

FATIMA COLLEGE (AUTONOMOUS)



Re-Accredited with “A++” Grade by NAAC (Cycle - IV)
Maryland, Madurai - 625 018, Tamil Nadu, India

NAME OF THE DEPARTMENT: HISTORY

NAME OF THE PROGRAMME : B.A

PROGRAMME CODE : UAHI

ACADEMIC YEAR : 2022-2023

VISION OF THE DEPARTMENT

The Department of History envisions to impart holistic education by giving preference to rural, 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)

| | |
|--------------|--|
| PEO 1 | Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and committed researchers who would be desirous for the “more” in all aspects |
| PEO 2 | They will be efficient individual and team performers who would deliver excellent professional service exhibiting progress, flexibility, transparency, accountability and in taking initiatives in their professional work |
| PEO 3 | 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 |
| PEO 4 | 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:

| I. SOCIAL COMPETENCE | |
|-----------------------------|---|
| GA 1 | Deep disciplinary expertise with a wide range of academic and digital literacy |
| GA 2 | Hone creativity, passion for innovation and aspire excellence |
| GA 3 | Enthusiasm towards emancipation and empowerment of humanity |
| GA 4 | Potentials of being independent |
| GA 5 | Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research |
| GA 6 | Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms |
| GA 7 | Communicative competence with civic, professional and cyber dignity and decorum |
| GA 8 | Integrity respecting the diversity and pluralism in societies, cultures and religions |
| GA 9 | All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments |
| GA 10 | 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 |
| GA 11 | Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals |
| GA 12 | Dexterity in self-management to control their selves in attaining the kind of life that they dream for |
| GA 13 | Resilience to rise up instantly from their intimidating setbacks |
| GA 14 | Virtuosity to use their personal and intellectual autonomy in being life-long learners |

| | |
|------------------------------------|---|
| GA 15 | Digital learning and research attributes |
| GA 16 | Cyber security competence reflecting compassion, care and concern towards the marginalised |
| GA 17 | Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario |
| II. PROFESSIONAL COMPETENCE | |
| GA 18 | Optimism, flexibility and diligence that would make them professionally competent |
| GA 19 | Prowess to be successful entrepreneurs and employees of trans-national societies |
| GA 20 | Excellence in Local and Global Job Markets |
| GA 21 | Effectiveness in Time Management |
| GA 22 | Efficiency in taking up Initiatives |
| GA 23 | Eagerness to deliver excellent service |
| GA 24 | Managerial Skills to Identify, Commend and tap Potentials |
| III. ETHICAL COMPETENCE | |
| GA 25 | Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society |
| GA 26 | Honesty in words and deeds |
| GA 27 | Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life |
| GA 28 | Social and Environmental Stewardship |
| GA 29 | Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience |
| GA 30 | Right life skills at the right moment |

PROGRAMME OUTCOMES (PO)

The Learners will be able to

| | |
|-------------|--|
| PO 1 | Gain in-depth knowledge to understand, analyse and apply it to develop subject competency |
| PO 2 | Criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world. |
| PO 3 | Enhance creative, critical, media, entrepreneurial and social skills consequently becoming socially responsible citizens. |
| PO 4 | Acquire research skills and pursue higher studies and research |
| PO 5 | Foresee the historical, socio-cultural, economic and literary changes and challenges. |
| PO 6 | Synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles. |
| PO 7 | Identify and assess Societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions. |

PROGRAMME SPECIFIC OUTCOMES (PSO)

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

| | |
|--------------|---|
| PSO 1 | Students will demonstrate knowledge of the chronology, major events, personalities and turning points in the history of India, World and International Relations. |
|--------------|---|

| | |
|--------------|--|
| PSO 2 | Students shall acquire knowledge of key historical concepts and politics of past and present and shall be able to predict future |
| PSO 3 | Students shall be able to produce well researched written work that engages with both primary and secondary sources and construct original historical arguments based on primary source. |
| PSO 4 | Students shall be equipped to compete in competitive exams which will enhance the chance of employability in order to make them empowered. |
| PSO 5 | Students shall be able to develop an ability to convey verbally their thesis research and relevant historiography and theory. |

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**DEPARTMENT OF HISTORY***For those who joined in June 2019 onwards***PROGRAMME CODE: UAH1****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 |
| TOTAL | | | | 20 | 12 | | | |

PART – I –FRENCH

Offered by The Department of French

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

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 |
| TOTAL | | | | 20 | 12 | | | |

PART – II -ENGLISH – 12 CREDITS**Offered by The Research Centre of English**

| S. NO | SEM. | COURSE CODE | COURSE TITLE | HRS | CRE DITS | CIA Mks | ESE Mks | TOT . MK s |
|-------|------|-------------|-----------------------------------|-----|----------|---------|---------|------------|
| 1. | I | 19E1LB1 | BASIC COMMUNICATIVE ENGLISH | 5 | 3 | 40 | 60 | 100 |

| S. NO | SEM. | COURSE CODE | COURSE TITLE | HRS | CRE DITS | CIA Mks | ESE Mks | TOT . MKs |
|--------------|------|-------------|------------------------------------|-----------|-----------|---------|---------|-----------|
| 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 |
| TOTAL | | | | 20 | 12 | | | |

PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS

MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS

| S. NO | SEM. | COURSE CODE | COURSE TITLE | HRS | CRE DITS | CIA Mks | ESE Mks | TOT. MKs |
|-------|------|-------------|--|-----|----------|---------|---------|----------|
| 1. | I | 19H1CC1 | History of Ancient India Upto 900 A.D. | 6 | 4 | 40 | 60 | 100 |

Curriculum for B.A. History

| S. NO | SEM. | COURSE CODE | COURSE TITLE | HRS | CRE DITS | CIA Mks | ESE Mks | TOT. MKs |
|-------|------|-------------|--|-----|----------|---------|---------|----------|
| 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 To1858 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 1947A.D) | 6 | 4 | 40 | 60 | 100 |
| 8. | | 19H4CC8 | History of Europe (From A.D1789 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 |
| TOTAL | | | | 83 | 60 | | | |

ALLIEDCOURSES- 20 CREDITS

| S. NO | SEM. | COURSE CODE | COURSE TITLE | HRS | CREDITS | CIA Mks | ES E 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 |
| TOTAL | | | | 20 | 20 | | | |

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 1945 A.D) | 5 | 5 | 40 | 60 | 100 |
| TOTAL | | | | 15 | 15 | | | |

