAI; International Organisation: -UNWTO, IATA, IUOTO

### **UNIT V: Tourism Destinations in Tamilnadu [15 HRS]**

**Mahabalipuram, Rameswaram, Tanjore, Kanchipuram, Courtallam, Ooty, (SELF STUDY)** Kodaikkanal, Yercaud, Mudumali National Park.

**UNIT VI - DYNAMISM/CURRENTAFFAIR**

Case Study Report- Recent trends in Tourism- on the spot study- visit to tourist placed in Madurai.

**TEXT BOOKS:**

1. Khan M. K., Introduction to Tourism, Anmol publications Pvt Ltd, New Delhi, 2005,

**REFERENCE BOOKS:**

1. Batra & Dangwal R.C., **Promotion & Development – New Advances**, Deep & Deep Publications Pvt Ltd, New Delhi, 2001.
2. Bhatia A.K., **Tourism Development, Principles and Practices**, Sterling Publishers private Limited, New Delhi, 1997.
3. Gulab Nabi, **Socio – Economic Impact of Tourism**, Pointer publishers, Jaipur, 2000.
4. Pran Nath Seth, **India: A Traveller's Companion**, Sterling Publishers Private Limited, New Delhi ,1998.
5. Pran Nath Seth, **Introduction to Travel and Tourism**, Sterling publishers Private Limited, New Delhi, 1993.
6. Pushpindr S. Gill, **Perspectives on Indian Tourism**, Anmol Publications Pvt. Ltd, New Delhi, 1997.
7. R. N. Kaul M. A., **The Dynamics of Tourism**, sterling Publishers Private Limited, New Delhi, 1992.
8. Romila Chawla, **Tourism: The Cultural Heritage**, Arise Publishers and Distributors, New Delhi, 2006.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Modu le No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1 Definitions of Tourism</b>				
1.1	Tour, Tourist,	3	Chalk &	Black

## Curriculum for B.A. History

			Talk	Board
1.2	visitor and excursionist	3	Chalk & Talk	Black Board
1.3	Evolution and Development	3	Lecture	PPT
1.4	The 5 A's of tourism	2	Lecture	PPT
1.5	Accommodation , Amenities , Affordability	4	Lecture	PPT
<b>Unit -2 Types and forms of tourism</b>				
2.1	Motivation to travel -Types: Domestic, International- Inbound and Outbound	3	Lecture	Black Board
2.2	Forms: - Leisure, Business, Social, Cultural, Religious, Nature, cuisine, Family, sports, political, health, Senior citizen, Medical, Adventure	4	Chalk & Talk	Black Board
2.3	Alternative forms of tourism: Eco- tourism, Agro rural tourism, Special interest tourism	3	Lecture	Black Board
2.4	Content Writing- Travel Blog	3	Lecture	Black Board /
2.5	Use of Social Media.	2	Discussion	Google class room
<b>Unit -3 Travel Agent and Tour operator</b>				
3.1	Functions of Travel Agency -	3	Lecture	Black Board
3.2	Tour packaging, Setting up a travel agency	3	Chalk & Talk	Black Board
3.3	Online Travel Agency - - Tour Guides and Escorts	3	Lecture	Black Board

## Curriculum for B.A. History

3.4	Travel documents- Passport: Definition, types	3	Lecture	Black Board/PPT
3.5	Visa -Travel regulations – Insurance-Permits.	3	Google class room	PPT
<b>Unit – 4 Tourism organizations</b>				
4.1	Government Organisation: - ITDC, TTDC	4	Lecture	Black Board
4.2	Domestic Organisation TAAI, FHRAI	3	Chalk & Talk	Black Board
4.3	International Organisation:	4	Lecture	Black Board
4.4	UNWTO, IATA	3	Lecture	Black Board /
4.5	IUOTO	1	Lecture	PPT
<b>Unit -5 Tourism Destinations in Tamilnadu:</b>				
5.1	Madurai,Mahabalipuram.	4	Lecture	Black Board
5.2	Rameswaram,Tanjore,	3	Chalk & Talk	Black Board
5.3	Kanchipuram, Courtallam,	3	Lecture	Black Board
5.4	Ooty, Kodaikkanal,	2	Discussion	Google class room
5.5	Yercaud, Mudumali National Park.	3	Lecture	PPT

## Curriculum for B.A. History

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
10	10	5	5	5	5	40	60	100

**UG CIA Components**

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Contextualize tourism within broader cultural, environmental, political and economic dimensions of society.	K1/K2	PSO1& PSO2
CO 2	Critique different forms and types of Tourism.	K3/K4	PSO1
CO 3	Describe the major segments of the travel industry and how they are related.	K2/K3	PSO3
CO 4	Evaluate National and International	K3/K4	PSO1



	Tourism organizations.		
CO 5	Apply principles of sustainability to the practice of tourism in the local and global context.	K3	PSO5

### Mapping COs Consistency with PSOs

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

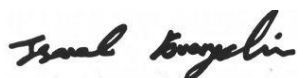
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	2	2	3	2	2

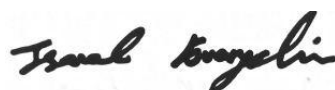
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.J.SaralEvangelin**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.SaralEvangelin**

**III B.A HISTORY  
SEMESTER –VI**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/ WEEK	CREDI TS
UAHI	19H6CC15	HISTORY OF TAMIL NADU	MAJOR CORE	5	4

		<b>(From A.D 1800 To 2006 A.D)</b>			
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### COURSE DESCRIPTION

This course seeks to provide knowledge about the formation of Madras Presidency, socio religious reformers, freedom fighters and Political parties and growth of agriculture, Education and industry.

### COURSE OBJECTIVES

- To understand the value of self reliance and local self government.
- To know the different stages by which Tamilnadu came under the British rule.
- To distinguish between the native revenue systems and British settlement systems.
- To highlight the growth of Tamilnadu after Independence.

### UNITS

#### **UNIT I: The advent of Europeans (20 Hrs)**

The advent of European Powers- Formation of Madras Presidency – The Company's rule in Tamilnadu - South Indian Rebellion - Vellore Mutiny - Thomas Munroe's Ryotwari System - Poligari System - Zamindari System - Judicial reforms.

#### **UNIT II: Reform Movements (15 Hrs)**

Role of Christian Missionaries -- Socio – religious Movements - Vaigunda Swamy Ramalinga Adigal– Justice Party -Depressed Class Movement - Self Respect Movement.

#### **UNIT III: (15 Hrs)**

The Crown's Period – Local Self Government,– Educational Progress – Freedom Movement in Tamilnadu – V.O. Chidambaram – Subramanya Siva, Subramanya Bharathi, Sathyamoorthy, Rajaji, Kamaraj – E.V.R – Temple Entry Movement. ( Self Study )

#### **UNIT IV: (20 Hrs)**

Tamilnadu after 1947 – Rajagopalachari - Reorganization of Madras Presidency – Rise of Political parties – K.Kamaraj – M.Bhaktavachalam - C.N. Annadurai – M. Karunanithi – M. G. Rama Chandran and J.Jeyalalitha . ( Self Study)

#### **UNIT V: (20 Hrs)**

Growth of Language and Issues-Growth of Education - Industrial Development Growth of Agriculture-Development of Science and Technology.

#### **UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

Industrial Development Growth of Agriculture-Development of Science and Technology

### TEXT BOOKS:

1. Rajayyan, K., **History of Tamil Nadu from 1565 to 1965**, Madurai Publishing House, Madurai, 1978.
2. Subramanian, N., **History of Tamil Nadu**, Ennes Publications, Madurai, 2000.
3. Varghese Jeyaraj.S, **Socio- Cultural History of Tamilnadu(1565-1967)**, Anns Publications, Uthamapalayam,

**REFERENCE:**

1. Devanesan, **History of Tamil Nadu**, Benu Publication, Marthandam, 2004.
2. Rajayyan K., **Tamil Nadu – A Real History**, Ratna publications, Trivandrum, 2005.
3. Sanjeevi, **History of Tamilnadu**, Pari Nilayam, Chennai, 1960.
4. Sathyanathaiyer, R, **Tamilaham in the 17<sup>th</sup> Century**, University of Madras, Madras, 1956.
5. Subrahmanian N., **History of Tamilnadu (Social and Cultural) 1936 – 1984**, Ennes Publications, Udumalpet, 1991.
6. Subramanian N., **History of Tamilnadu**, Koodal Publication, Madurai, 1977.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1 Coming of the Europeans</b>				
1.1	The advent of European Powers- --	3	Chalk & Talk	Black Board
1.2	Formation of Madras Presidency	3	Chalk & Talk	White board
1.3	The Company's rule in Tamilnadu -	4	Discussion	PPT
1.4	Vellore Mutiny	2	Chalk & Talk	Black Board
1.5	Thomas Munroe's Ryotwari System	2	Chalk & Talk	Black Board
	Poligari System Zamindari System. Judicial reforms			
<b>Unit -2Tamilnadu in freedom struggle</b>				
2.1	Socio – religious and political	4	Lecture	Black

## Curriculum for B.A. History

	organizations of 19 <sup>th</sup> Century- Vaigunda Swamy -.			Board
2.2	Ramalinga Adigal-	2	Chalk & Talk	Black Board
2.3	Justice Party	3	Lecture	PPT
2.4	Depressed Class Movement -	3	Lecture	Black Board
2.5	Self Respect Movement	2	Lecture	Black Board
<b>Unit-3 Role of Freedom fighters</b>				
3.1	The Crown's Period – Local Self Government,-	3	Lecture	Black Board
3.2	educational Progress	2	Chalk & Talk	Black Board
3.3	Freedom Movement in Tamilnadu – V.O. Chidambaram – Subramanya Siva, Subramanya Bharathi,	5	Lecture	Black Board
3.4	Sathyamoorthy, Rajaji,	2	Discussion	Black Board/PPT
3.5	Kamaraj.	2	Group Discussion	PPT
	E.V.R – Temple Entry Movement	1	Lecture	Black Board
<b>Unit -4 Rise of Political parties</b>				
4.1	Tamilnadu after 1947 – Rajagopalachari Rise of Political parties – K.Kamaraj –	4	Lecture	Black Board
4.2	Reorganization of Madras Presidency –	2	Lecture	Black Board
4.3	M.Bhaktavachalam	1	Lecture	Black Board
4.4	C.N. Annadurai – M. Karunanithi –	4	Lecture	PPT
4.5	M.G.RamaChandran and J.Jeyalalitha	4	Chalk & Talk	PPT
<b>Unit -5 Tamil Nadu After 1947</b>				

## Curriculum for B.A. History

5.1	Growth of Language and Issues	5	Lecture	Black Board
	Growth of Education	3		
5.2	Industrial Development	3	Chalk & Talk	Black Board
5.3	Growth of Agriculture	2	Lecture	Black Board
5.4	Development of Science and Technology	2	Discussion	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## Curriculum for B.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S)	PSOs ADDRESSED
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		<b>TAXONOMY)</b>	
CO 1	Discuss the formation of the presidency	K2	PSO2
CO 2	Analyze the contributions of social and religious reformers	K3, K2,	PSO3
CO 3	Identify the regional Political Parties and its Development in the society	K1 & K3	PSO5
CO 4	Assess the development of Tamil after 1947	K1, K2, K3 &	PSO1
CO 5	Outline the growth of the Agriculture, Education and Industry.	K2 & K4	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	3
CO2	2	2	3	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	2	2	3



# Curriculum for B.A. History

<b>C05</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
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**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M. Nagesh*

**M.NAGESHWARI**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**I B.A HISTORY**

**SEMESTER – I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H1AC1	SOUTH INDIAN ART AND	ALLIED	5	5

		<b>ARCHITECTURE</b>			
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### **COURSE DESCRIPTION**

This course deals with the development of Art and architecture, sculpture and painting of South India.

### **COURSE OBJECTIVES**

- To impart knowledge on various styles of Art of South India.
- To equip the students to develop their knowledge in literature, Painting and Music.
- To highlight the native arts and revive the folk arts among the youth.

### **UNITS**

#### **UNIT I: Sangam Art [15 HRS]**

The Sangam Art- Architecture – Fine Arts - Literature - Artifacts - Art and Architecture during the I Pandyan Empire.

#### **UNIT II: Pallava& Chola Art [15 HRS]**

Pallava Art and Architecture – Sculpture – Paintings – Literature -Chalukyan Art - Imperial Chola Art and Architecture- Literature –Sculpture.

#### **UNIT III: Development of Art and Architecture of various Kingdoms [15HRS]**

Development of Art and Architecture under the II Pandyan Empire –Hoysala Art - Rashtrakuta art - Contribution of Bhamani Sultans to art and Architecture.

#### **UNIT IV: Vijayanagar Art and Architecture [15 HRS]**

Vijayanagar Art and Architecture - Literature - Nayaks Art and Architecture- paintings and Literature.

#### **UNIT V: European Art [15 HRS]**

Impact of European Art- Folk Arts of South India – Folk Dances – Folk music.

### **TEXT BOOK:**

1. Material prepared by the Department.

### **REFERENCE BOOKS:**

1. Percy Brown: **Indian Architecture Buddhist and Hindu Architecture**, TaraporeVala Publication, Bombay, 1968.
2. Sastri K.A. N., **AHistory of South India from Pre historic Times to the fall of Vijaya Nagar, South India** Saiva Sddhantha Works Publishing Society, Madras, 1958.
3. Sastri K.A.N., **The Pandya Kingdom:From the earliest Times to the Sixteenth century**,Swathi Publications, Madras, 1972.
4. Subramanian N.,Sangam Polity: **The Administration and Social life of the Sangam Tamils**,Asia Publishing House, Bombay, 1966.
5. Subramanian N., **History of Tamilnadu, Koodal Publishers**, Madurai, 1990.
6. Pillai K.K., **TamizhahaVaralarumPanpadum**, International Institute of Tamil Studies, Chennai, 2004.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT - 1 SANGAM ART</b>				
1.1	The Sangam Art and Architecture	4	Chalk & Talk	Black Board
1.2	Fine Arts and Literature	4	Chalk & Talk	Black Board
1.3	Sangam Artifacts	2	Lecture	PPT
1.4	Art during the I Pandyan Empire.	2	Chalk & Talk	Black Board
1.5	Architecture during the I Pandyan Empire.	3	Lecture	PPT
<b>UNIT - 2 PALLAVA &amp; CHOLA ART</b>				
2.1	Pallava Art and Architecture.	3	Lecture	PPT
2.2	Pallava Sculpture, Paintings and Literature	3	Chalk &	Black

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	Board
2.3	Chalukyan Art	3	Lecture	Black Board
2.4	Imperial Chola Art and Architecture	3	Lecture	PPT
2.5	Imperial Chola Literature and Sculpture	3	Chalk & Talk	Black Board
<b>UNIT - 3 DEVELOPMENT OF ART AND ARCHITECTURE OF VARIOUS KINGDOMS</b>				
3.1	Development of Art under the II Pandyan Empire	3	Lecture	Black Board
3.2	Development of Architecture under the II Pandyan Empire	3	Chalk & Talk	Black Board
3.3	Hoysala Art	3	Lecture	Black Board
3.4	Rashtrakuta art	3	Lecture	Black Board/PPT
3.5	Contribution of Bhamani	3	Google class room	PPT
<b>UNIT - 4 VIJAYANAGAR ART AND ARCHITECTURE</b>				
4.1	Vijayanagar Art and Architecture	4	Lecture	Black Board
4.2	Vijayanagar Literature	2	Chalk & Talk	Black Board
4.3	Nayaks Art	3	Lecture	Black Board
4.4	Nayaks Architecture	3	Lecture	PPT
4.5	Nayaks paintings and Literature	3	Lecture	Black Board
<b>UNIT - 5 EUROPEAN ART</b>				

## Curriculum for B.A. History

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
5.1	Impact of European Art	4	Lecture	Black Board
5.2	Folk Arts of South India	4	Chalk & Talk	Black Board
5.3	Folk Dances	4	Lecture	PPT
5.4	Folk music.	3	Discussion	Google class room

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## Curriculum for B.A. History

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10	Mks	
<b>C2</b>	-	Test (CIA 2)		1	-	10	Mks	
<b>C3</b>	-	Assignment		1	-	5	Mks	
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5	Mks	
<b>C5</b>	-	Quiz		2 *	-	5	Mks	
<b>C6</b>	-	Attendance			-	5	Mks	

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S)	PSOs ADDRESSED
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		<b>TAXONOMY)</b>	
CO 1	Analyze the Art and Architecture during Sangam period.	K4	PSO1
CO 2	Classify the Art and Architecture during the Pallavas, Chalukyas and Cholas	K3	PSO2
CO 3	Examine the Art and Architecture of Hoysalas, Rashtrakutas and Bhamani.	K4	PSO2
CO 4	Describe the Art and Architecture of Vijayanagar and Nayaks kingdoms.	K2	PSO3
CO 5	Define the importance of folk dance and music in South India.	K2	PSO2 && PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

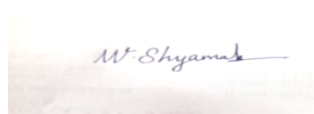
CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	3
CO2	2	2	2	2	3	3	2

## Curriculum for B.A. History

<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>

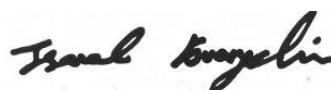
**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated - **1**

### **COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

### **I B.A HISTORY**

### **SEMESTER – II**

*For those who joined in 2019 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/ WEEK</b>	<b>CREDIT S</b>
<b>UAHI</b>	<b>19H2AC2</b>	<b>HISTORY OF</b>		<b>5</b>	<b>5</b>



		<b>MADURAI</b>	<b>ALLIED</b>		
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### COURSE DESCRIPTION

This course highlights the history of Madurai from Sangam age to Madurai in Indian freedom struggle.