PART – IV – 20 CREDITS

- **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 | 21G4GS | Gender Studies | 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 | 19 H6SB5 | Archives Keeping | 2 | 2 | 40 | 60 | 100 |

| S. No | SEM. | COURSE CODE | COURSE TITLE | HRS | CREDITS | CIA Mks | ESE Mks | TOT. Mks |
|--------------|------|-------------|--|-----------|-----------|---------|---------|----------|
| 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. | COURSE CODE | COURSE TITLE | HRS | CREDIT | 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 | COMPUTER APPLICATIONS (of fered by the department of PGDCA for Shift I) | 40 | 2 | I&II | 40 | 60 | 100 |
| 19UADFC | ONLINE SELF LEARNING COURSES- Foundation Course for Arts | 40 | 2 | I | 40 | 60 | 100 |
| * | ONLINE SELF LEARNING COURSE- Foundation Course for Science | 40 | 2 | II | 40 | 60 | 100 |
| 19UADES | Social & Professional Ethics | 15 | 1 | III | 40 | 60 | 100 |
| 21UAD4ES | Personality Development | 15 | 1 | IV | 40 | 60 | 100 |
| 19UAD5ES | Family Life Education | 15 | 1 | V | 40 | 60 | 100 |
| 21UAD6ES | Life Skills | 15 | 1 | VI | 40 | 60 | 100 |
| 21UAD5HR | HUMAN RIGHTS | 15 | 2 | V | 100 | - | 100 |
| 21UAD6RS | OUTREACH PROGRAMME- | 100 | 3 | V & VI | 100 | - | 100 |

| COURSE CODE | COURSE TITLE | HR S. | CRE DITS | SEMES TER IN WHICH THE COURSE IS OFFER ED | CIA Mks | ESE Mks | TOT AL Mks |
|--------------|---|-------------------------|-----------|---|---------|---------|------------|
| | Reach Out to Society through Action ROSA | | | | | | |
| 19UADPR | PROJECT | 30 | 4 | VI | 40 | 60 | 100 |
| 21UAD6RC | READING CULTURE | 10/ Sem este r | 1 | II-VI | - | - | - |
| TOTAL | | | 20 | | | | |

EXTRA CREDIT COURSES

| COURSE CODE | COURSE | HR S. | CREDIT S | SEMES TER IN WHICH THE COURSE IS OFFER ED | 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 | - | Minimu m 2 Credits | I – VI | - | - | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| | (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC | | | | | | |
|--|---|--|--|--|--|--|--|

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 6th 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 |
|----------------------------|--|-----------------|-------------------|-------------------|
| Unit -1 Vedic Age | | | | |
| 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 |
| Unit -2 Birth of Religions | | | | |
| 2.1 | Mahajanapadas | 3 | Lecture | Black Board |
| 2.2 | Religious movements in the 6 th 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 |
| Unit -3 The Mauryan Empire | | | | |
| 3.1 | Sources | 3 | Lecture | Black Board/PPT |
| 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 |
| Unit -4 The Kushans and Guptas | | | | |
| 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 |
| Unit -5 Vardhana Empire | | | | |
| 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 |

| 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**

| | | | | | |
|-----------|---|--------------|---|---|--------|
| C1 | - | Test (CIA 1) | 1 | - | 10 Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |

| | | | | | |
|-----------|---|--------------------|-----|---|-------|
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | 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 |

COURSE DESIGNER:

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

Dr.B.Poornimasethupathi

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 | 19H1CC 2 | 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 Greek Civilization to the World.

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 |
|--|--|-----------------|-------------------|-------------------|
| Unit -1 Introduction to world history | | | | |
| 1.1 | World History and its scope | 3 | Chalk & Talk | Black Board |
| 1.2 | Periodisation of World history- | 4 | Chalk & Talk | PPT & Black Board |
| 1.3 | Chronology - Culture and Civilization | 4 | Chalk & Talk | Black Board |
| 1.4 | Factors for the rise and development of Culture. | 4 | Lecture | PPT & White Board |
| Unit -2 Egyptian Civilization | | | | |
| 2.1 | The Land of the Pyramids – Geography | 2 | Lecture | PPT & Black Board |

| | | | | |
|---|--|---|--------------|-------------------|
| 2.2 | Early History – government | 2 | Chalk & Talk | Black Board |
| 2.3 | Socio Economic condition | 2 | Chalk & Talk | Black Board |
| 2.4 | Economic condition Art and Architecture – Religion | 2 | Lecture | Black Board/PPT |
| 2.5 | Science - Literature and Learning – Other Contributions. | 2 | Lecture | Black Board |
| 2.6 | Mesopotamia - the fertile crescent – the Sumerians | 3 | Discussion | Google class room |
| 2.7 | Hammurabi - Hittites - Assyrians | 3 | Lecture | Black Board |
| 2.8 | New Babylonians – Legacy of Babylonians. | 4 | Lecture | Black Board |
| Unit -3 Roman and Byzantine Civilization | | | | |
| 3.1 | Roman Civilization – Early political History | 4 | Lecture | Black Board |
| 3.2 | Punic Wars | 3 | Chalk & Talk | Black Board |
| 3.3 | Rise of Dictatorship - Julius Caesar | 3 | Lecture | Black Board |
| 3.4 | Golden Age | 4 | Lecture | Black Board/PPT |
| 3.5 | Byzantine Empire - Justinian the Great | 4 | Chalk & Talk | PPT |
| 3.6 | Contribution of the Byzantines to World Culture | 2 | Lecture | Black Board/PPT |
| Unit -4 Greek civilization | | | | |
| 4.1 | Ancient Greece - - | 4 | Lecture | Black Board |
| 4.2 | City States | 3 | Chalk & Talk | Black Board |
| 4.3 | Athenian Democracy | 2 | Lecture | Black Board |

| | | | | |
|---------------------------------------|--|---|------------------|-------------|
| 4.4 | Hellenic Culture | 3 | Lecture | Black Board |
| 4.5 | Contributions of the Greeks | 3 | Lecture | PPT |
| Unit -5 Religions of the world | | | | |
| 5.1 | Rise of Christianity - Jesus Christ – Life – Teachings | 5 | Lecture | Black Board |
| 5.2 | Spread- Establishment of the Church – Papacy – monasticism | 4 | Chalk & Talk | Black Board |
| 5.3 | Legacy of Christianity. | 3 | Lecture | Black Board |
| 5.4 | Rise 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 | 3 | Blended Learning | 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 % |

| | | | | | | | | | |
|----------------|----|----|---|---|---|----|---|----|--------|
| 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**C2** - Test (CIA 2) 1 - 10 Mks

| | | | |
|-----------|----------------------|-----|---------|
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - 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 | Trace the evolution of political systems in various countries and the origin of Egyptian, Assyrian and Indian Civilizations. | K2 | PSO2 |
| CO 3 | Compile the contribution of great rulers in the World and Identify the legacy of Roman and Byzantine Civilizations.. | K3 | PSO5 |
| CO 4 | Analyze the legacy of Greek Civilization to the world. | K2 & K3 | PSO3 |
| CO 5 | Assess the evolution and growth of the religions of 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 |

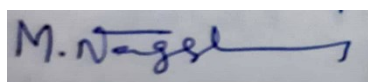
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

Mapping COs Consistency with POs

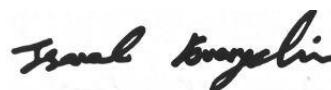
| CO/ POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

COURSE DESIGNER:



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



Dr.M.Nageshwari

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 ARCHITECTURE | ALLIED | 5 | 5 |

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 First 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 Second 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**, Tarapore Vala Publication, Bombay, 1968.
2. Sastri K.A. N., **A History 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., **Tamizhaha Varalarum Panpadum**, International Institute of Tamil Studies, Chennai, 2004.

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|-----------------|-------------------|---------------|
| UNIT - 1 SANGAM ART | | | | |
| 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 |
| UNIT - 2 PALLAVA & CHOLA ART | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|------------------------|--------------------------|----------------------|
| 2.1 | Pallava Art and Architecture. | 3 | Lecture | PPT |
| 2.2 | Pallava Sculpture, Paintings and Literature | 3 | Chalk & Talk | Black 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 |
| UNIT - 3 DEVELOPMENT OF ART AND ARCHITECTURE OF VARIOUS KINGDOMS | | | | |
| 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/PP T |
| 3.5 | Contribution of Bhamani | 3 | Google class room | PPT |
| UNIT - 4 VIJAYANAGAR ART AND ARCHITECTURE | | | | |
| 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------------------------|---------------------------------|------------------------|--------------------------|----------------------|
| 4.4 | Nayaks Architecture | 3 | Lecture | PPT |
| 4.5 | Nayaks paintings and Literature | 3 | Lecture | Black Board |
| UNIT - 5 EUROPEAN ART | | | | |
| 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 |

| 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**

C1 - Test (CIA 1) 1 - 10 Mks

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

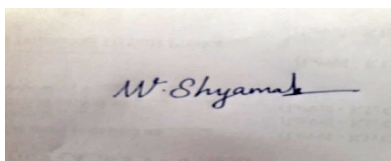
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

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 |
| CO3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |

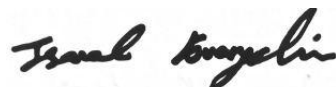
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

COURSE DESIGNER:



Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

I B.A

SEMESTER –I

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|---------------------------|-----------------------------|---|--|----------------------|----------------|
| UAHI | 19H1NME/ 19H2NME | 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 Tamil Nadu.

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 Tamil Nadu 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 |
|--|--|-----------------|-------------------|---------------|
| Unit -1 The Coming of the Europeans | | | | |
| 1.1 | The Coming of the Europeans | 2 | Lecture | Black Board |
| 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 |
| Unit -2Great Revolt and Indian National Congress | | | | |
| 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 |
| Unit -3Gandhian Era | | | | |
| 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 |
| Unit – 4Quit India Movement | | | | |
| 4.1 | Round Table Conference | 2 | Lecture | Black Board |
| 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 |
| Unit -5Partition and Constitution | | | | |
| 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 |

| 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 Schol | - | - | - | - | - | | 5 | 5 | 12.5 % |

| | | | | | | | | | |
|-----------|----|----|---|---|---|----|---|----|----------|
| 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 | |
|-----------|---|--------------------|-----|-----|--------|
| C1 | - | Test (CIA 1) | 1 | - | 10 Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |

C6 - 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 |
| CO4 | 2 | 2 | 3 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2☐ Weakly Correlated -1

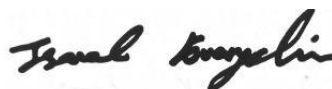
Mapping of COs with POs

| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 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:

Dr.B.Poornimasethupathi

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 understand the establishment of Muslim Rule in India and its impact.
- To enable the students to assess the history of the Mughals and their legacy in all walks of life.
- To highlight the Deccan kingdoms of the South such as Bhamani, Vijayanagar and the Marathas
- To understand the religious revival in Hinduism and the various religious saints who contributed towards Bhakti Movement.

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. Aurangazeb'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. Nilakanda Sastri 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. Srivstava A.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 |
|----------------|-------------------|--------------------------|-------------------|-------------------|
| Unit -1 | | Invasion of Arabs | | |
| 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 & Talk | Black Board |
| Unit -2Delhi Sultanate | | | | |
| 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 |
| Unit -3 The Mughal Empire | | | | |
| 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 Aurangzeb– 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 |
| Unit -4 Regional kingdoms | | | | |
| 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 |
| Unit -5 Bhakti movement in India | | | | |
| 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 | 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 % |

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**C2** - Test (CIA 2) 1 - 10 Mks

| | | | |
|-----------|----------------------|-----|---------|
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - 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 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

| 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 | 2 | 2 | 3 |

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

Mapping of COs with POs

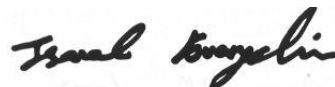
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

COURSE DESIGNER:

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



Dr.B.Poornimasethupathi



Dr.J.Saral Evangelin

I B.A
SEMESTER -II

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CORE | HRS/WEE K | CREDIT S |
|--------------------|----------------|--|------------|--------------|-------------|
| UAHI | 19H2CC 4 | History of the World Since 1453 A.D | Major Core | 6 | 4 |

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:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|-----------------|-------------------|---------------|
| UNIT -1 RENAISSANCE AND REFORMATION | | | | |
| 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--------------------------------|------------------------|--------------------------|--------------------------|
| 1.8 | Reformation in England | 1 | Discussion | Black Board |
| 1.9 | Counter Reformation | 3 | Lecture | PPT |
| 1.10 | Results | 1 | Group Discussion | Black Board |
| UNIT -2 GEOGRAPHICAL DISCOVERIES AND RISE OF NATION STATES | | | | |
| 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|-------------------------------|-----------------|-------------------|-------------------|
| UNIT 3 ENLIGHTENED DESPOTISM IN EUROPE | | | | |
| 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 |
| 3.4 | Maria Theresa of Austria. | 5 | Lecture | PPT |
| UNIT – 4 AGRARIAN AND INDUSTRIAL REVOLUTION | | | | |
| 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 |
| UNIT –5 IMPERIALISM IN AFRICA | | | | |
| 5.1 | Western Imperialism in Africa | 3 | Lecture | Map Charts |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|---------------------------------|------------------------|--------------------------|--------------------------|
| 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 |

| 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 % |

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 |
| C2 | - Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - Assignment | 1 | - | 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - Quiz | 2 * | - | 5 Mks |
| C6 | - 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 Renaissance and Reformation in Europe. | K3 | PSO2 |
| 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 | - | 3 | - | - | - |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | - | - | 2 |
| CO5 | - | 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 | 2 | 2 | 2 | 2 | 2 |

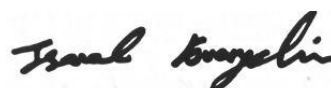
| | | | | | | | |
|------------|----------|----------|----------|----------|----------|----------|----------|
| C03 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| C04 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| C05 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |

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 Evangeline

I B.A HISTORY

SEMESTER – II

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|-----------------------|--------------------|---------------------------|--------------------|------------------|----------------|
| UAHI | 19H2AC2 | HISTORY OF MADURAI | ALLIED CORE | 5 | 5 |

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|--------------|----------|-----------|---------|
| | | | | | |

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: Pre and Proto History & Sangam Period [15 HRS]

Sources - Archaeological and Literary – Pre and Proto History of Madurai - Sangam Pandyas - Social Condition – Economic life - Religious life.

UNIT II: The First Pandyan & Second Pandyan 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 Muhammad bin Tughlaq - effects - Madurai under Sultanate- Administration- Social and Economic condition.

UNIT IV: Nayaks of Madurai [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

Madurai as a Centre of Culture and Tourism.

TEXT BOOK:

1. Study 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., **A History 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.
7. Hussaini.S.A.Q., **History of Madurai**, Selvi Pathipagam, Madurai.
8. Manoranjithamani.C., **History of Tamil Nadu upto 1565AD.**, Dave Beryl Publications, Tirunelveli, 2012.