### COURSE OBJECTIVES

- To enlighten the students about Madurai and its rulers.
- To understand the social, economic and religious conditions of Madurai during the Sangam Age.
- To bring out the condition of Madurai during the Muslim conquest and the role of Madurai in the Freedom Movement.

### UNITS

#### UNIT I: Sangam period [15 HRS]

Sangam Pandyas - Social Condition – Economic life -Religious life.

#### UNIT II: The FirstPandya& Second Pandya Empire [15 HRS]

Political History – Social condition – Madurai during the Second Pandyan Empire- Political History – Social Condition.

#### UNIT III: Muslim Conquests [10 HRS]

Invasion of Malik Kafur – Conquest of Muhmmad bin Tughlaq - effects - Madurai under Sultanate- Administration- Social and Economic condition.

#### UNIT IV: Nayaks Period [15 HRS]

Madurai under the Nayaks-Vishwanatha Nayak-Thirumalai Nayak – Chokanatha Nayak – Rani Mangammal -Cultural Contribution: Art – Architecture- Literature.

#### UNIT V: Madurai under the British

[20 HRS]

Contribution of Christian missionaries to Tamil language and literature – Madurai Under Colonial Rule- Role of Madurai in the Freedom Struggle.Freedom fighters in Madurai-Mayandi Bharathi-George Joseph-Vaitheyanaathalyer-NMR Suburaman.

#### UNIT –VI DYNAMISM

Discuss about making Madurai as a Smart City.

**TEXT BOOK:**

1. Material prepared by the Department.

**REFERENCE BOOKS:**

1. Percy Brown: **Indian Architecture Buddhist and Hindu Architecture**, TaraporeVala Publication, Bombay, 1968.
2. Sastri K.A. N., **AHistory of South India from Pre historic Times to the fall of Vijaya Nagar, South India** Saiva Sddhantha Works Publishing Society, Madras, 1958.
3. Sastri K.A.N., **The Pandya Kingdom:From the earliest Times to the Sixteenth century**, Swathi Publications, Madras, 1972.
4. Subramanian N., Sangam Polity: **The Administration and Social life of the Sangam Tamils**, Asia Publishing House, Bombay, 1966.
5. Subramanian N., **History of Tamilnadu, Koodal Publishers**, Madurai, 1990.
6. Pillai K.K., **TamizhahaVaralarumPanpadum**, International Institute of Tamil Studies, Chennai, 2004.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 SANGAM ART</b>				
1.1	Sangam Pandyas	4	Lecture	PPT
1.2	Social Condition	4	Chalk & Talk	Black Board
1.3	Economic life	4	Chalk & Talk	Black Board
1.4	Religious life.	3	Chalk & Talk	Black Board
<b>UNIT -2THE FIRST PANDYA &amp; SECOND PANDYA EMPIRE</b>				
2.1	Political History	3	Lecture	PPT
2.2	Social condition	3	Chalk & Talk	Black Board
2.3	Madurai during the Second Pandyan Empire	3	Lecture	PPT

## Curriculum for B.A. History

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.4	Political History	3	Chalk & Talk	Black Board
2.5	Social Condition	3	Chalk & Talk	Black Board
<b>UNIT -3MUSLIM CONQUESTS</b>				
3.1	Malik Kafur	3	Lecture	Black Board
3.2	Muhmmad bin Tughlaq	3	Chalk & Talk	Black Board
3.3	Effects of Muslim conquest	2	Lecture	Black Board
3.4	Madurai Sultanate.	2	Lecture	Black Board
<b>UNIT -4NAYAKS PERIOD</b>				
4.1	Madurai under the Nayaks - Vishwanatha Nayak	4	Lecture	Black Board
4.2	Thirumalai Nayak	2	Chalk & Talk	Black Board
4.3	Chokanatha Nayak	3	Lecture	Black Board
4.4	Rani Mangammal	2	Lecture	Black Board
4.5	Cultural Contribution: Art, Architecture and Literature.	4	Lecture	PPT
<b>UNIT -5 MADURAI UNDER THE BRITISH</b>				
5.1	Contribution of Christian missionaries to Tamil language and literature	4	Lecture	Black Board

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.2	Role of Madurai in the Freedom Struggle.	4	Chalk & Talk	Black Board
5.3	Freedom fighters in Madurai Mayandi Bharathi	4	Lecture	PPT
5.4	George Vaitheyathalyer Joseph-	4	Discussion	Google class room
5.5	NMR Suburaman	4	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %

## Curriculum for B.A. History

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

### UG CIA Components

				<b>Nos</b>				
<b>C1</b>	-	Test (CIA 1)		1	-	10 Mks		
<b>C2</b>	-	Test (CIA 2)		1	-	10 Mks		
<b>C3</b>	-	Assignment		1	-	5 Mks		
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5 Mks		
<b>C5</b>	-	Quiz		2 *	-	5 Mks		
<b>C6</b>	-	Attendance			-	5 Mks		

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the Social, Economic and religious conditions of Madurai during the Sangam Age	K2	PSO1& PSO2
CO 2	Illustrate the Socio-Political condition of Pandyas.	K2	PSO2
CO 3	Analyze the effects of Muslim conquest	K4	PSO3
CO 4	Classify the cultural contribution of Nayaks.	K3	PSO3
CO 5	Identify the role of Freedom Fighters in Madurai.	K1	PSO4 & PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

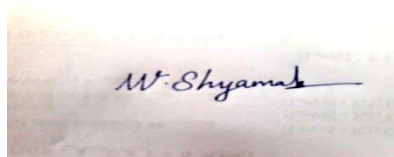
### Mapping COs Consistency with POs

Curriculum for B.A. History

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2	2	2	3	3	2
C02	3	2	2	2	3	3	2
C03	3	2	2	2	2	3	2
C04	2	2	2	2	3	3	2
C05	3	2	2	2	3	3	2

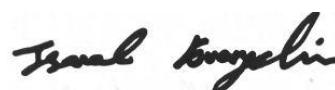
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II B.A**

**SEMESTER –III**

***For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H3AC3	CONSTITUTIONS OF ENGLAND AND USA	ALLIED	5	5

#### COURSE DESCRIPTION

This course is an inter-disciplinary course. It gives an overview on basic components and unique features of USA and England constitutions. This course is to examine major administrative divisions.

#### COURSE OBJECTIVES

- To make the students understand the Basic concepts, kinds of constitutions and types of governments.
- To enrich the knowledge of students about the British constitution, its features and functions.
- To cherish the characteristics of the constitution of the USA and the Working pattern of various organs.
- To make a comparative study of the British and the American constitution and know the pros and cons in both the constitutions.

#### UNITS

##### UNIT I:

[20 HRS]

**Basic Concepts:** Constitution – Meaning and content – classifications – Written and unwritten constitution – Rigid and Flexible constitution – Forms of Governments – Unitary and federal – Parliamentary and Presidential. Theory of Separation of Powers – Political parties and pressure groups – kinds – functions. Rule of law and Administrative law – Merits and demerits.

##### UNIT II:

[15 HRS]

**Constitution of England:** Sources – Salient features – Convention – Executive – King – powers and position of monarchy – cabinet – Powers and functions – Dictatorship of the cabinet – Prime ministerial form of government.

##### UNIT III:

[15 HRS]

**British Parliament:** Legislature – Composition and powers of the House of commons – Speaker – Law making process – Committee system – Composition and Powers of the House of Lords – House of lords as a



satisfactory second chamber –Sovereignty of Parliament and its decline - Judiciary – Its importance.

**UNITIV****[10 HRS]**

**Constitution of the U.S.A:** Salient features – Conventions – Federalism – Mode of amendment – Executive – Presidential –Election – Removal – powers, cabinet – Vice president

**UNITV:****[15 HRS]**

**Administrative Divisions:** Legislature - Composition, powers and functions of both houses – Presiding officers - Causes of the ascendancy of the Senate – committee system – Judiciary – Structure and powers of the Supreme Court – Judicial Review – Party system – Pressure groups – Bureaucracy.

**Text Book:**

1. Gomathinayagam R., *Modern Governments*, Indian Book Centre, Madurai, 1980.

**REFERENCES:**

1. Agarwal, *Principles of Political Science*, Ramchand and Company, Delhi, 1964.
2. Bhagwan V., *World Constitutions*, Sterling Publishers, New Delhi, 1984.
3. Gwendolen M. Carter & John H. Herz, *Government & Politics in the 20th century*, Wiley Eastern pvt. Ltd., New Delhi, 1990.
4. Henry J. Schmandt & Paul G. Steinbicker, *Fundamentals of Government*, Bruce publishing Company, USA, 1952.
5. Kapur A. C., *Principles of Political Science*, Premier Publishing Company, New Delhi, 1965.
6. Mahajan V. D., *Selected Modern Governments*, Sultan Chand Publications, New Delhi, 1980.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1</b>		<b>Basic Concepts</b>		
1.1	Constitution - Meaning and content	2	Chalk & Talk	Black Board
1.2	Classifications - Written and unwritten Constitution - Rigid and Flexible Constitution	2	Lecture	PPT & White

## Curriculum for B.A. History

				board
1.3	Forms of Governments - Unitary and Federal – Parliamentary and Presidential.	2	Lecture	PPT & White board
1.4	Theory of Separation of Powers – Political parties and pressure groups – kinds – functions.	2	Lecture	Black Board
1.5	Rule of law and Administrative law – Merits and demerits.	2	Lecture	PPT
<b>Unit – 2 Constitution of England</b>				
2.1	Sources – Salient features	2	Lecture	PPT & Black Board
2.2	Convention – Executive – King - powers and position of monarchy	3	Lecture	PPT & Black Board
2.3	Cabinet - Powers and functions	4	Lecture	PPT & Black Board
2.4	Dictatorship of the cabinet	3	Chalk & Talk	Black Board
2.5	Prime ministerial form of government.	3	Chalk & Talk	Black Board
<b>Unit – 3 British Parliament &amp; Judiciary</b>				
3.1	Legislature – Composition and powers of the House of commons	4	Chalk & Talk	Black Board
3.2	Speaker – Law making process - Committee system	3	Lecture	PPT & Black Board
3.3	Composition and Powers of the House of Lords – House of lords as a satisfactory Second chamber	3	Chalk & Talk	Black Board
3.4	Sovereignty of Parliament and its decline	3	Lecture	Black Board

## Curriculum for B.A. History

3.5	Judiciary – Its importance.	2	Chalk & Talk	Black Board
<b>Unit – 4 Constitution of the U.S.A</b>				
4.1	Salient features - Conventions – Federalism	2	Lecture	Black Board
4.2	Mode of Amendment	2	Chalk & Talk	Black Board
4.3	Executive – Presidential – Election – Removal – powers	3	Lecture	PPT
4.4	Cabinet - Vice president	2	Lecture	PPT & Black Board
4.5	Revision	1	Revision	Revision
<b>Unit – 5 Administrative Divisions</b>				
5.1	Legislature - Composition, powers and functions of both houses	4	Lecture	PPT & Black Board
5.2	Presiding officers - Causes of the ascendancy of the Senate	2	Chalk & Talk	Black Board
5.3	Committee system	2	Lecture	PPT & Black Board
5.4	Judiciary – Structure and powers of the Supreme Court – Judicial Review	4	Discussion	PPT & Black Board
5.5	Party system	1	Lecture	Black Board
5.6	Pressure groups – Bureaucracy.	2	Discussion	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assess
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## Curriculum for B.A. History

	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignmen t 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	men t
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

## Curriculum for B.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	1	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Quiz	2 *	-	5	Mks		
<b>C6</b>	-	Attendance		-	5	Mks		

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the basic concepts of constitution.	K2	PSO 5
CO 2	Assess the salient features of British constitution.	K5	PSO 3
CO 3	Explain the salient features of U.S constitution.	K2	PSO 1
CO 4	Analyze the various branches of British Government.	K4	PSO 2
CO 5	Explain the compositions of all the administrative units of American Government.	K2	PSO 4

**Mapping COs Consistency with PSOs**

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping of COs with POs**

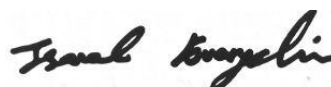
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2
CO3	2	2		2	1	2	2
CO4	2	2	1	2	2	2	2
CO5	3	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**Dr.P.Parameswari**

**Forwarded By**  
**HOD'S Signature& Name**


**Dr.J.Saral Evangelin****II B.A HISTORY**

**SEMESTER –IV*****For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H4AC4	MODERN GOVERNMENTS	ALLIED	5	5

**COURSE DESCRIPTION**

This course seeks to provide knowledge about the formation of Madras Presidency, socio religious reformers, freedom fighters and Political parties and growth of agriculture, Education and industry.

**COURSE OBJECTIVES**

- To make the students understand the uniqueness and special features of the Swiss Constitution
- To highlight the features of the present French Constitution and its various provisions in detail.
- To give awareness on Indian Constitution and its intricacies about the various organs of the government.

**UNITS****UNIT I: Constitution of Switzerland****[15 HRS]**

Salient features of the Constitution – Federalism in Switzerland – Constitutional Amendment – The Federal Council – The Federal Legislature – Judiciary in Switzerland – Party System – Direct Democracy.

**UNIT II: Constitution of France****[15HRS]**

Constitution of France: The first four Republican Constitutions – The V Republican Constitution – Salient features – Method of Amendment – The President – The Premier of France – The French Cabinet – The French Parliament – Judiciary in France – Party system in France

**UNIT III: Constitution of India****[15HRS]**

Constitutional Development - Sources – Salient features of the Indian Constitution – Federalism in India – Fundamental Rights – RTE (Right to Education)-article 21A-Fundamental duties – article 51-Directive Principles of State Policy.

**UNIT IV: President of India:****[15HRS]**

**Executive: President of India – Vice President of India – The Council of Ministers – The Prime Minister of India. Legislature:** Council of States – House of People – Speaker of the Lok Sabha – Process of Law

making – Committee system in India. Judiciary: **The Supreme Court of India and other courts. (Self Study)**

**UNITV:Political parties in India:**

**[15HRS]**

Other Provisions: Political parties in India – Pressure Groups – Civil service – Centre State Relations -Emergency provisions – Constitutional amendments – State Governments.