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------|------------------|-----------------|-------------------|---------------|
| UNIT -1 SANGAM ART | | | | |
| 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|------------------------|--------------------------|----------------------|
| 1.4 | Religious life. | 3 | Chalk & Talk | Black Board |
| UNIT -2 THE FIRST PANDYA & SECOND PANDYA EMPIRE | | | | |
| 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 |
| 2.4 | Political History | 3 | Chalk & Talk | Black Board |
| 2.5 | Social Condition | 3 | Chalk & Talk | Black Board |
| UNIT -3 MUSLIM CONQUESTS | | | | |
| 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 |
| UNIT -4 NAYAKS PERIOD | | | | |
| 4.1 | Madurai under the Nayaks - Vishwanatha Nayak | 4 | Lecture | Black Board |
| 4.2 | Thirumalai Nayak | 2 | Chalk & Talk | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---|------------------------|--------------------------|----------------------|
| 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 |
| UNIT -5 MADURAI UNDER THE BRITISH | | | | |
| 5.1 | Contribution of Christian missionaries to Tamil language and literature | 4 | Lecture | Black Board |
| 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 Joseph-Vaitheyanaatha Iyer | 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 Assess |
|---------------|-----------|-----------|-----------|-----------|-----------|-------------------------------|--------------------------------|------------------|--------------------|
|---------------|-----------|-----------|-----------|-----------|-----------|-------------------------------|--------------------------------|------------------|--------------------|

| | 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**

| 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 | | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks | | | |
| C3 | - | Assignment | 1 | - | 5 Mks | | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | | | |
| C5 | - | Quiz | 2 * | - | 5 Mks | | | |
| C6 | - | 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 | - | - | - |
| CO2 | - | 3 | - | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | 3 | - | - |
| CO5 | - | - | - | 3 | 3 |

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

☐ Weakly Correlated -**1**

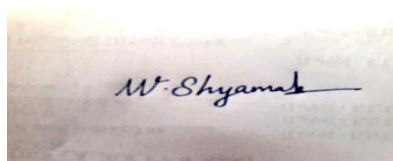
Mapping COs Consistency with POs

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

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2

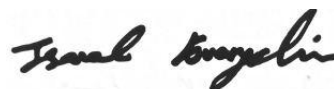
☐ Weakly Correlated -1

COURSE DESIGNER:



Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

**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***, Orient Blackswan 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:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|-------------------|-------------------|
| Unit -1 Peshwas: | | | | |
| 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 |
| Unit -2 The advent of the Europeans: | | | | |
| 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 |
| Unit -3 Governor Generals and Their Policies: | | | | |
| 3.1 | Warren Hastings | 4 | Chalk & Talk | Black Board, Map |
| 3.2 | Internal Reforms and Foreign policy – | 4 | Chalk & Talk | LCD |
| 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 |
| Unit -4 Policy of annexation: | | | | |
| 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 |
| Unit -5 Constitutional Developments: | | | | |
| 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 |

| 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 | |
|-----------|----------------------|-----|----------|
| C1 | - Test (CIA 1) | 1 | - 10 Mks |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - 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 | - | - | |
| CO2 | - | - | 2 | - | |

| | | | | | |
|------------|---|---|----------|----------|----------|
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | - | - | 3 |
| CO5 | - | - | - | 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 | - | - | - | - | - | - |
| CO2 | - | - | - | - | 3 | - | - |
| CO3 | - | - | 3 | | | - | - |
| CO4 | 3 | - | - | - | - | - | - |
| CO5 | 3 | - | - | - | - | - | - |

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
SEMESTER –III

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|---|---------------|--------------|-------------|
| UAHI | 19H3CC 6 | HISTORY OF JAPAN SINCE 1853A.D | MAJOR CORE | 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 – First 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 – Second Sino-Japanese War - Japan at World War II – Results.

UNITV: Post World 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. 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. Kenneth Scott Latourette, *The History of Japan*, The Macmillan Company, New York, 1960.
3. Paul H. Clyde & Burton F. Beers, *The Far East*, Prentice Hall of India Pvt. Ltd., New Delhi, 1974.
4. Sasadhar Sinha, *Aspects of Japan*, Asia publishing house, Bombay, 1968.
5. David M.D., *Rise and Growth of Modern Japan*, Himalaya Publishing House, Bombay, 1989.
6. Shiv Kumar & S. Jain, *History of Modern Japan*, S. Chand &Co (PVT) Ltd, New Delhi, 1976.

COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|---------------------|-----------------|-------------------|---------------|
| UNIT -1 ADVENT OF THE EUROPEANS AND MEIJI RESTORATION | | | | |
| 1.1 | Coming of Europeans | 4 | Chalk & Talk | Black Board |
| 1.2 | Perry Expedition | 4 | Chalk & Talk | LCD |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|---------------------------------|------------------------|--------------------------|----------------------|
| 1.3 | Meiji Restoration | 4 | Lecture | PPT & White board |
| 1.4 | Impact of the west | 4 | Lecture | Map |
| 1.5 | Transformation of Japan | 4 | Videos | LCD |
| UNIT -2 JAPANESE IMPERIALISM | | | | |
| 2.1 | Japanese Imperialism | 3 | Lecture | Map Charts |
| 2.2 | First 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 |
| UNIT -3 JAPAN IN WORLD WAR I | | | | |
| 3.1 | Japan in World War I | 4 | Chalk & Talk | Black Board, Map |
| 3.2 | 21 demands | 4 | Chalk & Talk | LCD |
| 3.3 | Washington Conference | 4 | Lecture | PPT & White board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------------------|---------------------------------|------------------------|----------------------------|------------------------|
| 3.4 | Social and Cultural Development | 3 | Lecture | PPT |
| UNIT -4 JAPAN IN WORLD WAR II | | | | |
| 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, Documentary, Film | PPT & White board, LCD |
| 4.4 | Results | 3 | Lecture | Smart Board |
| UNIT -5 POST WORLD WAR JAPAN | | | | |
| 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 |

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 | | | | |
|-----------|---|--------------------|--|-----|---|--------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | 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 | - | - | - | - |
| CO2 | - | 2 | - | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | - | 2 | - |
| CO5 | - | - | - | - | 3 |

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

Mapping of COs with POs

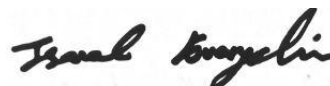
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 2 | - | - | - | - | - | - |
| CO2 | - | - | - | 2 | - | - | - |
| CO3 | - | - | 1 | - | 2 | - | - |
| CO4 | - | - | 2 | 2 | - | - | - |
| CO5 | 2 | - | 3 | - | - | - | - |

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 Evangeline

II B.A
SEMESTER –III

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CRED ITS |
|----------------|-------------|----------------------------------|----------|-----------|----------|
| 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.

UNITIII:

[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 |
|------------|-------|-----------------|-------------------|---------------|
|------------|-------|-----------------|-------------------|---------------|

| Unit -1 Basic Concepts | | | | |
|--|---|---|--------------|-------------------|
| 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 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 |
| Unit – 2 Constitution of England | | | | |
| 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 |
| Unit – 3 British Parliament & Judiciary | | | | |

| 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 |
| 3.5 | Judiciary – Its importance. | 2 | Chalk & Talk | Black Board |
| Unit – 4 Constitution of the U.S.A | | | | |
| 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 |
| Unit – 5 Administrative Divisions | | | | |
| 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 |

Curriculum for B.A. History

| | | | | |
|-----|---|---|------------|-------------------|
| 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 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 | | | | |
|-----------|---|--------------------|--|-----|---|--------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | 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 | - | - | - | - | 3 |
| CO2 | - | - | 3 | - | - |
| CO3 | 3 | - | - | - | - |
| CO4 | - | 2 | - | - | - |
| CO5 | - | - | - | 3 | - |

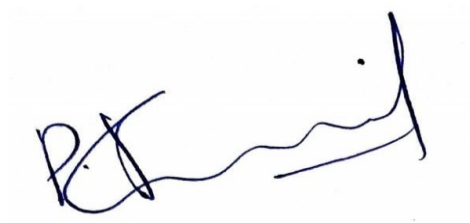
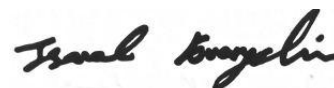
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**

☐ Weakly Correlated -**1**

Mapping of COs with POs

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

II B.A HISTORY SEMESTER –III

For those who joined in 2021 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|---------------------|---------------|-----------|---------|
| UAHI | 21H3SB1 | Tourism Informatics | Skill Based I | 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 McGraw Hbookmill 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 |
|----------------|-----------------------------------|-----------------|-------------------------|------------------|
| UNIT -1 | | MS Word | | |
| 1.1 | Creation of Tourism Advertisement | 2 | Chalk & Talk, Practical | Black Board, Lab |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--------------------------|--|------------------------|--------------------------|----------------------|
| 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 |
| UNIT -2 MS Access | | | | |
| 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 |
| UNIT -3MS Excel | | | | |
| 3.1 | Creation of Charts for Tourist inflow | 2 | Chalk & Talk, Practical | Black Board, Lab |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------|------------------------------|------------------------|--------------------------|----------------------|
| 3.2 | formatting Worksheets | 1 | Chalk & Talk | LCD |
| 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 |
| UNIT -4HTML | | | | |
| 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 |
| UNIT -5Adobe Photoshop | | | | |
| 5.1 | Creation of Tourism Pamphlet | 2 | Chalk & Talk, Practical | Black Board, Lab |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|----------------------|------------------------|--------------------------|----------------------|
| 5.2 | Tools- Open an image | 1 | Chalk & Talk | LCD |
| 5.3 | smudge tool- | 1 | Lab | Demo& White board |
| 5.4 | Framing effect | 1 | Lecture | Smart Board |
| 5.5 | Gradient fills | 1 | Lab | Demo& White 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 | - | - | - | - | - | | 5 | 5 | |

| | | | | | | | | | |
|------------------------|----|----|---|---|---|----|---|----|-----------|
| Sc hol ast ic | | | | | | | | | 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 | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |
| C5 | - | Quiz | 2 * | - | 5 | Mks | | |

C6 - 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 |
| CO2 | - | - | - | 2 | - |
| CO3 | - | - | - | - | 2 |
| CO4 | - | - | - | 2 | - |
| CO5 | - | - | - | - | 2 |

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

Mapping of COs with POs

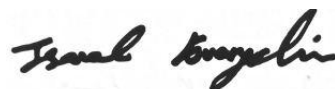
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | - | - | - | - | - | - | 2 |
| CO2 | - | - | - | - | - | 3 | - |
| CO3 | - | - | - | - | - | 3 | - |
| CO4 | - | - | - | - | - | - | 2 |
| CO5 | - | - | - | - | - | 3 | - |

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 | 19H4CC7 | MODERN INDIA (From A.D.1858 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 19th 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 Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------|-------|-----------------|-------------------|---------------|
| Unit -1 Viceroys | | | | |

| | | | | |
|--|---|---|------------------|-------------------|
| 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 |
| Unit -2 Constitutional Developments | | | | |
| 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 |
| Unit -3 Socio – Religious Movements in 19th century: | | | | |
| 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 |

| | | | | |
|------------------------------------|--|---|------------------|-------------|
| 3.4 | Home Rule Movement | 5 | Blended Learning | PPT |
| 3.5 | Role of Mahatma Gandhi in Freedom Movement | 5 | Chalk & Talk | PPT |
| Unit -4 Partition of India: | | | | |
| 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 |
| Unit -5 Public Services: | | | | |
| 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 | | | | |

| | 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 - 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 | |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks | |
| C3 | - | Assignment | 1 | - | 5 Mks | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | |
| C5 | - | Quiz | 2 * | - | 5 Mks | |
| C6 | - | 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 | - | 3 | - | - | - |
| CO2 | - | - | 3 | - | - |
| CO3 | 3 | - | - | - | - |
| CO4 | - | - | - | - | 3 |
| CO5 | - | - | - | 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 | - | - | - | - |
| CO2 | - | 3 | - | - | - | - | - |
| CO3 | 3 | - | - | - | - | - | - |
| CO4 | - | - | - | - | - | - | 3 |
| CO5 | - | 3 | - | - | - | - | - |

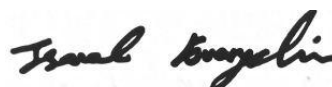
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2

☐ Weakly Correlated -1

COURSE DESIGNER:



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



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 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

UNIT I: French Revolution: [20 HRS]

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

UNIT II: Congress of Vienna: [15 HRS]

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

UNIT III: 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)**

UNIT IV: Eastern Question

[20 HRS]

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

UNIT V: Balkan States

[15 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:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------------|--|------------------------|--------------------------|----------------------|
| Unit – 1 French Revolution | | | | |
| 1.1 | French Revolution – Causes | 4 | Lecture | PPT |
| 1.2 | French Revolution – Course and Results | 5 | Lecture | PPT |

| | | | | |
|---|---|---|--------------|------------------------|
| 1.3 | Napoleon Bonaparte – Administrative Reforms – Wars | 5 | Lecture | PPT & Black Board |
| 1.4 | Map practice | 3 | Lecture | Map & Black Board |
| 1.5 | Continental System– failure | 3 | Lecture | PPT & Black Board |
| Unit – 2 Congress of Vienna | | | | |
| 2.1 | The Congress of Vienna | 3 | Lecture | Black Board |
| 2.2 | Concert of Vienna | 3 | Lecture | Map, PPT & Black Board |
| 2.3 | Revolution of 1830 | 3 | Lecture | PPT & Black Board |
| 2.4 | Revolution of 1848 and their impact | 3 | Chalk & Talk | PPT & Black Board |
| 2.5 | Congress of Vienna Map practice | 3 | Lecture | Map & Black Board |
| Unit – 3 Napoleon III and Unification of Germany and Italy | | | | |
| 3.1 | Napoleon III – achievements – Wars | 5 | Lecture | PPT & Black Board |
| 3.2 | Unification of Italy – Cavour – Garibaldi, Mazzini | 5 | Lecture | PPT & Black Board |
| 3.3 | Unification of Germany – Otto Von Bismarck – Career and achievements. | 5 | Lecture | PPT & Black Board |

| | | | | |
|----------------------------------|---|---|-----------------|-------------------------|
| 3.4 | Unification of Italy Map practice | 3 | Lecture | Map & Black Board |
| 3.5 | Unification of Germany Map practice | 2 | Lecture | Map & Black Board |
| Unit – 4 Eastern Question | | | | |
| 4.1 | The Eastern Question | 5 | Lecture | Black Board |
| 4.2 | Greek War of Independence | 5 | Chalk & Talk | Black Board |
| 4.3 | The Crimean War | 5 | Chalk & Talk | Black Board |
| 4.4 | Young Turk Movement | 4 | Chalk & Talk | Black Board |
| 4.5 | Revision | 1 | Revision | Revision |
| Unit -5 The Balkan states | | | | |
| 5.1 | Balkan wars and Germany towards World War I | 2 | Lecture | PPT & Black Board |
| 5.2 | Balkan wars | 3 | Lecture | PPT & Black Board |
| 5.3 | Germany between 1870 and 1914. | 4 | Lecture | Black Board |