**Text Book:**

1. Gomathinayagam R., **Modern Governments**, Indian Book Centre, Madurai, 2007.

**Reference Books:**

1. Mahajan V. D., **Selected Modern Governments**, Sultan Chand Publications, New Delhi, 1980.
2. Bhagwan V., **World Constitutions**, Sterling Publishers, New Delhi, 1984.
3. Vidyasagar, **Constitution of India**, ABD Publishers, Jaipur, 2006.
4. Joshi G. N., **The Constitution of India** Macmillan India Limited, New Delhi, 1983.
5. Agarwal R.C., **Constitutional Development and National Movement of India**, S. Chand & Company, New Delhi, 1994.

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
<b>Unit -1 Constitution of Switzerland</b>				
1.1	Salient features of the Constitution	3	Chalk & Talk	Black Board
1.2	Federalism in Switzerland	2	Chalk & Talk	White board
1.3	Constitutional Amendment	2	Discussion	PPT
1.4	The Federal Council – The Federal Legislature	2	Chalk & Talk	Black Board
1.5	Judiciary in Switzerland	2	Chalk & Talk	Black Board
1.6	Party System	2	Chalk &	Black



			Talk	Board
1.7	Direct Democracy.	2	Chalk & Talk	Black Board
<b>Unit -2 Party system in France</b>				
2.1	Constitution of France:	1	Lecture	Black Board
2.2	The first four Republican Constitutions	2	Chalk & Talk	Black Board
2.3	The V Republican Constitution	2	Lecture	PPT
2.4	Salient features	2	Chalk & Talk	Black Board
2.5	Method of Amendment –	1	Chalk & Talk	Black Board
2.6	The President – The Premier of France –	2	Chalk & Talk	Black Board
2.7	The French Cabinet	1	Chalk & Talk	Black Board
2.8	The French Parliament –	1	Chalk &Talk	Black Board
2.9	Judiciary in France – Party system in France	2	Chalk & Talk	Black Board
<b>Unit-3 Constitution of India</b>				
3.1	constitutional Development - sources	3	Lecture	Black Board
3.2	Salient features of the India constitution	3	Chalk &Talk	Black Board
3.3	Federalism in India	2	Lecture	Black Board
3.4	Fundamental Rights – RTE	2	Discussion	Black

## Curriculum for B.A. History

	(Right to Education)			Board/PP T
3.5	Article 21A-Fundamental duties –	2	Group Discussion	PPT
3.6	Article 51-Directive Principles of State Policy	3	Lecture	Black Board
<b>Unit -4President of India</b>				
4.1	Executive: President of India – Vice President of India –	4	Lecture	Black Board
4.2	The Council of Ministers – The Prime Minister of India. Legislature:	4	Lecture	Black Board
4.3	Council of States – House of People – Speaker of the Lok Sabha –	2	Lecture	Black Board
4.4	Process of Law making	2	Lecture	PPT
4.5	Committee system in India. Judiciary:	2	Chalk & Talk	PPT
	The Supreme Court of India and other courts	1	Lecture	Black Board
<b>Unit -5Political parties in India</b>				
5.1	Political parties in India	5	Lecture	Black Board
	Pressure Groups	3		
5.2	Civil service – Centre State Relations –	3	Chalk &Talk	Black Board
5.3	Emergency provisions	2	Lecture	Black Board

## Curriculum for B.A. History

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**UG CIA Components**

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10	Mks	
<b>C2</b>	-	Test (CIA 2)		1	-	10	Mks	
<b>C3</b>	-	Assignment		1	-	5	Mks	
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5	Mks	
<b>C5</b>	-	Quiz		2 *	-	5	Mks	
<b>C6</b>	-	Attendance			-	5	Mks	

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the basic concepts of different kinds of constitutions.	K1	PSO
CO 2	Assess the salient features of Swiss, France and Indian constitution.	K1, K2,	PSO3
CO 3	Explain the salient features of constitution of India.	K1 & K3	PSO5
CO 4	Analyze the various branches of the Government.	K1, K2, K3 &	PSO2
CO 5	Assess the administration of central and state Governments	K2 & K4	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	3	2
CO2	2	2	2	2	2	2	3
CO3	2	2	2	2	2	2	3
CO4	2	2	2	2	2	2	3
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M. Nageshwari*

**M.NAGESHWARI**

**Forwarded By  
HOD'S Signature& Name**

*Dr. J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**III B.A.HISTORY****SEMESTER -V***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19HME1	History of Science and Technology	MAJOR ELECTIVE	5	5

**COURSE DESCRIPTION**

This is an interdisciplinary course which covers the science and technological developments through the ages and industrial revolution and presents the progress of science and technology in modern India.

**COURSE OBJECTIVES**

- To recall the scientific and Technological developments from the Renaissance to the Modern period.
- To identify the scientists and their inventions.
- To understand the circumstances leading to the inventions and discoveries.

**UNITS****UNIT I: Science and Technology during the Renaissance Period(15 HRS.)**

Progress in Astronomy – Nicholas Copernicus - Johannes Kepler – Galileo – Progress in Medical Science – Andreas Vesalius – Ambrose Pare –Leonardo da Vinci – Printing press.

Science and Technology in the age of Enlightenment - Progress in Physics and Mathematics – Isaac Newton – Progress in Medical science – William Harvey – Marcello Malpighi

**UNIT II: Industrial Revolution and the progress of Science and Technology (15 HRS.)**

Invention in Textile industry – Steam engine – Progress in Chemistry – Henry Cavendish – Joseph Priestly – Antoine Lavoisier – Progress in Medical Science – John Hunter – Edward Jenner

**UNIT III: Science and Technology in the Nineteenth Century(15 HRS.)**

Progress in Biology - Charles Darwin - Progress in Mathematics – Michael Faraday- Progress in Chemistry – John Dalton – Louis Pasteur – the Pioneer of Modern medicine – Alfred Nobel – Thomas Alva Edison - Communication Revolution - telegraph and telephones

**UNIT IV: Science in Atomic Age (15 HRS.)**

Albert Einstein and Theory of Relativity – Roentgen and X ray – Marie Curie and Radium – Progress in Technology – Radio – Radar – **Television – Computers**

**UNIT V: Progress of Science and Technology in Modern India (15 HRS.)**

ISRO – Atomic Energy Commission – Green revolution – Pioneers in Modern Science in India – J. C. Bose – Srinivasa Ramanujam – Sir C. V. Raman – Homi Jahangir Babha – Hergovind Khorana – Dr. S. Chandra Sekar – Dr. A.P.J. Abdul Kalam.

**REFERENCES****TEXT BOOK:**

1. Varghese Jayaraj S., *History of Science and Technology*, Anns publication, Uttamapalayam, 1997.

**REFERENCE BOOKS:**

1. Bernal J. O., *Science in History*, C. A. Watts Co. Ltd, London, 1969.
2. *Encyclopaedia Britannica*, Vol.16 & 18 Relevant Chapters.
3. *Encyclopaedia of Science & Technology*, Brighy Careers, Delhi, 1990.
4. Kalpana Rajaram, *Science & Technology in India*, Spectrum Books, New Delhi, 2006.
5. Singer C., *A Short History of Science*, Oxford University press, London, 1978.
6. Venkatraman R., *History of Science & Technology*, Ennes Publication, Madurai, 1988.

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 SCIENCE AND TECHNOLOGY DURING THE RENAISSANCE PERIOD</b>				
1.1	Progress in Astronomy	1	Chalk & Talk	Black Board
1.2	Nicholas Copernicus	1	Chalk & Talk	LCD
1.3	Johannes Kepler	1	Lecture	PPT & White



## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				board
1.4	Galileo	1	Lecture	Smart Board
1.5	Progress in Medical Science	1	Lecture	Black Board
1.6	Andreas Vesalius	1	Discussion	Black Board
1.7	Leonardo da Vinci	1	Blended Learning	Pictures
1.8	Printing press	2	Discussion	Pictures Black Board
1.9	Science and Technology in the age of enlightenment	1	Group Discussion	LCD
1.10	Progress in Physics and Mathematics	1	Group Discussion	PPT & White board
1.11	Isaac Newton	1	Flipped Learning	Smart Board
1.12	Progress in Medical science	1	Chalk & Talk	Black Board
1.13	William Harvey	1	Lecture	PPT
1.14	Marcello Malpighi	1	Discussion	Black Board
<b>UNIT -2 INDUSTRIAL REVOLUTION AND THE PROGRESS OF SCIENCE AND TECHNOLOGY</b>				
2.1	Invention in Textile industry	3	Lecture	Green Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				Charts
2.2	Steam engine	2	Chalk & Talk	Green Board
2.3	Progress in Chemistry	1	Flipped Learning	Online
2.4	Henry Cavendish	1	Blended Learning	E-Content
2.5	Joseph Priestly	1	Chalk & Talk	Black Board
2.6	Antoine Lavoisier	1	Lecture	PPT
2.7	Progress in Medical Science	2	Discussion	Black Board
2.8	John Hunter	2	Chalk & Talk	Black Board
2.9	Edward Jenner	2	Documentary	LCD
<b>UNIT -3 SCIENCE AND TECHNOLOGY IN THE NINETEENTH CENTURY</b>				
3.1	Progress in Biology	1	Chalk & Talk	Black Board
3.2	Charles Darwin	2	Documentary	LCD
3.3	Progress in Mathematics	1	Lecture	PPT & White board
3.4	Michael Faraday	1	Lecture	Smart Board
3.5	Progress in Chemistry	1	Lecture	Black Board
3.6	John Dalton	1	Discussion	Black

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				Board
3.7	Louis Pasteur	2	Chalk & Talk	Black Board
3.8	the Pioneer of Modern medicine	1	Lecture	PPT
3.9	Alfred Nobel	2	Documentary	LCD
3.10	Thomas Alva Edison	2	Discussion	Black Board
3.11	Communication Revolution	1	Group Discussion	Black Board
<b>UNIT -4 SCIENCE IN ATOMIC AGE</b>				
4.1	Albert Einstein and Theory of Relativity	2	Chalk & Talk	Black Board
4.2	Roentgen and X ray	2	Chalk & Talk	LCD
4.3	Marie Curie and Radium	2	Lecture	PPT & White board
4.4	Progress in Technology	1	Lecture	Smart Board
4.5	Radio	2	Lecture	Black Board
4.6	Radar	2	Discussion	Black Board
4.7	Television	2	Blended Learning	Online
4.8	Computers	2	Flipped Learning	PPT
<b>UNIT -5 PROGRESS OF SCIENCE AND TECHNOLOGY IN MODERN INDIA</b>				
5.1	ISRO	2	Chalk & Talk	Black

### Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				Board
5.2	Atomic Energy Commission	2	Chalk & Talk	LCD
5.3	Green revolution	3	Documentary	PPT & White board
5.4	Pioneers in Modern Science in India	1	Flipped Learning	Smart Board
5.5	J. C. Bose	1	Lecture	Black Board
5.6	Srinivasa Ramanujam	1	Discussion	Google classroom
5.7	Sir C. V. Raman	1	Lecture	Online
5.8	Homi Jahangir Babha	1	Discussion	E Content
5.9	Hergovind Khorana	1	Lecture	Black Board
5.10	Dr. S. Chandra Sekar	1	Lecture	Material
5.11	Dr.A.P.J.Abdul Kalam	1	Video clippings	Online

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %

## Curriculum for B.A. History

K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the scientific and Technological developments from the Renaissance to the Modern period.	K5	PSO2
CO 2	Assess the circumstances leading to the inventions and discoveries.	K6	PSO1
CO 3	Compare the scientific advancement in India and the world countries.	K5	PSO1
CO 4	Compute the effects and impact of scientific advancement and discoveries.	K3	PSO5
CO 5	Evaluate the intensification of science in India.	K5	PSO5

### Mapping COs Consistency with PSOs

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

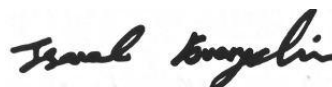
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	3	2	2	2	2
CO3	2	2	-	3	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:****Forwarded By****HOD'S Signature& Name**


**Dr.M.Vijaya Shanthi****Dr.J.Saral Evangelin**

**III B.A HISTORY****SEMESTER -V***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5ME2	ENVIRONMENTAL MOVEMENTS	MAJOR ELECTIVE	5	5

**COURSE DESCRIPTION**

This course covers the various Environmental movements in India and abroad. It gives a detailed study about the recent issues in environment.

**COURSE OBJECTIVES**

- To Understand the Ecological Ethics
- To identify the different environmental movements
- To gain knowledge about the issues of environmental movements
- To highlight the changes brought about by environmental movements

**UNITS****UNIT-I : Early movements: native and foreign [ 15 HRS]**

-Definition of Environmental Movements – Functions – Ecological Ethics in Indian – The Bishnoi Movement in India – Conservation Movements in the 19th century: Britain and USA – Back to Nature – Wilderness Preservation

**UNIT-II : Environmental movement in USA [ 15 HRS]**

-Beginnings of Modern Environmentalism in the 1960's – Main Stream Environmentalism – Grassroots Environmentalism – Radical Environmentalism – 1990's and Global Environment



**UNIT-III : Environmental movements in Asia [ 15 HRS]**

-China's Environmental NGO Activism, Media and Public Participation  
– Movements in newly Industrializing Economies: Hong Kong, Taiwan, South Korea, Philippines, Thailand.

**UNIT-IV : Environmental movements in Africa [ 15 HRS]**

-Environmental Issues in Africa – Movement for Survival of Ogoni people of Nigeria (MOSOP) – Earth Life Africa, South Africa – Earth Saver Movement, Uganda – Green Belt Movement in Kenya

**UNIT-V : Environmental movements in India [ 15 HRS]**

-Chipko Movement, Appiko Movement, Jungle Jeevan Bacho, Save the Western Ghats Campaign, Save the Soil Campaigns (MittiBachoAndolan), Movements against Big Dams – Stop Tehri Project, Silent Valley Struggle, Save the Narmada Movement (NarmadBachaoAndolan) – **Anti-Nuclear Struggle – Koodankulam,- Struggle Against Dumping of Toxic Wastes in Water Bodies – Voluntary Organizations in the Protection of Environment. Global Environmental Activism – Green Peace, Friends of the Earth (Self Study).**

**Text Book:**

Materials prepared by the Department

**Reference books:**

1. Al Gore. *Earth in the Balance, Ecology and the Human Spirit*, Plume Penguin Books, New York ,1992.
2. Rao, Amruta. *The Story of Environment.*: Indian Publishers & Distributors, New Delhi, 2000.
3. Erach, Bharucha. *Text Book of Environmental Studies for Under Graduate Courses*, University Press Private Ltd., Hyderabad, 2005.
4. John, Desrochars, BastiaanWielenga and Vibhuti Patel. *Social Movements Towards a Perspective. Bangalore: Centre of Social Action*, 1991.
5. Guha, Ramachandra. *Environmentalism – A Global History*,: Oxford University Press, United Kingdom, 2001.