Curriculum for B.A. History

| | | | | |
|-----|-----------------------------|---|------------|-------------------|
| 5.4 | Balkan Nations Map practice | 2 | Lecture | Map & Black Board |
| 5.5 | Revision | 3 | 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 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 | | |
|-----------|----------------------|-----|---|--------|
| C1 | - Test (CIA 1) | 1 | - | 10 Mks |
| C2 | - Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - Assignment | 1 | - | 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - Quiz | 2 * | - | 5 Mks |
| C6 | - 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 |

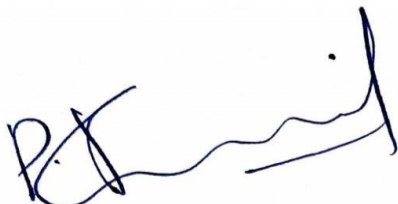
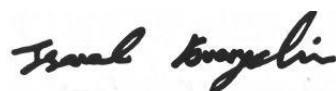
Mapping COs Consistency with PSOs

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

Mapping of COs with POs

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

II B.A HISTORY**SEMESTER –IV***For those who joined in 2019 onwards*

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CRED ITS |
|----------------|-------------|--------------------|----------|-----------|----------|
| 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****[15HRS]**

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]**

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: Party system 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** Macillan Indi Limited, New Delhi, 1983.
5. AgarwalR.C, **Constitutional Development and National Movement of India**, S. Chand & Company, New Delhi, 1994.

| Module No. | Topic | No. of Lectures | Teaching pedagogy | Teaching Aids |
|--|--------------------------------------|-----------------|-------------------|---------------|
| Unit -1 Constitution of Switzerland | | | | |
| 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 & Talk | Black Board |
| 1.7 | Direct Democracy. | 2 | Chalk & Talk | Black Board |
| Unit -2 Constitution of France | | | | |
| 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 |
| Unit-3 Constitution of India | | | | |
| 3.1 | Constitutional Development – Sources | 3 | Lecture | Black Board |
| 3.2 | Salient features of the Indian Constitution | 3 | Chalk & Talk | Black Board |
| 3.3 | Federalism in India | 2 | Lecture | Black Board |
| 3.4 | Fundamental Rights – RTE (Right to Education) | 2 | Discussion | Black 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 |
| Unit -4President of India | | | | |
| 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 |

| Unit -5Political parties in India | | | | |
|--|--|---|-------------|-------------|
| 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 |

| 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 | | | | |
|-----------|---|--------------------|-----|-----|----|-----|--|--|
| C1 | - | Test (CIA 1) | 1 | - | 10 | Mks | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |
| C5 | - | Quiz | 2 * | - | 5 | Mks | | |
| C6 | - | 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 | - | - | - | - | 3 |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | - | - | 3 |
| CO4 | - | 3 | - | - | - |
| CO5 | - | - | - | 3 | - |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2

☐ Weakly Correlated -1

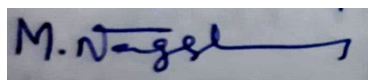
Mapping COs Consistency with POs

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

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2

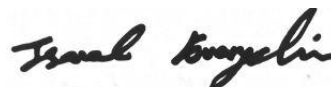
☐ Weakly Correlated -1

COURSE DESIGNER:



M.NAGESHWARI

**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 | 19H4SB 2 | 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

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------|--------------|------------------------|--------------------------|----------------------|
| Unit -1 Introduction | | | | |

| | | | | |
|---|--|---|------------------|-------------------|
| 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 |
| Unit -2 Ecotourism and Community Participation | | | | |
| 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 |
| Unit -3 Ecotourism and its Impact | | | | |
| 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 & Talk | PPT |

| Unit -4 Ecotourism Policy and Planning | | | | |
|---|--|---|--------------|-------------|
| 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 |
| Unit -5 Important Ecotourism Destinations in India | | | | |
| 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 % |
| 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 |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - 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 |
|---------|---|----|------|

Mapping COs Consistency with PSOs

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

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

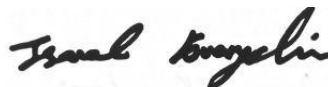
Mapping COs Consistency with POs

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

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

COURSE DESIGNER:

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


Ms.S.Rajalakshmi

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 | CRED ITS |
|----------------|-------------|---|------------|-----------|----------|
| 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 – Panch Sheel – 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 |
|------------------------------|--|-----------------|-------------------|---------------|
| Unit – 1 Modern India | | | | |
| 1.1 | The partition | 2 | Chalk & Talk | Black Board |
| 1.2 | Issues and Challenges of Independent India | 2 | Chalk & Talk | Black 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 |
| Unit -2 The Nehru Era | | | | |
| 2.1 | Economic Progress | 2 | Lecture | PPT & Black Board |
| 2.2 | Social welfare – Education | 2 | Lecture | PPT & Black Board |
| 2.3 | Foreign Policy – Panch Sheel | 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 |
| Unit – 3 The Indira Era | | | | |
| 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 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 |
| Unit – 4 Rajiv Gandhi Regime | | | | |
| 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/ |
| Unit – 5 The Coalition Era | | | | |
| 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 |

Curriculum for B.A. History

| | | | | |
|-----|--|---|--------------|-------------|
| 5.4 | United Progressive Alliance | 2 | Chalk & Talk | Black Board |
| 5.5 | Manmohan Singh Administrative Reforms. | 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 % |
| 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 |
|------|---|--|----------------|
| 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

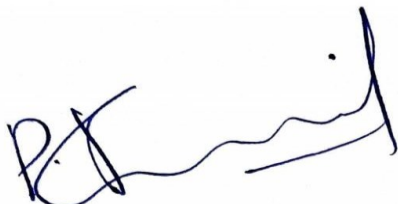
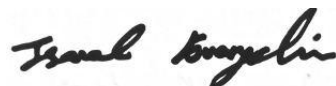
| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|
| CO1 | - | 3 | - | - | - |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | - | - | 1 |
| CO4 | 2 | - | - | - | - |
| CO5 | - | 2 | - | - | - |

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 | - |
| CO2 | - | 3 | - | - | - | - | - |
| CO3 | - | - | 1 | - | 2 | - | - |
| CO4 | - | - | 2 | - | - | - | - |
| CO5 | - | 3 | 1 | - | - | - | - |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

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



Dr.P.Parameswari**Dr.J.Saral Evangeline**

III B.A. HISTORY SEMESTER –V

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CRED ITS |
|---------------------------|------------------------|-----------------------|------------------------|----------------------|---------------------|
| 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 |
|----------------------------------|-------|-----------------|-------------------|---------------|
| UNIT -1 NATURE OF HISTORY | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|--------------------------------|------------------------|--------------------------|----------------------|
| 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 |
| UNIT -2 CAUSATION AND CHANGE | | | | |
| 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 |

| 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 |
| UNIT -3 GREEK, ROMAN AND EUROPEAN HISTORIANS | | | | |
| 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 |
| UNIT -4 INDIAN HISTORIANS | | | | |
| 4.1 | Kalhana | 2 | Chalk & Talk | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---------------------------------------|------------------------|--------------------------|----------------------|
| 4.2 | Alberuni | 2 | Chalk & Talk | LCD |
| 4.3 | Barauni | 1 | Lecture | PPT & White 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 |
| UNIT -5 STAGES OF RESEARCH METHODOLOGY | | | | |
| 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 | Discussio n | Google classroom |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|---------------|------------------------|--------------------------|----------------------|
| 5.7 | Criticism | 2 | Lecture | PPT |
| 5.8 | Synthesis | 1 | Discussion | Black Board |
| 5.9 | Exposition | 1 | Chalk & Talk | Black Board |
| 5.10 | Documentation | 2 | Specimen | Model Thesis |

| 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 | |
|-----------|---|--------------------|-----|-----|--------|
| C1 | - | Test (CIA 1) | 1 | - | 10 Mks |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |

C6 - 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 History. | K6 | PSO1 |
| 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 | - | - | - | - |
| CO2 | - | - | 2 | - | - |

| | | | | | |
|------------|---|----------|---|----------|----------|
| CO3 | - | - | - | - | 3 |
| CO4 | - | - | - | 3 | - |
| CO5 | - | 1 | - | - | 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 | - | - | - | - | - | - |
| CO2 | - | 3 | - | - | - | - | - |
| CO3 | 2 | - | - | - | - | - | - |
| CO4 | - | - | 3 | - | - | - | - |
| CO5 | - | - | - | - | 2 | - | - |

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

COURSE DESIGNER:

M. Vijay

Forwarded By

HOD'S Signature& Name

Isabel Bengali

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 | 19H5CC11 | HISTORY OF TAMIL NADU (Sangam Age To 1800 A.D) | MAJOR CORE | 6 | 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- Kalabhras

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 – Chalukyas and Cholas – Cholas and Pandyas - Cholas and Rashtrakutas Relations – Economic and Social life — Education – Literature.

UNIT IV: Age of Pandyas

[15 HRS]

First and Second Pandyan Empires - Marcopolo — Economic and Social conditions – Malik Kafur's invasions of Tamil country – Kumara Kampana's expedition – Mahamandalesvara and **Nayankara system**.

UNIT V: Contribution of Christian Missionaries

[15 HRS]

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

Text Book:

1. C.Manoranjithamoni, History of Tamilnadu up to 1565 A.D, Dave Beryl publications, Tirunelveli, 2012.

Reference Books:

1. N.Subramanian , **History of Tamil Nadu**, Ennes Publications, Udumalpet, 1999.
2. Cithra Madhavan, **History and culture of Tamil Nadu**, Vol.I, D.K. print world (P) Ltd., New Delhi, 2005.
3. Gopalan,R., **Pallavas of Kanchi**, university of Madras, Madras, 1928.

4. Gurumurthy, S., ***Education in South India***, New Era Publications, Madras, 1979.
5. Kanagasabai Pillai, K., ***Tamils 800 years Ago***, Saiva Siddhanta Publishing Society, Madras, 1904.
6. Krishnaswami, A., ***Topics in South Indian History***, Annamalai Nagar, 1978.
7. Meenakshi, C., ***Administration and Social Life under the Pallavas***, University of Madras, Madras, 1977.
8. Nilakanta Sastri, K.A., ***The Colas***, University of Madras, Madras, 1935.
9. The Pandyan Kingdom, Swathi Publications, Madras, 1972.
10. Noboru Karashima, ***South Indian History and Society***, Oxford University Press, Madras, 1984. A concise History of South India –
11. Rajamanickam, M., ***Pallavar Varalaru*** (Tamil), South Indian Saiva Siddanta Book Publishing Society, Trinelveili, 1999.
12. Raman, K.V., ***Pandiyar Varalaru*** (Tamil), Tamil Nadu, Text Book Society, Madras, 1977.
13. Sadasivapandarathar, T.V., ***Pirkala Cholar Varalaru (Tamil)***, Annamalai University, 1949.
14. Srinivasa Iyengar, P.T., *History of the Tamils*, Asian Educational Services, New Delhi, 1983.
15. Subramanian, N., ***Socio-Cultural History of Tamil Nadu***, Ennes Publications, Udumalpet, 1999.

COURSE CONTENTS & LECTURE SCHEDULE

| Module No. | Topic | No. of Lectures | Content Delivery Method | Teaching Aids |
|-------------------------------|-------|-----------------|-------------------------|---------------|
| Unit -1 The Sangam Age | | | | |

| | | | | |
|--|--|---|---------------------|-------------------|
| 1.1 | Sources for the study of Sangam Age | 2 | Lecture& Discussion | PPT |
| 1.2 | Chera,Chola and Pandyas | 3 | Chalk & Talk | Black Board |
| 1.3 | Political, Economic conditions | 3 | Chalk & Talk | Black Board |
| 1.4 | Social conditions | 2 | Lecture& Discussion | PPT & White board |
| 1.5 | Sangam Literature | 3 | Group Discussion | Smart Board |
| 1.6 | kalabras | 2 | Lecture | PPT |
| UNIT 2 Age of Pallavas | | | | |
| 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 |
| UNIT 3 The Age of Cholas: | | | | |
| 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 |
| UNIT 4 First and Second Pandyan Empires | | | | |

| | | | | |
|--|---|---|--------------|-------------------|
| 4.1 | First and Second Pandyan Empires-- | 4 | Lecture | Black Board |
| 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 |
| UNIT 5 Contribution of Missionaries | | | | |
| 5.1 | Contribution of Christian 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 % |
| 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 | |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks | |
| C3 | - | Assignment | 1 | - | 5 Mks | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks | |
| C5 | - | Quiz | 2 * | - | 5 Mks | |

C6 - 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 | - | - | - | - |

| | | | | | |
|------------|---|----------|----------|----------|----------|
| C02 | - | - | 3 | - | - |
| C03 | - | - | - | 3 | - |
| C04 | - | 3 | - | - | - |
| C05 | - | - | - | - | 3 |

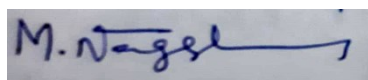
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
☐ Weakly Correlated -**1**

Mapping COs Consistency with POs

| CO/ POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|------------|------------|------------|------------|------------|------------|------------|
| C01 | 3 | - | - | - | - | - | - |
| C02 | - | 3 | - | - | - | - | - |
| C03 | - | - | 3 | - | - | - | - |
| C04 | - | - | - | 1 | - | - | - |
| C05 | - | - | - | - | 3 | - | - |

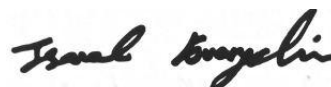
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
☐ Weakly Correlated -**1**

COURSE DESIGNER:



M.NAGESHWARI

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



Dr.J.Saral Evangelin

III B.A.HISTORY SEMESTER – V

For those who joined in 2019 onwards

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|---|---------------|--------------|-------------|
| UAHI | 19H5CC1 2 | History of China Since 1839 A.D. | MAJOR CORE | 5 | 4 |

COURSE DESCRIPTION

This course covers the development of communist China from 19th 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 19th 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 – Washington Conference.