6. Kumar, Arun. ***Environmental Problems, Protection and Control (Vol. 1 & Vol. 2)***, Anmol Publications Private Ltd., New Delhi, 1999.
7. Cyril, I. Obi. ***Environments in Sub-Saharan Africa – A Political Ecology of Power and Conflict***, UNRISD, Geneva, 2005.
8. Gupta, S.P. ***Environmental Issues for the 21st Century***. 1st edition, Mittal Publications, New Delhi, 2003.
9. Kohli, G.R. ***History of Science, Technology and Environmental Movements in India***, Surjeet Publications, New Delhi, 2007.
10. Lester, Ross. ***Environmental Policy in China***, Indiana University Press, USA, 1988.
11. Pawar, Patil, and Salunkhe. ***Environmental Movements in India***, Rawat Publications, New Delhi, 2005.
12. Trivedi, R.N. ***Environmental Problems, Prospects and Constraints***, Anmol publications, New Delhi, 1992.
13. Tyler, Miller G. ***Living in the Environment***. 6th ed, Wardworth Publishing Company, California, 1994

#### COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
<b>Unit -1 Early movements: native and foreign</b>				
1.1	-Definition of Environmental Movements – Functions	3	Chalk & Talk	Black Board
1.2	Ecological Ethics in India – The Bishnoi Movement in India	3	Chalk & Talk	LCD
1.3	Conservation Movements in the 19th century: Britain and USA	3	Lecture	PPT & White board
1.4	Back to Nature	3	Lecture	Black board
1.5	Wilderness Preservation	3	Lecture, Videos	LCD

<b>Unit -2 Environmental movement in USA</b>				
2.1	Environmental movement in USA–	3	Lecture	Map Charts
2.2	Beginning of Modern Environmentalism in the 1960's	3	Chalk & Talk	Green Board
2.3	Main Stream Environmentalism	3	Flipped Learning	PPT
2.4	Grassroots Environmentalism	3	Blended Learning	PPT
2.5	Radical Environmentalism – 1990's and Global Environment	3	Chalk & Talk	Black Board
<b>Unit -3 Environmental movements in Asia</b>				
3.1	China's Environmental NGO Activism,	3	Chalk & Talk	Black Board, Map
3.2	Media and Public Participation	3	Chalk & Talk	LCD
3.3	Hong Kong, Taiwan,	3	Lecture	PPT & White board
3.4	South Korea	3	Lecture	PPT
3.5	Philippines, Thailand	3	Chalk & Talk	Black Board
<b>Unit -4 Environmental movements in Africa</b>				
4.1	Environmental Issues in Africa	3	Chalk & Talk	Black Board
4.2	Movement for Survival of Ogoni people of Nigeria (MOSOP)	3	Chalk & Talk	LCD
4.3	Earth Life Africa, South Africa	3	Lecture,	PPT & White

## Curriculum for B.A. History

				board, LCD
4.4	Earth Saver Movement, Uganda	3	Lecture	BlackBoard
4.5	Green Belt Movement in Kenya	3	Lecture	Black Board
<b>Unit -5 Environmental movements in India</b>				
5.1	Chipko Movement, Appiko Movement	3	Chalk & Talk	Black Board
5.2	Jungle Jeevan Bacho, Save the Western Ghats Campaign,	3	Chalk & Talk	LCD
5.3	Save the Soil Campaigns (MittiBachoAndolan), Movements against Big Dams – Stop Tehri Project	3	Lecture	PPT & White board
5.4	Silent Valley Struggle, Save the Narmada Movement (NarmadBachaoAndolan) – Anti-Nuclear Struggle – Koodankulam	3	Lecture	Smart Board
5.5	Struggle Against Dumping of Toxic Wastes in Water Bodies.	3	Lecture	Black Board

## Curriculum for B.A. History

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

**UG CIA Components**

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance	-	- 5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Explain the Ecological Ethics	K1	PSO1
<b>CO 2</b>	Assess the environmental movements in various countries	K2,	PSO2
<b>CO 3</b>	Discuss the issues and challenges faced by environmental movements	K3	PSO3
<b>CO 4</b>	Analyze the changes brought about by environmental movements	K3	PSO5
<b>CO 5</b>	Explain the environmental movements in India	K4	PSO4

**Mapping COs Consistency with PSOs**

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

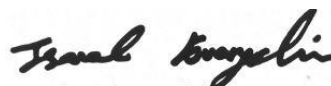
**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	3	2	2	2	2
CO3	2	2	2	2	2	2	2
CO4	2	2	2	2	2	3	2
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**


**Forwarded By**  
**HOD'S Signature& Name**



Ms.S.Rajalakshmi

Dr.J.SaralEvangelin

## III B.A

## SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H6ME3	WOMEN THROUGH THE AGES IN INDIA	MAJOR ELECTIVE	5	5

**COURSE DESCRIPTION**

This course focuses on the status of women from ancient to modern times in India and it gives an account of the evolution of women movements and its phases in India. It also highlights the contribution of Indian women for the empowerment in the Indian society and deals with the recent issues of women in India.

**COURSE OBJECTIVES**

- To make the students understand the status of women through the ages
- To make the students aware of the legal protection provided for the women.
- To highlight the significance of women movements in India and
- To reveal the contributions made by women personalities in India

**UNITS****UNIT I: Status of women in India****[15 HRS]**

Women in Ancient India - Vedic Age - Sangam Age - Medieval age and  
**Modern Age (self study)**

**UNIT II: Role of Women in freedom movement****[15 HRS]**

Role of Women in the Sepoy Mutiny - **Freedom Movement(self study)** -  
Independent India

**UNIT III: Legal rights for women****[15HRS]**

Women and Legislations – Indecent representation of Women - Prevention of Sati Act, 1987 - Termination of Pregnancy - Maternity Benefits Act of 1988 - Acts against Dowry – Domestic Violence – Rape and Eve teasing – Honour



Killing – Case studies; **Nirbhaya case – Swathi Murder –Kausalya. (self study)**

**UNIT IV: Women's Movements in India [15 HRS]**

Women and Social Reform Movement - Women's Movements - Women's India Association (WIA) - The National Council of Women in India (NCWI) - **The All India Women's Conference (AIWC) (self study)**

**UNIT V: Women Personalities [15 HRS]**

Vijayalakshmi Pandit – Sarojini Naidu - Muthulakshmi Reddy – M.S. Subbulakshmi – Mother Teresa – Arundathi Rai - Medha Patkar – Indra Gandhi – **J.Jayalalitha- Irom Chanu Sharmila. (self study)**

**TEXT BOOKS:**

Materials prepared by the Department.

**REFERENCE BOOKS:**

1. Bakshi S. R. **Welfare and Development of Women**, Deep and Deep Publications, New Delhi, 2000.
2. Chilla Bulbeck, **One World Women's Movement**, Ajanta Publications, Delhi, 1990
3. Geraldine Forbes, **Women in Modern India**, Cambridge University Press, United Kingdom, 1998.
4. Gri Raj Shah, **The Encyclopedia of Women Studies Vol. 2**, Gyan Publishing House, New Delhi, 1990.
5. Kunjakkan K.A., **Feminism and Indian Realities**, Mittal Publications, New Delhi, 2002.
6. Mala Khullar (ed), **Writing the Women Movement**, A reader, Zubaan Publishers, New Delhi, 2005.
7. Manmohan Kaur, **Women in India's Freedom Struggle**, Sterling Publishers, New Delhi, 1992.
8. Mishra R. B., **Indian Women - Challenges and Change**, Common Wealth Publications, New Delhi, 1992.
9. Nanda B. R., **Purdah to Modernity**, Vikas Publishing House, New Delhi, 1990.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 Women in Ancient India</b>				
1.1	Women in Ancient India	3	Chalk & Talk	Black Board

Curriculum for B.A. History

1.2	Women in Vedic Age	3	Chalk & Talk	Black Board
1.3	Women in Sangam Age	3	Chalk & Talk	White board
1.4	Women in Medieval age	3	Lecture	Smart Board
1.5	Women in Modern Age	3	Discussion	PPT
<b>Unit -2 Role of Women in freedom movement</b>				
2.1	Role of Women in the Sepoy Mutiny	5	Lecture	Black Board
2.2	Freedom Movement	5	Chalk & Talk	Black Board
2.3	Independent India	5	Lecture	PPT
<b>Unit -3 Legal rights for women</b>				
3.1	Women and Legislations – Indecent representation of Women	3	Lecture	Black Board
3.2	Prevention of Sati Act, 1987	2	Chalk & Talk	Black Board
3.3	Termination of Pregnancy - Maternity Benefits Act of 1988 - Acts against Dowry	4	Lecture	Black Board
3.4	Domestic Violence – Rape and Eve teasing	3	Discussion	Black Board/PP T
3.5	Honour Killing – Case studies; Nirbhaya case – Swathi Murder – Kausalya.	3	Group Discussion	PPT
<b>Unit -4 Feminism</b>				
4.1	Concepts of Feminism in India	3	Lecture	Black Board
4.2	Women and Social Reform Movement	3	Lecture	Black Board

### Curriculum for B.A. History

4.3	Women's Movements	3	Lecture	Black Board
4.4	Women's India Association (WIA)	2	Lecture	PPT
4.5	The National Council of Women in India (NCWI)	2	Chalk & Talk	PPT
4.6	The All India Women's Conference (AIWC)	2	Chalk & Talk	PPT
<b>Unit -5 Women Personalities</b>				
5.1	Vijayalakshmi Pandit – Sarojini Naidu	3	Lecture	Black Board
5.2	Muthulakshmi Reddy – M.S. Subbulakshmi	3	Chalk & Talk	Black Board
5.3	Mother Teresa – Arundathi Rai	3	Lecture	Black Board
5.4	Medha Patkar – Indra Gandhi	3	Discussion	PPT
5.5	J.Jayalalitha- Irom Chanu Sharmila.	3	Lecture	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5

## Curriculum for B.A. History

									%
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Evaluate the status of women from ancient to modern age.	K5	PSO1& PSO2
CO 2	Identify the legislations provided for the women in Indian constitution.	K1	PSO3
CO 3	Compile the importance of women's movements in India.	K6	PSO5
CO 4	Compare the role of women's associations in Women Empowerment.	K5	PSO3
CO 5	Analyze the contributions made by women personalities in India.	K4	PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	3
CO4	2	2	1	2	2
CO5	2	2	1	2	2

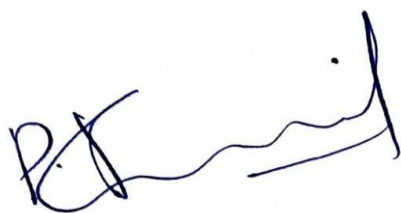
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	2	2	3	2
CO4	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

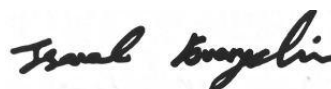
**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A HISTORY**

**SEMESTER – VI**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H6ME4	MAKERS OF MODERN INDIA	MAJOR ELECTIVE	5	5

**COURSE DESCRIPTION**

This course focuses on key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.

**COURSE OBJECTIVES**

- To know about the role of the pioneers in pre Independence India.
- To be aware of the efforts taken by the eminent National leaders in India.
- To understand the ideas and thoughts of social reformers and scientists of India.
- To identify the contribution of greatest artists and literary figures of India.

**UNITS**

**UNIT I: Eminent National Leaders of India before Independence[10 HRS]**

A broad perspective – Makers of free India- DadabhaiNaoroji – Gopala Krishna Gokhale, Lokamanya Bal Gangadhar Thilak –Aurobindo – Madam Gama.

**UNIT II: People who shaped modern India [20HRS]**

Mahatma Gandhi, Jawaharlal Nehru , Sardar Vallabhahai Patel, Muhammed Ali Jinna, Mawlana Abul Kalam Azad, Dr. B.R. Ambedkar,V.K Krishna Menon, M.N.Roy, Annie Besant, Sarojini

Naidu, Vijayalakshmi Pandit, Aruna Asaf Ali, Lal Bahadur Shastri, Smt. Indira Gandhi, Rajiv Gandhi.

**UNIT III: Economic Visionaries**

**[15 HRS]**

T.T Krishnamachari, C. Subramanian (Green Revolution), J.R. D. Tata, Ghanshyam Das Birla, Dhirubhai Ambani, Amartya Sen.

**UNIT IV: Social Reformers and Scientists**

**[15 HRS]**

Raja Ram Mohan Roy, Sir Syed Ahmed Khan, Vivekananda Vinobhabhave, Jayaprakash Narayan, J.M. Krishnamoorthi, Mother Teresa, Kiran Bedi- Science Technology- Sir C.V. Raman, Homi Bhabha, Vikram Sarabhai, Abdul Kalam.

**UNIT V: Artists and Literary figures**

**[15 HRS]**

Music: Ravi Sankar, M.S. Subbulakshmi. Dance: Rukmini Devi, Balasaraswati. Painting: Ravi Varma. Literature: Jayakanthan, Sujatha, Arundhati Roy. Film: Satyajit Ray, Balachandrar, Bharathi Raja.

**TEXT BOOKS:**

Course Material prepared by the Department.

**REFERENCE BOOKS:**

1. Bharathi K.S. *Encyclopedia of Eminent Thinkers I – XI*, Concept Publishers, New Delhi, 1998.
2. Chandra Prakash, *History of the Indian National Movement*, Vikas Publishing House, New Delhi, 1997.
3. Grover B.L., *A new look at modern Indian History*, (from 1707 to the modern times), S.Chand, New Delhi, 2000.
4. Mohandas K., *The man and the myth*, Panther Publishers, Bangalore, 1995.
5. Navin Menon and Bhavan Nair (ed), *Remembering our leaders*, Children's Book Trust Publication, 1993.
6. Ramachandra Guha, *Makers of Modern India*, India, Penguin, 2012.
7. Singh K.V., *Political Profiles of Modern India*, Vista International Publishers, New Delhi, 2005.
8. *The Best of India Today 1975 – 1990*.
9. *Outlook*, Little men, a great Cause, August 1997.
10. *India Today* – Special Issue 1947 - 1997.
11. *India Today millennium series* – 100 people who shaped India 2000.
12. *Competition success*
13. *General studies manual year Book*.



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT – I EMINENT NATIONAL LEADERS OF INDIA BEFORE INDEPENDENCE</b>				
1.1	A broad perspective , Makers of free India- DadabhaiNaoroji	3	Lecture	PPT
1.2	Gopala Krishna Gokhale,	2	Chalk & Talk	Black Board
1.3	Lokamanya Bal Gangadhar Thilak	2	Lecture	Black Board
1.4	Aurobindo	2	Lecture	Black Board
1.5	Madam Gama.	1	Lecture	Black Board
<b>UNIT - 2 PEOPLE WHO SHAPED MODERN INDIA</b>				
2.1	Mahatma Gandhi, Jawaharlal Nehru ,	4	Lecture	PPT
2.2	Sardar Vallabhahai Patel, Muhammed Ali Jinna, Mawlana Abul Kalam Azad	4	Chalk & Talk	Black Board
2.3	Dr. B.R. Ambedkar,V.K Krishna Menon, M.N.Roy, Annie Besant,	4	Lecture	Black Board
2.4	Sarojini Naidu,Vijayalakshmmi Pandit, Aruna Asaf Ali,	4	Lecture	Black Board
2.5	Lal Bahadur Shastri,Smt.Indira Gandhi, Rajivi Gandhi.	4	Discussion	Google class room
<b>UNIT - 3 ECONOMIC VISIONARIES</b>				
3.1	T.T Krishnamachari	3	Lecture	Black Board
3.2	C. Subramaian (Green Revolution),	3	Google class room	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	J.R. D. Tata,	3	Lecture	Black Board
3.4	Ghanshyam Das Birla	2	Lecture	Black Board
3.5	Dhirubhai Ambani , Amaratyasen.	4	Chalk & Talk	PPT
<b>UNIT - 4 SOCIAL REFORMERS AND SCIENTISTS</b>				
4.1	Raja Ram Mohan Roy, Sir Syed Ahmed Khan	3	Lecture	PPT
4.2	Vivekananda Vinobhabhave	3	Chalk & Talk	Black Board
4.3	Jayaprakash Narayan, J.M. Krishnamoorthi, Mother Teresa, Kiran Bedi	3	Lecture	Black Board
4.4	Science Technology- Sir C.V. Raman, Homi Bhabha,	3	Lecture	Black Board
4.5	Vikram Sarabhai, Abdul kalam.	3	Lecture	Black Board
<b>UNIT - 5 ARTISTS AND LITERARY FIGURES</b>				
5.1	Music: Ravi Sankar, M.S. Subbulakshmi.	3	Lecture	Black Board
5.2	Dance: Rukmini Devi , Balasaraswati.	3	Chalk & Talk	Black Board
5.3	Painting: Ravi Varma	3	Lecture	PPT
5.4	Literatur: Jayakanthan, Sujatha, Arunduthi Roy.	3	Lecture	Black Board
5.5	Film: Satyajit Raj, Balachandar, Bharathi Raja.	3	Lecture	PPT

# Curriculum for B.A. History

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Ass ess men t
Levels	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assign men t 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

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### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)	1	-	10	Mks		
<b>C2</b>	-	Test (CIA 2)	1	-	10	Mks		
<b>C3</b>	-	Assignment	1	-	5	Mks		
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5	Mks		
<b>C5</b>	-	Quiz	2 *	-	5	Mks		
<b>C6</b>	-	Attendance		-	5	Mks		

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Analyze the role of the pioneers in pre Independence era.	K4	PSO1

CO 2	Understand the efforts taken by the eminent National leaders of Modern India..	K2	PSO2
CO 3	Define the role of economic reformers and their impact on agriculture and economic development.	K1	PSO3
CO 4	Describe the ideas and thoughts of social reformers and distinguished scientists of India.	K2	PSO3 & PSO4
CO 5	Classify the contribution of greatest artists and literary figures of India.	K3	PSO4 & PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

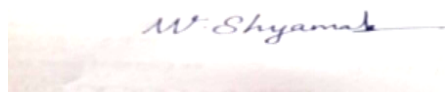
CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	3	2	2	3	2
CO2	2	2	2	2	2	3	3

Curriculum for B.A. History

C03	2	2	2	2	2	3	3
C04	3	2	2	2	2	2	3
C05	2	2	2	2	2	2	3

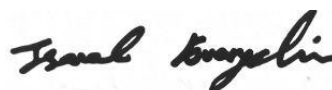
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A HISTORY****SEMESTER –VI***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H6ME5	MUSEOLOGY	MAJOR ELECTIVE	5	5

**COURSE DESCRIPTION**

This course deals with the history of museum- of art, history, anthropology, natural history etc. It also provides knowledge about administration, preservation, and conservation methods of museum.

**COURSE OBJECTIVES**

- To inculcate knowledge about the conservation of cultural properties.
- To enlighten the students on the definition and classification of Museums.
- To highlight the functions and administration of Museums.
- To know the conservative methods in Museums.

**UNITS****UNIT I: Definition of Museum and Architecture [15 HRS]**

Meaning and Definition of Museum - History of Museums in the Indian context - in Tamil Nadu –Museum Buildings – Museum's Architecture- Main Requirements of a Museum.

**UNIT II: Kinds of Museums [15 HRS]**

Classification of Museums - Based on Administrative set up – Subject - wise Museums - Nature and Scope. Select Museums in India – Chatrapati Shivaji Museum, Mumbai - National Museum, New Delhi - Government Museum, Chennai - Visveswaraiya Industrial and Technological Museum, Bangalore - Salar Jung Museum, Hyderabad - Victoria Memorial Hall, Kolkatta, Gandhi Memorial Museum, Madurai.

**UNIT III: Functions of Museum [15 HRS]**

Collection of museum object – documentation - Exhibition and Display - Showcases – Museum Presentation.

**UNIT IV: Museum Administration [15 HRS]**

**Museum Training** – Museum Studies in India – Public Relations - Museum related Organizations in India.

### UNIT V: Conservation of Museum

[15 HRS]

Classification of Museum Objects – Factors affecting Museum Objects – Preventive Conservation and Curative Conservation – Requirements of a Conservation Laboratory.

#### TEXT BOOKS:

1. Jeyaraj V., ***Museology –Heritage Management***, Director of Museums, Chennai, 2005.

#### REFERENCE BOOKS:

1. Dwivedi V.P. (ed), ***Museums and Museology***, New Horizons, Agam Kala Prakashan, Delhi, 1980.
2. Harinarayanan N. and Jeyaraj V., ***Care of Museum objects***, Commissioner of Museums, Chennai, 1995.
3. Jeyaraj V., ***Hand Book on Conservation in Museums***, Commissioner of Museums, Chennai, 1995.
4. Nigam M.L., ***Fundamentals of Museology***, Deya Publications, Hyderabad, 1966.
5. Sarkar H., ***Museums and Protections of Monuments and Antiquities in India***, Sun Deep Prakashan, Delhi, 1981.

#### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT – IDEFINITION OF MUSEUM AND ARCHITECTURE</b>				
1.1	Meaning and Definition of Museum.	4	Chalk &Talk	Black Board
1.2	History of Museums in the Indian context in Tamil Nadu	4	Chalk & Talk	Black Board
1.3	Museum Buildings	2	Chalk & Talk	Black Board



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.4	Museum's Architecture	2	Lecture	PPT
1.5	Main Requirements of a Museum.	3	Chalk & Talk	Black Board
<b>UNIT - 2 KINDS OF MUSEUMS</b>				
2.1	Classification of Museums - Based on Administrative set up.	3	Lecture	PPT
2.2	Subject-wise Museums, Nature and Scope.	3	Lecture	PPT
2.3	Select Museums in India - Chatrapati Shivaji Museum, Mumbai National Museum, New Delhi - Government Museum, Chennai	3	Chalk & Talk	Black Board
2.4	Visveswaraiya Industrial and Technological Museum, Bangalore - Salar Jung Museum, Hyderabad.	3	Chalk & Talk	Black Board
2.5	Victoria Memorial Hall, Kolkatta, Gandhi Memorial Museum, Madurai.	3	Chalk & Talk	Black Board
<b>UNIT - 3 FUNCTIONS OF MUSEUM</b>				
3.1	Collection of museum object.	4	Lecture	Black Board
3.2	Documentation	4	Chalk & Talk	Black Board
3.3	Exhibition and Display - Showcases	4	Lecture	Black Board
3.4	Museum Presentation.	3	Google class room	PPT
<b>UNIT - 4 MUSEUM ADMINISTRATION</b>				
4.1	Museum Training	4	Lecture	Black Board

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.2	Museum Studies in India	4	Chalk & Talk	Black Board
4.3	Public Relations	4	Lecture	Black Board
4.4	Museum related Organizations in India.	3	Lecture	Black Board
<b>UNIT - 5 CONSERVATION OF MUSEUM</b>				
5.1	Classification of Museum Objects	4	Lecture	PPT
5.2	Factors affecting Museum Objects	4	Chalk & Talk	Black Board
5.3	Preventive Conservation and Curative Conservation.	4	Lecture	Black Board
5.4	Requirements of a Conservation Laboratory.	3	Discussion	Google class room

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5

## Curriculum for B.A. History

									%
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand the definition and History of museum.	K2	PSO1
CO 2	Discuss the various classification of museum.	K2	PSO2
CO 3	Analyze the collection and presentation methods in museum.	K4	PSO3
CO 4	Classify the divisions of museum management and related organizations in India.	K3	PSO3
CO 5	Identify the types and requirements for conservation.	K1	PSO5

**Mapping COs Consistency with PSOs**

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

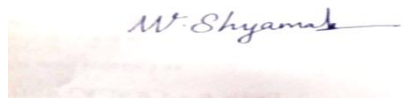
CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	2
CO2	3	2	2	2	2	2	3
CO3	3	2	2	2	2	2	3
CO4	3	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

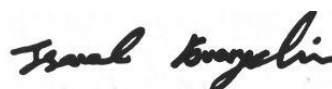
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.SaralEvangelin**

**III B.A HISTROY****SEMESTER –VI***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H6ME6	<b>HISTORY OF THE USA (From A.D 1776 to 1969 A.D.)</b>	<b>MAJOR ELECTIVE</b>	5	5

**COURSE DESCRIPTION**

The history of the United States within a global context, examining the ways a distinct American society developed within larger patterns of world history. Themes will vary by instructor but may include democracy, freedom and equality; global conflict; imperialism; industrialization and economic systems; and revolution.

**COURSE OBJECTIVES**

- To recall the significance of f the American war of Independence and the formation of the USA.
- To understand the administration of the USA under various presidents
- To highlight the role played by the USA in the two World wars, Cold war and Civil Rights Movement.

**UNIT I: European colonization****(15 hrs)**

– Anglo – French Rivalry and the American war of Independence – Causes – course – results.

**UNIT II: Federal Constitution****(20 hrs)**

– George Washington – John Adams– Republican Revolution – Thomas Jefferson – James Monroe.(Self Study)

**UNIT III: Westward Expansion****(20 hrs)**

– Indian wars – Purchase of Louisiana – War with Mexico – Missouri Compromise – Compromise of 1850 - Abraham Lincoln – Civil war – causes – course – results.

**UNIT IV: Age of Imperialism****(15 hrs)**

– Industrial Expansion – Trade Union Movement – Anti – Trust Legislation – Mc Kinley - War with Spain – Progressive Period: Theodore Roosevelt – William Taft - Woodrow Wilson.

**UNIT V: USA and World War I**

**(20 hrs)**

– Depression – Franklin D. Roosevelt - New Deal & Role of **US in the World War II (Self Study)**– Harry S. Truman - Eisenhower – Kennedy - Lyndon B. Johnson - Civil Rights Movement.

**TEXT BOOK :**

Rajayyan K., **History of the United States of America**, Ratna publication, Madurai, 2000.

**REFERENCES:**

1. Jayapalan N., **History of the United States of America**, Atlantic publishers, New York, 1999.
2. Majumdar R.K., **History of United States of America from Colonization to 1865**, Surjeet publications, Delhi, 1991.
3. Manak Kumar Dey, **History of America**, Dominant publishers, New Delhi, 2006.
4. Marshall Smelser, **American History at a Glance**, Barnes & Company, New York, 1966.
5. Ray Allen Billington, **American History before 1877**, South Asian Books, Madras, 1900.
6. Samuel Eliot Morison, **The Growth of the American Republic**, Oxford University press, New York, 1953.
7. Sivachyov N., **History of USA since World War I**, Progress publishers, Moscow, 1976.
8. Subrahmanian N., **A History of the USA**, Ennes publication, Madurai, 1990.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit -1 European Colonization				
1.1	European colonization	3	Chalk & Talk	Black Board

## Curriculum for B.A. History

1.2	Anglo – French Rivalry	3	Chalk & Talk	White board
1.3	American war of Independence – Causes	4	Discussion	PPT
1.4	course	2	Chalk & Talk	Black Board
1.5	results	2	Chalk & Talk	Black Board
<b>Unit -2 President Of USA</b>				
2.1	Federal Constitution	2	Lecture	Black Board
2.2	George Washington	2	Chalk & Talk	Black Board
2.3	John Adams	2	Lecture	PPT
2.4	Republican Revolution	3	Chalk & Talk	Black Board
2.5	Thomas Jefferson	2	Lecture	Black Board
2.6	James Monroe	2	Lecture	PPT
<b>Unit -3 Civil War In USA</b>				
3.1	Westward Expansion	1	Lecture	Black Board
3.2	Indian wars	2	Chalk & Talk	Black Board
3.3	Purchase of Louisiana	2	Lecture	Black Board
3.4	War with Mexico	2	Discussion	Black Board



## Curriculum for B.A. History

3.5	Missouri Compromise	3	Group Discussion	PPT
3.6	Compromise of 1850	2	Lecture	Black Board
3.7	Abraham Lincoln	1	Lecture	Black Board
3.8	Civil war – causes – course – results.	3	Lecture	PPT
<b>Unit -4 Industrial Expansion –</b>				
4.1	Age of Imperialism	3	Lecture	Black Board
4.2	Industrial Expansion –	3	Lecture	Black Board
4.3	Trade Union Movement	3	Lecture	Black Board
4.4	Anti – Trust Legislation –	2	Lecture	PPT
4.5	Mc Kinley - War with Spain	2	Chalk & Talk	PPT
4.6	Progressive Period: Theodore Roosevelt – William Taft- Woodrow Wilson	2	Chalk & Talk	PPT
<b>Unit -5 USA and World War I and II</b>				
5.1	USA and World War I	2	Lecture	Black Board
5.2	Harry S. Truman - Eisenhower	2		
5.3	Depression – Franklin D. Roosevelt	3	Chalk & Talk	Black Board
5.4	New Deal & Role of US in the World War II	2	Lecture	Black Board
5.5	Kennedy	3	Discussion	PPT

## Curriculum for B.A. History

5.6	Lyndon B. Johnson	2	Lecture	PPT
5.7	Civil Rights Movement.	2	Lecture	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Ass ess men t
	T1	T2	Quiz	Assign ment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

**CIA**

## Curriculum for B.A. History

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

		Nos		
<b>C1</b>	- Test (CIA 1)	1	-	10 Mks
<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify and describe conflicting historical interpretations and American war of Independence.	K1	PSO4
CO 2	Analyze the evidence supporting conflicting historical interpretations	K1, K2,	PSO3
CO 3	Evaluate the industrial revolution and its impact	K1 & K3	PSO1
CO 4	Compare, contrast, and contextualize the political, cultural, and social history of the United States	K1, K2, K3 &	PSO2
CO 5	Analyze the world war and the presidents	K2 & K4	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

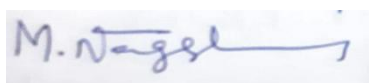
### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	2	3
CO2	2	2	2	2	2	2	3
CO3	2	2	2	2	2	3	2
CO4	2	2	2	2	2	2	3
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

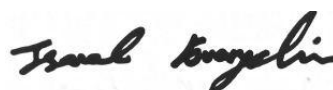
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**M.NAGESHWARI**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**I B.A**  
**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H1NME1/ 19H1NME2	INDIAN NATIONAL MOVEMENT	NON MAJOR ELECTIVE CORE	2	2

**COURSE DESCRIPTION**

The course is an Indian National Movement was an organised mass movement concerned with the interests of the people of India and affected by both internal and external factors. This course includes to the formation of Indian National Congress in 1885 and several revolts broke out across the country.

**COURSE OBJECTIVES**

- To enable students to trace the advent of Europeans in India
- To help students to know the serious outbreak of Sepoy mutiny, and major challenges from Vellore mutiny, South Indian Rebellion in Tamilnadu.
- To explain the contribution of freedom fighters and formation of Indian National congress.
- To assess the importance of Gandhiji's role and his weapon of Non - Violence in attaining Freedom.
- To acquainted with the salient features of Indian Constitution.

**UNITS**

**UNIT I: THE COMING OF THE EUROPEANS AND CHALLENGES: [6 HRS]**

The Coming of the Europeans –Resistance from Mysore, Punjab and Maharashtra-The challenges from Tamilnadu.

**UNIT II: GREAT REVOLT AND INDIAN NATIONAL CONGRESS: [6 HRS]**

The Great Revolt of 1857 – The Birth of Indian National Congress – Moderates and Extremists-Cult of Bombs.

**UNIT III: GANDHIAN ERA: [6 HRS]**

JallianwalaBagh Massacre – Non-co-operation movement – Simon commission – Dandi March

**UNIT IV: QUIT INDIA MOVEMENT: [6 HRS]**

Round Table Conference – Congress Ministries – Quit India Movement –Role of Tamilnadu in Quit India Movement.

**UNIT V: PARTITION AND CONSTITUTION: [6 HRS]**

Indian Independence – Partition of Bengal – Constitution of India

**TEXT BOOK:**

1. *India fights for freedom (land marks in the struggle for Independence 1757 – 1947)*, A publication of Gandhi memorial museum, Madurai, 1977.

**REFERENCES:**

1. Agarwal .R. C, *Constitutional development of India And National Movement*
2. S. Chand & Company Ltd, New Delhi 1986.
3. Mahajan V.D, *Modern Indian History From 1707 to the Present Day* S. Chand & Company Ltd, New Delhi, 2007.
4. Grover B.L. & Grover S., *A New Look At Modern Indian History*, S. Chand & Company Ltd, New Delhi, 1997.
5. Vidyasagar I.S, *Constitution of India*, ABD Publishers, Jaipur, 2006.
6. Brij Kishore Sharma, *Introduction to the Constitution of India*, Prentice- Hall of India Private Ltd, New Delhi, 2004.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
<b>Unit -1The Coming of the Europeans</b>				
1.1	The Coming of the Europeans	2	Lecture	Black Board

## Curriculum for B.A. History

1.2	Resistance from Mysore, Punjab and Maharashtra	1	Chalk & Talk	Black Board
1.3	Punjab and Maharashtra	1	Lecture	Black Board
1.4	The challenges from Tamilnadu	1	Lecture	Black Board
1.5	The challenges from Tamilnadu	1	Discussion	Black Board
<b>Unit -2Great Revolt and Indian National Congress</b>				
2.1	The Great Revolt of 1857	1	Lecture	Black Board
2.2	Causes and impact of sepoy mutiny	1	Chalk & Talk	Black Board
2.3	The Birth of Indian National Congress	2	Lecture	Black Board
2.4	Moderates and Extremists	1	Chalk & Talk	Black Board
2.5	Cult of Bombs.	1	Discussion	Black Board
<b>Unit -3Gandhian Era</b>				
3.1	Jallianwala Bagh Massacre	2	Lecture	Black Board
3.2	Non-co-operation movement	2	Chalk &Talk	Black Board
3.3	Simon commission	1	Lecture	Black Board
3.4	Dandi March	1	Lecture	Black Board/PPT
<b>Unit – 4Quit India Movement</b>				
4.1	Round Table Conference	2	Lecture	Black Board



## Curriculum for B.A. History

4.2	Congress Ministries	2	Chalk & Talk	Black Board
4.3	Quit India Movement	1	Lecture	Black Board
4.4	Role of Tamilnadu in Quit India Movement.	1	Lecture	Black Board
<b>Unit -5 Partition and Constitution</b>				
5.1	Indian Independence	2	Lecture	Black Board
5.2	Partition of Bengal	2	Chalk & Talk	Black Board
5.3	Constitution of India	2	Lecture	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol	-	-	-	-	-		5	5	12.5 %

## Curriculum for B.A. History

ast ic									
Tot al	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Trace the advent of European countries.	K2	PSO1& PSO2
CO 2	Discuss the contribution of freedom fighters	K2	PSO2
CO 3	Understand the importance of Gandhiji's role and his weapon of Non - Violence in attaining Freedom.	K6	PSO3
CO 4	Evaluate the role of Tamil Nadu in Freedom Movement.	K5	PSO3&PSO4
CO 5	Outline the salient features of Indian Constitution.	K4	PSO5

### Mapping COs Consistency with PSOs

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

## Curriculum for B.A. History

<b>CO4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**COURSE DESIGNER:**

*B. Poornima Sathupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**

## II B.A HISTORY SEMESTER –III

**For those who joined in 2021 onwards**

**HOURS/WEEK: 2**

**CREDIT: 2**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	21H3SB1	Tourism Informatics	Skill Based	2	2

### COURSE DESCRIPTION

This is an inter-disciplinary lab-cum theory course, covers the important softwares that are used in different fields of work.

### COURSE OBJECTIVES

- To make the students to use Ms Word for their project works
- To highlight the different uses of Ms Access
- To make use of Ms Excel in creating charts for Tourism works
- To create Tourism web pages using HTML
- To get a working knowledge in Adobe Photoshop

#### UNIT-I [6 HRS]

**MS Word** – Creation of Tourism Advertisement – Home Menu – Insert Menu – Reference Menu –View Menu

#### UNIT -II [6 HRS]

**MS Access**–Creation of Tourist Database- Database Components – Tables – Setting relationships among Tables – Forms – Query Designing – Reports

#### UNIT -III [6 HRS]

**MS Excel**–Creation of Charts for Tourist inflow - formatting Worksheets – Editing Cells – Functions – Data Management

#### UNIT -IV [6 HRS]

**HTML** –Creation of Tourism Web page- Introduction to HTML –Links Forms and Inputs –Images –Background colouring –Frame Marque

**UNIT -V****[6HRS]**

**Adobe Photoshop-** Creation of Tourism Pamphlet- Tools- Open an image-smudge tool- Framing effect-Gradient fills.

**UNIT VI Dynamism**

**Online booking-** Flights –Railway –Bus - hotels –Geo tagging – Using navigator to find a location

**BOOKS FOR REFERENCE:**

1. Copestake, Stephen, **Microsoft office easy steps**, in Lok Sabha Secretariat, New Delhi 1996.
2. Groh, Michael.R, **Micro Access 2007**, Wiley India, New Delhi, 2007.
3. Gupta Vikas, **Computer course Kit, Windows XP with Office 2007**, Dreamtech Press India, New Delhi, 2006.
4. Hart-Davis Guy, **How to do everything with Microsoft Office Excel**, Tata McGrawHill Publishing Company, New Delhi, 2007
5. Hege Refsne Stale Refsnes, Kai Jim Refsnes, Jan Egil Refsnes with C.Michael Woodward, **Learn Enough HTML and CSS with w3schools**, Wiley Publishing, Canada, 2010.
6. Leon, Alexis, **MS Office: a Beginning Guide**, Vikas Publishing house Pvt Ltd, New Delhi, 2001
7. Perry, Greg, **Microsoft Office 2007**, All in one Pearson Publication, New Delhi, 2007.
8. Saxena, Sanjay, **MS Office 2000 for everyone**, Vikas Publishing house Pvt Ltd, New Delhi, 2001
9. Selvaraj. M, **Microsoft Office: made simple for everyone**, Palani Paramount Publications, Palani, 2008.
10. Steve bark, **An Introduction to Adobe photoshop**, ventus publication, London, 2012
11. Vishnu Priya Singh, **MS Office 2007: MS Word, MS Excel, Power Point, Access and Outlook**, Asian Publishers, New Delhi, 2007.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1</b>		<b>MS Word</b>		
1.1	Creation of Tourism Advertisement	2	Chalk & Talk, Practical	Black Board, Lab

Curriculum for B.A. History

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
1.2	Home Menu	1	Chalk & Talk	LCD
1.3	Insert Menu	1	Lab	Demo& White board
1.4	Reference Menu	1	Lecture	Smart Board
1.5	View Menu	1	Lab	Demo& White board
<b>UNIT -2 MS Access</b>				
2.1	Creation of Tourist Database-	2	Chalk & Talk, Practical	Black Board, Lab
2.2	Database Components	1	Chalk & Talk	LCD
2.3	Tables –Setting relationships among Tables	1	Lab	Demo& White board
2.4	Forms – Query Designing	1	Lecture	Smart Board
2.5	Reports	1	Lab	Demo& White board
<b>UNIT -3MS Excel</b>				
3.1	Creation of Charts for Tourist inflow	2	Chalk & Talk, Practical	Black Board, Lab
3.2	formatting Worksheets	1	Chalk & Talk	LCD

Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Editing Cells	1	Lab	Demo& White board
3.4	Functions	1	Lecture	Smart Board
3.5	Data Management	1	Lab	Demo& White board
<b>UNIT -4HTML</b>				
4.1	Creation of Tourism Web page	2	Chalk & Talk, Practical	Black Board, Lab
4.2	Introduction to HTML	1	Chalk & Talk	LCD
4.3	Links Forms and Inputs	1	Lab	Demo& White board
4.4	Images –Background colouring	1	Lecture	Smart Board
4.5	Frame Marque	1	Lab	Demo& White board
<b>UNIT -5Adobe Photoshop</b>				
5.1	Creation of Tourism Pamphlet	2	Chalk & Talk, Practical	Black Board, Lab
5.2	Tools- Open an image	1	Chalk &Talk	LCD
5.3	smudge tool-	1	Lab	Demo&



# Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				White board
5.4	Framing effect	1	Lecture	Smart Board
5.5	Gradient fills	1	Lab	Demo& White board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## Curriculum for B.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

				Nos				
<b>C1</b>	-	Test (CIA 1)		1	-	10	Mks	
<b>C2</b>	-	Test (CIA 2)		1	-	10	Mks	
<b>C3</b>	-	Assignment		1	-	5	Mks	
<b>C4</b>	-	Open Book Test/PPT		2 *	-	5	Mks	
<b>C5</b>	-	Quiz		2 *	-	5	Mks	
<b>C6</b>	-	Attendance			-	5	Mks	

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Creation of Tourism Advertisement in Ms Word	K4	PSO5
CO 2	Explain the database in Ms Access	K2	PSO4
CO 3	Create Tourism charts using Ms Excel	K5	PSO5
CO 4	Design Tourism Web page using HTML	K6	PSO4
CO 5	Create Tourist Pamphlet using Photoshop	K6	PSO5

## Mapping COs Consistency with PSOs

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

## Curriculum for B.A. History

<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>

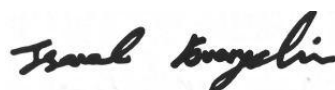
**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II B.A HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H4SB2	ECO TOURISM	SKILL BASED	2	2

**COURSE DESCRIPTION**

This Course gives the detailed study about the diversity of Eco system and the need for the preservation of eco system for future generation

**COURSE OBJECTIVES**

- To highlight the diversity of Eco system
- To gain knowledge about the challenges of Eco system
- To enlighten the students about the importance of preservation of biodiversity through ecotourism
- To give awareness on the need for eco tourism and sustainable development

**CONTENTS**

**UNIT-I: INTRODUCTION**

**[6 HRS]**

Definitions – Biodiversity, Species Diversity, Genetic Diversity and **Diversity of Ecosystem**, **Changing Trends in Tourism** – **Nature Based Tourism**. **Different Types of Tourism Activities linked to Ecology and the Environment.** (Self Study)

**UNIT-II: ECOTOURISM AND COMMUNITY PARTICIPATION [ 6HRS]**

Conceptual Meaning and Definition, Principles of Ecotourism, Issues and Challenges of Ecotourism, Community Participation, **Types of Community Participation**, International Year of Ecotourism – 2002 and Its Objectives

**UNIT-III : ECOTOURISM AND ITS IMPACT [6HRS]**

Social, Cultural, Economical, Ecological and Environmental Impacts. Sustainable Tourism Development and its Principles, Adoption of Sustainable Practices

**UNIT-IV : ECOTOURISM POLICY AND PLANNING [6 HRS]**

Legal aspects of Biodiversity in India. Role of the Government at the National and State level in Preserving Biodiversity.

**UNIT-V:IMPORTANT ECOTOURISM DESTINATIONS IN INDIA [6 HRS]**

-Important Eco Tourism Destinations in India – Nilgiri Biosphere Reserve, Thenmalai, Sunderban and Similipal.

**Text Book:**

1. Materials prepared by the Department

**Reference Books:**

1. Chawla, Romila. **Ecotourism and Development**. Sonali Publications, New Delhi 2003.
2. Fennell, David A. **Ecotourism: An Introductory Text**, Routledge, London, 2014.
3. Mishra, Prashant K., and Umesh C. Mehta. **Tourism and Environment: Can't both co-exist?** Ayushman Publication House, New Delhi, 2013.
4. Narasaiah, M. Lakshmi. **Tourism and the Environment.**, Discovery Pub. House, New Delhi, 2003.
5. Singh, Ratandeep. **Handbook of Environmental Guidelines for Indian Tourism**. Kanishka Publishers Distributors, New Delhi, 2004.
6. Singh, Ratandeep. **National Ecotourism and Wildlife Tourism: Policies & Guidelines**, Kanishka Publishers, New Delhi 2003.
7. Tiwari, S. K. **Encyclopedia of Indian Wildlife sanctuaries and National Parks**. Anmol Publications, New Delhi, 1997.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Modu	Topic	No. of	Teaching	Teaching
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le No.		Lectures	Pedagogy	Aids
<b>Unit -1 Introduction</b>				
1.1	:Definitions – Biodiversity,	2	Chalk & Talk	Black Board
1.2	Species Diversity	1	Chalk & Talk	LCD
1.3	Genetic Diversity	1	Lecture	PPT
1.4	Diversity of Ecosystem	1	Lecture	Map
1.5	Nature Based Tourism.	1	Lecture, Videos	LCD
<b>Unit -2 Ecotourism and Community Participation</b>				
2.1	Ecotourism and Community Participation	2	Lecture	Map Charts
2.2	Principles of Ecotourism	1	Chalk & Talk	Black Board
2.3	Issues and Challenges of Ecotourism,	1	Lecture	PPT
2.4	Community Participation,	1	Lecture	PPT
2.5	International Year of Ecotourism – 2002 and Its Objectives .	1	Chalk & Talk	Black Board
<b>Unit -3 Ecotourism and its Impact</b>				
3.1	: Social, Cultural impacts	2	Chalk & Talk	Black Board,
3.2	Economical impacts	1	Chalk & Talk	LCD
3.3	Ecological impact	1	Lecture	PPT & White board
3.4	Environmental Impacts	1	Blended Learning	PPT
3.5	Sustainable Tourism .	1	Chalk &	PPT

Curriculum for B.A. History

			Talk	
<b>Unit -4 Ecotourism Policy and Planning</b>				
4.1	Ecotourism Policy and Planning	2	Chalk & Talk	Black Board
4.2	Legal aspects of Biodiversity in India	2	Chalk & Talk	LCD
4.3	Role of the Government at the National level in Preserving Biodiversity.	1	Lecture,	PPT
4.4	Role of the Government at the State level in Preserving Biodiversity.	1	Lecture	BlackBoard
<b>Unit -5 Important Ecotourism Destinations in India</b>				
5.1	Important Ecotourism Destinations in India	2	Chalk & Talk	Black Board
5.2	Nilgiri Biosphere Reserve	1	Chalk & Talk	LCD
5.3	Thenmalai	1	Lecture	PPT
5.4	Sunderban	1	Lecture	Black Board
5.5	Similipal	1	Lecture	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5



## Curriculum for B.A. History

									%
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
No n Sc hol ast ic	-	-	-	-	-		5	5	12.5 %
Tot al	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

#### Nos

**C1** - Test (CIA 1)                      1 - 10 Mks

## Curriculum for B.A. History

<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the diversity of Eco System.	K1	PSO2
CO 2	Evaluate the Challenges of Eco System.	K2,	PSO3
CO 3	Assess the importance of preservation of biodiversity through ecotourism.	K3	PSO1
CO 4	Analyze the legal aspects of Biodiversity in India.	K3	PSO5
CO 5	Discuss the need for ecotourism and ensure a sustainable Development.	K4	PSO4

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**Mapping COs Consistency with PSOs**

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping COs Consistency with POs**

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	2	2	2	2	2
CO2	3	2	2	2	2	2	2
CO3	2	3	2	2	2	2	2
CO4	2	2	2	2	2	2	2
CO5	2	2	2	-	3	2	2

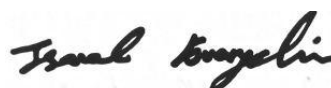
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A  
SEMESTER -V**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5SB3	INTRODUCTION TO ARCHAEOLOGY	SKILL BASED	2	2

**COURSE DESCRIPTION**

This course focuses on the basic concepts of Archaeology and the Archaeological developments in India. The course highlighted the kinds, functions, preservation methods of Archaeology.

**COURSE OBJECTIVES**

- To highlight the definition, kinds and functions of archaeology.

- To impart knowledge on the methods of excavations.
- To make the students to learn the process of conservation.
- To inculcate interest in Archaeological studies.

## UNITS

### UNIT I: Definition [6 HRS]

Definition - Nature - Aim and Kinds of Archaeology

### UNIT II: Archaeological developments in India [8 HRS]

History of Archaeological developments in India– **Sir William Jones – James Prinsep – Alexander Cunningham – Robert Bruce Foote – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler – Y.Subburayalu.(Self Study)**

### UNIT III: Methods of excavation [4 HRS]

Principles and **Methods of excavation** –Different kinds of excavations

### UNIT IV: Conservation methods [6 HRS]

**Conservation of artifacts** – Bones and ivory objects – Shell wood – textiles – glass- Study of pottery- **Conservation of pottery** – metal objects – iron objects – silver objects

### UNIT V: Archaeological sites [6 HRS]

Archaeological sites - Alagankulam- Adichanallur- Arikkamedu- Keleadi- Kanchipuram.

### UNIT VI - DYNAMISM/CURRENTAFFAIR

Field visit to Archaeological sites

## TEXT BOOK:

1. R. Venkatraman, **Indian Archaeology – A Survey**, Ennes Publication, Udumelpet, 2005.

## REFERENCES:

1. Childe, V. Gordon, **A Short Introduction to Archaeology**, Collier, New York, 1960.
2. Dilip K. Chakrabarti, **A History of Indian Archaeology: From the Beginning to 1947**, MunshiramManoharlal, N.Delhi, 1988.
3. Ghosh, A., **A Encyclopedia of Indian Archaeology**, Vol. I&II, MunshiramManoharlal Publishers Pvt. Ltd, N.Delhi, 1989.
4. Rajan.K, **Archaeology Principles and Methods**, Manju Pathippakam, Tanjavur, 2002.

5. Raman.K.V, ***Principles and Methods of Archaeology***, Parthajan Publications, Madras, 1986.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1</b>		<b>Definition</b>		
1.1	Definition of Archaeology	2	Chalk & Talk	Black Board
1.2	Nature of Archaeology	1	Chalk & Talk	Black Board
1.3	Aims of Archaeology	1	Lecture	PPT & White board
1.4	Kinds of Archaeology	2	Lecture	PPT
<b>Unit -2</b>		<b>Archaeological developments in India</b>		
2.1	History of Archaeological developments in India	2	Chalk & Talk	Black Board
2.2	Sir William Jones – James Princep- Alexander Cunningham – Robert Bruce Foote	3	Lecture	Black Board
2.3	Lord Curzon – Sir John Marshall	2	Lecture	Black Board
2.4	Sir Mortimer Wheeler – Y.Subburayalu	1	Lecture	Black Board
<b>Unit -3</b>		<b>Methods of excavation</b>		
3.1	Principles	1	Lecture	Black Board
3.2	Methods of excavation	2	Chalk & Talk	Black Board/PPT
3.3	Different kinds of excavations	1	Lecture	PPT

## Curriculum for B.A. History

<b>Unit -4 Conservation methods</b>				
4.1	Conservation of artifacts – Bones and ivory objects	2	Lecture	PPT
4.2	Shell wood – textiles	1	Chalk & Talk	Black Board
4.3	glass- Study of pottery	1	Chalk & Talk	Black Board
4.4	Conservation of pottery – metal objects	1	Chalk & Talk	Black Board /PPT
4.5	iron objects – silver objects	1	Chalk & Talk	PPT
<b>Unit -5 Archaeological sites</b>				
5.1	Archaeological sites - Alagankulam	1	Lecture	Black Board
5.2	Adichanallur	2	Chalk & Talk	Black Board
5.3	Arikkamedu	1	Lecture	Black Board
5.4	Keleadi- Kanchipuram	2	Discussion	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %

## Curriculum for B.A. History

K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
No n Sc hol ast ic	-	-	-	-	-		5	5	12.5 %
Tot al	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### UG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks



## Curriculum for B.A. History

<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Compile the definition kinds and functions of archaeology.	K2	PSO1& PSO2
CO 2	Identify the methods of excavations.	K1	PSO3

CO 3	Understand the methods of preservation.	K6	PSO4
CO 4	Evaluate the need for archaeology in modern time.	K5	PSO3
CO 5	Classify the archaeological sites in Tamil Nadu.	K4	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	3	2	2	2	2	2	2
CO3	3	2	2	2	2	2	2
CO4	2	2	2	3	2	2	2
CO5	2	2	2	2	3	2	2

**COURSE DESIGNER:**

B. Poornima Sethupathi

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

J. Saral Evangelin

**Dr.J.SaralEvangelin**

**III B.A. HISTORY**

**SEMESTER – V**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5SB4	Indian History for Competitive Exams	SKILL BASED	2	2

### COURSE DESCRIPTION

The course covers Indian history from pre-historic period to the present and it deals with the important issues of Indian society.

### COURSE OBJECTIVES

- To enable the students to have a Bird's eye view of India through the ages.
- To enable them to take up the challenges of appearing for competitive examinations.
- To make this study job oriented.
- To highlight the important issues.

### UNITS

#### UNIT I: Ancient India (6 HRS.)

Sources – Indus valley civilization – Vedic age – Religions – Mauryas and Guptas – Golden age

#### UNIT II: Medieval India (6 HRS.)

Sources – Delhi Sultanate – Mughals – Babur to Bahadurshah II

#### UNIT III: Modern India (6 HRS.)

Advent of the Europeans – Establishment of British rule in India – Constitutional developments – 1773 to 1947 – Freedom Movement.

#### UNIT IV: Contemporary India (6 HRS.)

Partition – Integration of States – Prime Ministers from Jawaharlal Nehru to Manmohan Singh.

#### UNIT V: Current Issues (6 HRS.)

Kashmir issue – Sri Lankan issue – India's membership in World Organizations – Terrorism – Burning Social issues – Communalism – Electoral Changes.

### REFERENCES

#### TEXT BOOK:

Materials prepared by the Department.

#### REFERENCE BOOKS:

1. Agarwal, **Constitutional History of India**, Wiley Eastern Ltd, New Delhi, 1986.
2. Bipin Chandra, et. al **India after Independence 1947 – 2000** . Penguin Books, New Delhi 1999.
3. Burton Stein, **A History of India** Oxford University Press, New Delhi, 1998.
4. Grover B.L , **A New look on Modern Indian History from 1707 to Present day** S. Chand and Company Ltd, New Delhi, 1993.

5. Iswari Prasad, **Short History of Muslim rule in India**, Oxford University Press, London, 1964.
6. P.K.Goyal .**Battle of India's Freedom Movement**, Vista International publishing house, Delhi, 2005.
7. Rajeev kumarGohit, **Contemporary History of India**,Murari – Lal & Sons , New Delhi, 2007.
8. Roy Choudhary , SC . **History of Modern India** , Wiley Surjeet Publications, Delhi, 1995.
9. Vincent A.Smith ,**The Early History of Indian (From 600BC to the Muhammadan conquest )**, Oxford University Press, London, 1924 .

**JOURNALS:**

1. Frontline
2. The Economic and Political Weekly of India
3. Competition Success

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 ANCIENT INDIA</b>				
1.1	Sources	1	Chalk &Talk	Black Board
1.2	Indus Valley Civilization	1	Chalk & Talk	LCD
1.3	Vedic Age	1	Lecture	PPT & White board
1.4	Religions	1	Lecture	Smart Board
1.5	Mauryas	1	Lecture	Black Board
1.6	Guptas - Golden age	1	Discussion	Google classroom
<b>UNIT -2 MEDIEVAL INDIA</b>				
2.1	Sources	1	Lecture	Green

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				Board Charts
2.2	Delhi Sultanate	2	Chalk & Talk	Green Board
2.3	Mughals	1	Flipped Learning	Online
2.4	Babur to Bahadurshah II	2	Blended Learning	E-Content
<b>UNIT -3 MODERN INDIA</b>				
3.1	Advent of the Europeans	1	Chalk & Talk	Black Board
3.2	Establishment of British rule in India	1	Chalk & Talk	LCD
3.3	Constitutional developments 1773 to 1947	2	Lecture	PPT & White board
3.4	Freedom Movement	2	Lecture	Smart Board
<b>UNIT -4 CONTEMPORARY INDIA</b>				
4.1	Partition	1	Chalk & Talk	Black Board
4.2	Integration of States	1	Chalk & Talk	LCD
4.3	Prime Ministers from Rajeev to Manmohan Singh	2	Lecture	PPT & White board
4.4	Prime Ministers from	2	Lecture	Smart

# Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Rajeev to Manmohan Singh			Board
<b>UNIT -5 CURRENT ISSUES</b>				
5.1	Kashmir issue	1	Chalk & Talk	Black Board
5.2	Sri Lankan issue	1	Chalk & Talk	LCD
5.3	India's membership in World Organizations	1	Lecture	PPT & White board
5.4	Terrorism	1	Lecture	Smart Board
5.5	Burning Social issues - Electoral Changes	1	Lecture	Black Board
5.6	Communalism	1	Discussion	Google classroom

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

## Curriculum for B.A. History

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
No n Sc hol ast ic	-	-	-	-	-		5	5	12.5 %
Tot al	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

Nos

**C1** - Test (CIA 1)                      1 - 10 Mks



## Curriculum for B.A. History

<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the History of India through the ages.	K6	PSO2
CO 2	Analyse the important issues in Indian Society.	K4	PSO5
CO 3	Explain the evolution of Indian Constitution.	K6	PSO5
CO 4	Assess the role of Prime Ministers in Indian Politics.	K5	PSO1
CO 5	Prepare for competitive examinations.	K3	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

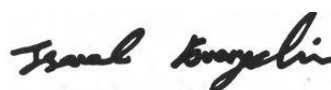
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	3	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**Forwarded By**

**HOD'S Signature& Name**

**Dr.M.Vijaya Shanthi**

**Dr.J.Saral Evangelin**

### III B.A HISTORY SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H6SB5	Archives Keeping	Skill Based	2	2

## COURSE DESCRIPTION

This course emphasizes the history and changing nature of records and record keeping systems particularly those changes influenced by technology. This course introduces students to the diversity of records created and preserved from the past and retained in the present.

## COURSE OBJECTIVES

- To impart knowledge on the organization and functions of the Archives.
- To make the students to utilize the Archives.
- To facilitate the students to seek employment in the Archives.
- To know the Preservation methods in Archives.

## UNITS

### UNIT I: Evolution of Archives (6 HRS.)

Definition – Development of Archives in India - Foreign Countries.

### UNIT II: Administration and Uses (6 HRS.)

Administration – Uses and Functions of Archives.

### UNIT III: Preservation of Archives (6 HRS.)

Causes for decay – Preventive measures and methods of preservations.

### UNIT IV: Rules and Regulations (6 HRS.)

Problems faced by Archives – Rules and Regulations – Assistances to Scholars.

### UNIT V: Types of Archives (6 HRS.)

National Archives – Tamil Nadu Archives – Private Archives.

## TEXT BOOK:

1. Thiagarajan, *Archives Keeping*, Prabha Publications, Madurai, 2006.

## REFERENCE BOOKS:

1. Cook, Michael, *Archives Administration*, Dawson UK Ltd, London. 2000.
2. Hodson, John, VK, *An Introduction to use of Public Records*, Oxford Clarendon Press, London 1934.
3. Jenkinson Hilary, *An Introduction to use of Public Records*, Oxford Clarendon Press, London 1934.
4. Sailen Ghose, *Archives in India: History and Assets*, Firma K. L. Mukhopadhyay, Calcutta, 1963.

### COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 EVOLUTION OF ARCHIVES</b>				
1.1	Definition	1	Chalk & Talk	Black Board
1.2	Development of Archives in India	2	Discussion	LCD
1.3	Foreign Countries	3	Lecture	PPT
<b>UNIT -2 ADMINISTRATION AND USES</b>				
2.1	Administration	2	Lecture	Green Board Charts
2.2	Uses of Archives.	2	Chalk & Talk	Black Board
2.3	Functions of Archives	2	Flipped Learning	E-Content Field Visit
<b>UNIT -3 PRESERVATION OF ARCHIVES</b>				
3.1	Causes for decay	2	Chalk & Talk	Black Board
3.2	Preventive measures	2	Lecture	PPT & White board
3.3	methods of preservations	2	Discussion	Google classroom
<b>UNIT -4 RULES AND REGULATIONS</b>				
4.1	Problems faced by Archives	3	Chalk & Talk	PPT

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	
4.2	Rules and Regulations	2	Discussion	Black Board
4.3	Assistances to Scholars	1	Lecture	White board
<b>UNIT -5 TYPES OF ARCHIVES</b>				
5.1	National Archives	2	Discussion	Google classroom
5.2	Tamil Nadu Archives	2	Chalk & Talk	LCD
5.3	Private Archives	2	Lecture	PPT & White board, Field visit

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %

## Curriculum for B.A. History

K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
No n Sc hol ast ic	-	-	-	-	-		5	5	12.5 %
Tot al	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

**C1** - Test (CIA 1)
 Nos 1 - 10 Mks

## Curriculum for B.A. History

<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance	-	- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the evolution of Archives in India and foreign countries.	K2	PSO1
CO 2	Assess the functions and uses of Archives.	K5	PSO3
CO 3	Explain the preservation methods in Archives.	K6	PSO5
CO 4	Analyze the rules and regulations of Archives in India.	K4	PSO4
CO 5	Identify the types of Archives in India.	K1	PSO2

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>-</b>

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	3	2
CO4	2	2	2	2	3	2	2
CO5	3	2	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

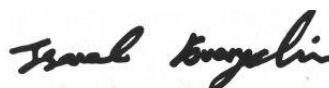
**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A**

**SEMESTER – VI**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H6SB6	Indian Geography	Skill Based	2	2



		<b>for</b>			
<b>Competitive Exams</b>					

**COURSE DESCRIPTION**

This course is all about revising Indian geography, resources of India, agriculture and industry, transport and communication system in India.

**COURSE OBJECTIVES**

- To impart knowledge on the physical features of India.
- To facilitate the students to identify the resources of India.
- To equip the students to appear for competitive examinations.
- To understand the importance of different industries.

**UNITS****UNIT I: Geographical features in India (6 HRS.)**

Physical features - Climate- Rainfall- Flora- Fauna.

**UNIT II: Indian Culture: (6 HRS.)**

Unity in Diversity -People- Races- Caste-Community- Religions- **Fairs and Festivals.**

**UNIT III: Agriculture in India: (6 HRS.)**

Agriculture - Major crops- food security – impact of globalization on agriculture.

**UNIT IV: Industries in India: (6 HRS.)**

Manufacturing Industry - Agro based industry – Mineral based industry – Chemical and automobile industry.

**UNIT V: Transport and Communication: (6 HRS.)**

Road - Railways, Airways and, Water Transport – **Mass Communication:**  
**News Paper - Radio- Television** and Satellite.

**TEXT BOOKS:**

1. Chopra, *Handbook of Geography*, Carland Publication, New Delhi, 1958.
2. Siddhartha K & Mukherjee, S., *Indian Industry – a Geographical Perspective*, KisalayaPublication, New Delhi, 2006.

**REFERENCE BOOKS:**

1. Farooq A. Khan & Shabana Yasmin., ***Geography – World and India***, DGP Publishers, 2009.
2. Khanna, K.K. & Gupta V.K., ***Economic and Commercial Geography of India***, Sultan Chand & Sons., 2001.

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 GEOGRAPHICAL FEATURES IN INDIA</b>				
1.1	Physical features	2	Chalk & Talk	Black Board
1.2	Climate	1	Chalk & Talk	LCD
1.3	Rainfall	1	Lecture	PPT & White board
1.4	Flora	1	Lecture	Smart Board
1.5	Fauna	1	Lecture	Black Board
<b>UNIT -2 INDIAN CULTURE</b>				
2.1	Unity in Diversity	1	Lecture	Green Board Charts
2.2	People- Races	1	Chalk & Talk	Green Board
2.3	Caste	1	Flipped Learning	E-Content
2.4	Community	1	Blended Learning	Online

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.5	Religions	1	Discussion	Google classroom
2.6	Fairs and Festivals	1	Documentary	LCD
<b>UNIT -3 AGRICULTURE IN INDIA</b>				
3.1	Agriculture	2	Chalk & Talk	Black Board
3.2	Major crops	1	Chalk & Talk	LCD
3.3	food security	1	Lecture	PPT & White board
3.4	impact of globalization on agriculture	2	Discussion	Google classroom
<b>UNIT -4 INDUSTRIES IN INDIA</b>				
4.1	Manufacturing Industry	1	Chalk & Talk	Black Board
4.2	Agro based industry	2	Chalk & Talk	LCD
4.3	Mineral based industry	1	Lecture	PPT & White board
4.4	Chemical Industry	1	Lecture	Smart Board
4.5	Automobile industry	1	Lecture	Black Board
<b>UNIT - 5TRANSPORT AND COMMUNICATION</b>				
5.1	Road	1	Chalk & Talk	Black Board
5.2	Railways	1	Chalk & Talk	LCD
5.3	Airways and, Water	1	Lecture	PPT &

## Curriculum for B.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Transport			White board
5.4	Mass Communication	1	Lecture	Smart Board
5.5	News Paper - Radio	1	Lecture	Black Board
5.6	Television and Satellite	1	Discussion	Google classroom

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Tot	10	10	5	5	5	35	5	40	100

## Curriculum for B.A. History

al									%
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CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### UG CIA Components

		Nos	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the Course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S)	PSOs ADDRESSED
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		<b>TAXONOMY)</b>	
CO 1	Outline the physical features of India.	K6	PSO1& PSO4
CO 2	Identify the resources of India.	K1	PSO3
CO 3	Compare the growth and decline of Agriculture and Industry.	K5	PSO5
CO 4	Compile the transport and Communication System in India.	K6	PSO2
CO 5	Prepare for competitive examinations.	K3	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2

Curriculum for B.A. History

CO3	2	2	2	2	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	3	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

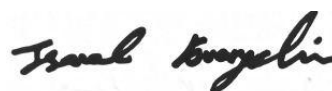
**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**INTER DEPARTMENTAL SELF LEARNING COURSE**  
**DEPARTMENT OF HISTORY AND RESEARCH CENTRE OF TAMIL**  
**HISTORY IN TAMIL NOVELS**

**தமிழில் வரலாற்று நாவல்கள்**

***For those who joined in 2021 onwards***

**I B.A**  
**SEMESTER -II**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRED ITS
UAHI / UATA	21H2SLT2	HISTORY IN TAMIL NOVELS	SELF LEARNING	--	2

**COURSE DESCRIPTION**

This course discuss about the history of Tamilnadu in general and specifically focuses on Cholas social condition through the historically significant famous Tamil Novel Ponniyin Selvan.

**COURSE OBJECTIVE**

- To understand the meaning, definition and periodisation of Tamilnadu history
- To describe the background of Imperial cholas and characteristics of their reign.
- To explain background of later Cholas, and reign of prominent rulers
- To get familiarity in Tamil Novels
- To understand the Historical Background in Tamil Novels

**UNITS**

**UNIT 1: HISTORY OF TAMILNADU**

Meaning and Definition of History – Classification of History; Periodisation of History; ancient, medieval and modern history.

**UNIT 2: IMPERIAL CHOLAS**

Introduction to Imperial Cholas: Features of imperial Cholas' reign – Prominent rulers; Rajaraja I, Rajendra, Arul Mozhivarman, SundaraCholan – society under Imperial Cholas

**UNIT 3: LATER CHOLAS**



Introduction to later Cholas; Features of Later Cholas' reign – Prominent rulers; Kulotthunga Chola -VikramaCholaKulotthunga Chola II, Rajaraja Chola II - Rajadhiraja Chola II

#### **UNIT 4: Novel Literature**

Origin and Development – Types of Novels – Historical Novels; Kalki

#### **UNIT 5: Ponniyin Selvan**

Historical Background – Veera Narayana (Veeranam) Eari – Ezham – Kadambur – Arul Mozhivarman's Coronation (Pattabishegam)

#### **TEXT BOOKS:**

1. K.Rajayyan, **Tamilnadu - A Real History**, EthirVeliyedu, 2015.
2. N. Subramaniam, **History of Tamilnadu**, Vols I &II, Koodal Publishers, Madurai, 2000.
3. பாக்யமேரி. முனைவர், வகைமைநோக்கில்தமிழ்இலக்கியவரலாறு (செம்மைமற்றும்விரிவுப்பதிப்பு), புவேந்தன்பதிப்பகம், சென்னை - 4, 2017. (UNIT 4)
4. கல்கி, பொன்னியின்செல்வன், திருமகள்நிலையம், 2011. (UNIT 5)

#### **REFERENCE BOOKS:**

1. K. A. NilakandaSastri, The Chilas University of Madras, Chennai, 1987.
2. T. V. SadhasivaPandarathar, History of Later Cholas (Tamil), Annamalai University, Annamalai Nagar, 1967.
3. 5. J. Dharmaraj, History of Tamil Nadu, upto 1336(Tamil) Tensypublications, Sivakasi, 2013.
4. சிற்பிபாலசுப்பிரமணியம், நீலபத்மநாபன் (ப.ஆ.), புதியதமிழ்இலக்கியவரலாறு - தொகுதி III, சாகித்தியஅகாதெமி, 2014.

#### **Digital Open Educational Resources (DOER):**

<https://mrunal.org/2014/01/download-history-textbooks-of-tamilnadu-state-education-board-for-culture-world-history-ancient-medieval-freedom-struggle.html>

CIA	
Assignment	20
Test	20
	40

## Curriculum for B.A. History

CIA	
Assignment	20
Test	20
	40

### EVALUATION PATTERN

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

**C1** – Assignment

**C2** – Test

### COURSE OUTCOMES (CO)

On completion of the course the student will be able to

No.	Course Outcome	Knowledge Level(According to Bloom's Taxonomy)	PSOs Addressed
<b>CO 1</b>	Explain meaning, definition and periodisation of Tamilnadu history	K2	PSO3
<b>CO 2</b>	Analyze the background of Imperial cholas and characteristics of their reign.	K4	PSO 1 & 3
<b>CO 3</b>	Assess the Society under the reign of prominent rulers of Later Cholas	K6	PSO 1 & 3
<b>CO 4</b>	Will get familiarity about Novel Literature	K2	PSO 1 & 6
<b>CO 5</b>	Understand Novel from Historical Perspective	K3	PSO 2 & 5

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	2	2	2
CO5	2	2	2	1	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping COs Consistency with Pos**

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	3	2	2
CO2	2	2	2	2	2	2	3
CO3	2	2	2	2	2	2	3
CO4	2	2	2	2	2	2	3
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**



**1.Dr.P.Parameswari**

**(Department of History)**

**2.Mrs.D.Annie Maria Jancy**

**(Department of Tamil)**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin and**

**Dr.K.Latha**

**SELF LEARNING COURSE**

**DEPARTMENT OF HISTORY**

**EVOLUTION OF MEDIA**

***For those who joined in 2021 onwards***

**II B.A  
SEMESTER -IV**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRED ITS
UAHI	21H4SL4	EVOLUTION OF MEDIA	SELF LEARNING	--	2

**COURSE DESCRIPTION**

This course deals about the evolution of media through the ages, key concepts, different types of media and its role on historical events and impact on the society.

**COURSE OBJECTIVE**

- To understand the key concepts, advantages and disadvantages of media.
- To explain the gradual development of television media from black and white to colour television and online television
- To estimate the role played by Radio before and after great wars
- To stress the contribution and impact of printing press and newspaper for the national movements in various countries.
- To exemplify the characteristics and importance of internet applications in the modern world

**UNITS**

**UNIT 1: INTRODUCTION TO MEDIA**

Meaning – Definition - Characteristics, Advantages and Disadvantages  
- types of Media; Television, Radio, Cinema, Newspapers, Magazines, and Internet-based websites

**UNIT 2: TELEVISION**

Etymology of Television – Philo Taylor Farnsworth -History of Television – Colour Television – Broadcasting – Cable Television – Online Television.

### **UNIT 3: RADIO**

Heinrich Hertz - **History of Radio – Radio before and During World War I - Radio and the 1920s - World War II and Changes Following the War – The internet radio in the contemporary world.**

### **UNIT 4: NEWSPAPERS**

The printing press - Johannes Gutenberg - news paper - James Augustus Hicky – **Role of Press and National movements.**

### **UNIT 5: INTERNET**

Definition – Characteristics – Internet Applications and Its uses; Email - Searching and browsing information archives - Copying files between computers - Navigating Playing interactive games - Chat or voice communication (direct messaging, video conferencing)

### **UNIT VI: SOCIAL MEDIA**

Social networking sites - Social review sites -Image sharing sites - Video hosting sites - Community blogs - Discussion sites - Sharing economy networks – uses and risks in the social medias.

### **TEXT BOOKS:**

1. Ross Eaman, Historical Dictionary of Journalism, Amenia, N.Y. Grey House Publishers, 2010.

### **REFERENCE BOOKS:**

1. Mitchel Roth (Editor), Encyclopaedia of War Journalism, Lanham, Maryland : Scarecrow Press, 2009.
2. E.McCavitt, William, **Radio and television.** Supplement one publications,1977-1981.
3. Einstein, Daniel, **A guide to network television documentary series, 1997.**
4. Gaunt, Philip. **Making the newsmakers: international handbook on journalism training,** Youngmen publishers, 1992.
5. Black, Jay, **Doing ethics in journalism, a handbook with case studies, 1993.**
6. United Nations, **World media handbook,** Dept. of Public Information. 1994.

### **Digital Open Educational Resources (DOER):**

## Curriculum for B.A. History

<https://bue.libguides.com/c.php?g=143447&p=937759>

<https://bue.libguides.com/c.php?g=143447&p=937758>

<https://open.lib.umn.edu/mediaandculture/chapter/1-3-the-evolution-of-media/>

CIA	
Assignment	20
Test	20
	40

### EVALUATION PATTERN

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

✓ **C1** – Assignment

✓ **C2** – Test

### COURSE OUTCOMES

On completion of the course the student will be able to

No.	Course Outcome	Knowledge Level(According	PSOs Addressed
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		<b>toBloom's Taxonomy)</b>	
<b>CO 1</b>	Explain the key concepts, advantages and disadvantages of Media	K1	PSO3
<b>CO 2</b>	Identify the development of television media through the ages	K1	PSO5
<b>CO 3</b>	Analyse the role and impact of radio before and after great wars	K4	PSO3
<b>CO 4</b>	Discuss the contribution of newspaper and printing press on Various national movements	K2	PSO1
<b>CO 5</b>	Assess importance of internet applications in the modern world	K6	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping COs Consistency with POs

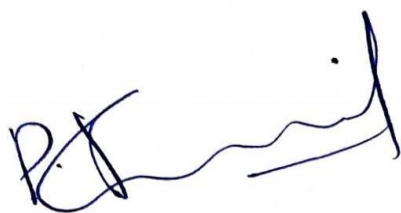


Curriculum for B.A. History

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	2	3	2
CO2	2	2	2	2	2	2	3
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	2	2	2
CO5	2	2	2	2	2	3	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

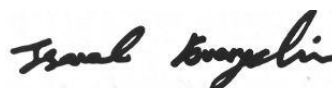
**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**III B.A**

**SEMESTER –V**

***For those who joined in 2021 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	21H5SLS5	CUTURAL HERITAGE OF INDIA	SELF LEARNING	-----	2

### COURSE DESCRIPTION

This course introduces the learners to have knowledge about the cultural heritage, religion, philosophy, performing arts, architecture in India. It highlights the role of special agencies for conservation of Indian Heritage.

### COURSE OBJECTIVES

- To understand the background of Indian culture.
- To trace the spread of Indian culture to abroad.
- To equip the learners to learn the significance of Indian art and architecture.
- To identify the art forms of various regions and styles.
- To know the role of agencies for conservation of Indian Heritage.

### UNITS

#### UNIT- I CULTURE

Meaning-Definition- Introduction of culture- Importance of Culture in daily lives- Relation of Culture with Family and Marriage in India- Position of Women in Ancient India- Contemporary Period; Caste System and Communalism.

#### UNIT- II SPREAD OF INDIAN CULTURE ABROAD

Causes- Significance and Modes of Cultural Exchange through Traders, Teachers, Emissaries, Missionaries and Gypsies - Indian Culture in South East Asia – India- Central Asia and Western World through ages.

#### UNIT III: INDIAN ART AND ARCHITECTURE

Mauryan Art – Gandhara Art – Gupta Art – Dravidian Art – Islamic style of Architecture – Evolution of Modern Art.

#### UNIT- IV FINE ARTS

Dance forms in India – Bharata Natyam – Kathakali – Kuchipudi – Manipuri – Mohiniyattam – Folk Dances – Types of Music forms in India – Classical and Carnatic – Folk Music – Painting – Mural Painting – Miniature Painting – Kalamkari Painting – Pottery

## **UNIT- V CONSERVATION OF INDIAN HERITAGE**

Agencies for conservation of Indian Heritage – NCPA – INTACH – SPIC MACAY – IHCRRF – Kalamandhir – SCZCC – Archaeological Survey of India.

## **UNIT –VI DYNAMISM**

Role of Government on Preservation of Culture – Material Culture – Non-Material Culture.

## **REFERENCES**

### **TEXT BOOKS:**

1. Luniya.B.N, **Evolution of Indian Culture (From Earliest time to the present Day)**, Agra, Lakshmi Narain Publishers, 2003.
2. Thiagarajan.J, **Socio-cultural History of India**, Madurai, Prabha Publications, 2003.

### **REFERENCE BOOKS:**

1. Basham.A.L, **A Cultural History of India**, New Delhi, Oxford University Press, 2004.
2. Basham.A.L, **The Wonder That was India**, India, Picador, 2004.
3. Mahendra Kumar Talware, **History of Indian Culture**, Delhi, Mangalam Publications, 2014.
4. Manohar Bhardwaj, **Cultural and Traditional History of India**, New Delhi, Cyber Tech Publications, 2008.
5. Om Prakash, **Cultural History of India**, New Delhi, New Age International (P) Limited Publishers, 2018.
6. Rajkumar Pruthi, Rameswari Devi, **Art Archaeology and Cultural Heritage of India**, Jaipur, Mangal Deep Publications, 2004.
7. Revathi Girish, **Indian Panorama**, New Delhi, Wisdom Press, 2000.
8. Rina Singha and Reginald Massey, **Indian Dances: Their History and Growth**, London, Faber and Faber, 1967.
9. Romila Chawla (ed.), **Tourism: The Cultural Heritage**, New Delhi, Arise Publishers and Distributors, 2006.
7. Roy Choudary.S.C., **Social, Cultural and Economic History of India (Earliest Times to Present Times)**, Delhi, Surjeet Publications, 1993.
8. Samba Moorthi.P, **History of Indian Music**, Madras, Indian Administrative Service, 1960.
9. Sivaramamurti.C, **Indian Painting**, New Delhi, National Book Trust, 2013.

**Digital Open Educational Resources (DOER):**

1. <https://www.incredibleindia.org>
2. <https://www.visitnt.com>
3. <https://www.indianculture.gov.in>

CIA	
Assignment	20
Test	20
	40

**EVALUATION PATTERN**

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

**C1** – Assignment

**C2** – Test

**COURSE OUTCOMES (CO)**

On completion of the course the student will be able to

<b>No.</b>	<b>Course Outcome</b>	<b>Knowledge Level(According to Bloom's Taxonomy)</b>	<b>PSOs Addressed</b>
<b>CO 1</b>	Compile the cultural background of Indian culture.	K6	PSO 1
<b>CO 2</b>	Assess the causes for the spread of Indian culture abroad.	K5	PSO 2
<b>CO 3</b>	Analyse the art and architectural development in India.	K4	PSO 2
<b>CO 4</b>	Discuss the art forms of various regions and styles.	K2	PSO 3
<b>CO 5</b>	Explain the role of agencies for conservation of Indian Heritage.	K6	PSO 5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated - **1**

### Mapping of COs with POs

<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
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Curriculum for B.A. History

CO1	2	2	2	3	2	2	2
CO2	2	2	2	3	2	2	2
CO3	2	2	2	2	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	3	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M. Vijaya Shanthi*

*T. Geetha*

**1.Dr.M.Vijaya Shanthi**

**(History)**

**2.Dr.T.Geetha**

**(Sociology and Social Work)**

**Forwarded By**

**HOD'S Signature& Name**

*Saral Evangelin*

**Dr.J.Saral Evangelin**

**Dr.M.Meenakumari**

**SEMESTER – III**

***For those who joined in 2019 onwards***