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 |
|---|---|-----------------|-------------------|-------------------|
| UNIT -1 WESTERN INFLUENCE ON CHINA | | | | |
| 1.1 | China in First half of 19 th Century | 3 | Chalk & Talk | Black Board |
| 1.2 | China's Relations with Europe | 1 | Documentary | LCD |
| 1.3 | First Opium War | 2 | 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 |
| 1.8 | Consequences | 1 | Group Discussion | Black Board |
| 1.9 | Sino-Japanese War 1894 | 1 | Discussion | Black Board |
| 1.10 | Causes and results | 1 | Lecture | Black Board |
| UNIT -2 REFORM MOVEMENTS IN CHINA | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|---------------------------------------|------------------------|--------------------------|----------------------|
| 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 |
| UNIT -3 CHINA UNDER REPUBLIC | | | | |
| 3.1 | The revolution of 1911 – causes – | 3 | Chalk & Talk | Green Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------|---------------------------------------|------------------------|--------------------------|----------------------|
| 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 |
| UNIT IV: COMMUNIST CHINA | | | | |
| 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 Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---------------------------------------|---|-----------------|-------------------|-------------------|
| | | | | |
| 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 |
| UNIT V: PERSONALITIES IN CHINA | | | | |
| 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 |

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

| 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 | 3 |
| CO5 | 2 | 2 | 2 | 2 | 2 |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

Mapping of COs with POs

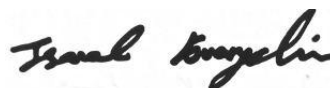
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

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 Evangeline

III B.A.HISTORY

SEMESTER –V

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDIT S |
|-----------------------|--------------------|--|-----------------------|------------------|-----------------|
| UAHI | 19H5ME1 | 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 |
|---|--|-----------------|-------------------|-------------------------|
| UNIT -1 SCIENCE AND TECHNOLOGY DURING THE RENAISSANCE PERIOD | | | | |
| 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 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|-------------------------------------|------------------------|--------------------------|-----------------------|
| 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 |
| UNIT -2 INDUSTRIAL REVOLUTION AND THE PROGRESS OF SCIENCE AND TECHNOLOGY | | | | |
| 2.1 | Invention in Textile industry | 3 | Lecture | Green Board 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--------------------------------|------------------------|--------------------------|----------------------|
| 2.8 | John Hunter | 2 | Chalk & Talk | Black Board |
| 2.9 | Edward Jenner | 2 | Documentary | LCD |
| UNIT -3 SCIENCE AND TECHNOLOGY IN THE NINETEENTH CENTURY | | | | |
| 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 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|------------------------|--------------------------|----------------------|
| 3.11 | Communication Revolution | 1 | Group Discussion | Black Board |
| UNIT -4 SCIENCE IN ATOMIC AGE | | | | |
| 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 |
| UNIT -5 PROGRESS OF SCIENCE AND TECHNOLOGY IN MODERN INDIA | | | | |
| 5.1 | ISRO | 2 | Chalk & Talk | Black Board |
| 5.2 | Atomic Energy Commission | 2 | Chalk & Talk | LCD |
| 5.3 | Green revolution | 3 | Documentary | PPT & White board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|-------------------------------------|------------------------|--------------------------|----------------------|
| 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 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

C1 - Test (CIA 1) 1 - 10 Mks

| | | | | | |
|-----------|---|--------------------|-----|---|--------|
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - | Quiz | 2 * | - | 5 Mks |
| C6 | - | 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 | - | 3 | - | - | - |
| CO2 | 3 | - | - | - | - |
| CO3 | 3 | - | - | - | - |
| CO4 | - | - | - | - | 2 |
| CO5 | - | - | - | - | 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 | - | - | - | - | - | - |
| CO2 | - | - | 3 | - | - | - | - |
| CO3 | - | - | - | 3 | - | - | - |
| CO4 | 3 | - | - | - | - | - | - |
| CO5 | - | - | 2 | - | - | - | - |

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

COURSE DESIGNER:

Forwarded By

HOD'S Signature& Name

M. Vijay

Isabel Angelin

Dr.M.Vijaya Shanthi

Dr.J.Saral Evangeline

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 Movements 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 (Mitti Bacho Andolan), Movements against Big Dams – Stop Tehri Project, Silent Valley Struggle, Save the Narmada Movement (Narmad Bachao Andolan) – **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, Desrochers, Bastiaan Wielenga 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 |
|--|---|-----------------|-------------------------|---------------|
| Unit -1 Early movements: native and foreign | | | | |
| 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 |
| Unit -2 Environmental movement in USA | | | | |
| 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 |
| Unit -3 Environmental movements in Asia | | | | |
| 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 |
| Unit -4 Environmental movements in Africa | | | | |
| 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 board, LCD |
| 4.4 | Earth Saver Movement, Uganda | 3 | Lecture | BlackBoard |
| 4.5 | Green Belt Movement in Kenya | 3 | Lecture | Black Board |
| Unit -5 Environmental movements in India | | | | |
| 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 (Mitti Bacho Andolan), Movements against Big Dams – Stop Tehri Project | 3 | Lecture | PPT & White board |

Curriculum for B.A. History

| | | | | |
|-----|---|---|---------|-------------|
| 5.4 | Silent Valley Struggle, Save the Narmada Movement (Narmad Bachao Andolan) – Anti-Nuclear Struggle – Koodankulam | 3 | Lecture | Smart Board |
| 5.5 | Struggle Against Dumping of Toxic Wastes in Water Bodies. | 3 | Lecture | 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 % |
| 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 | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |

C5 - Quiz 2 * - 5 Mks

C6 - 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 Ecological Ethics | K1 | PSO1 |
| CO 2 | Assess the environmental movements in various countries | K2, | PSO2 |
| CO 3 | Discuss the issues and challenges faced by environmental movements | K3 | PSO3 |
| CO 4 | Analyze the changes brought about by environmental movements | K3 | PSO5 |
| CO 5 | Explain the environmental movements in India | K4 | PSO4 |

Mapping COs Consistency with PSOs

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

| | | | | | |
|------------|---|---|---|----------|---|
| C05 | - | - | - | 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 |
|------------|----------|-----|----------|----------|-----|----------|----------|
| C01 | 3 | - | - | - | - | - | - |
| C02 | - | - | 3 | - | - | - | - |
| C03 | - | - | - | 2 | - | - | - |
| C04 | - | - | - | - | - | 3 | - |
| C05 | - | - | - | - | - | - | 2 |

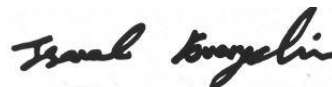
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
 ☐ Weakly Correlated -**1**

COURSE DESIGNER:

Forwarded By
HOD'S Signature& Name



Ms.S.Rajalakshmi



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 Princep – 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**, Munshiram Manoharlal, N.Delhi, 1988.
3. Ghosh, A., **A Encyclopedia of Indian Archaeology**, Vol. I&II, Munshiram Manoharlal 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 |
|---|--|------------------------|--------------------------|----------------------|
| Unit -1 Definition | | | | |
| 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 |
| Unit -2 Archaeological developments in India | | | | |
| 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 |
| Unit -3 Methods of excavation | | | | |
| 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 |
| Unit -4 Conservation methods | | | | |
| 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 |
| Unit -5 Archaeological sites | | | | |
| 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Asse |
|--------|----|----|----|----|----|------------------------|-------------------------|-----------|-----------|
|--------|----|----|----|----|----|------------------------|-------------------------|-----------|-----------|

Curriculum for B.A. History

| | T1 10 Mks. | T2 10 Mks. | Quiz 5 Mks. | Assignment 5 Mks | OBT/PP T 5 Mks | 35 Mks. | 5 Mks. | 40Mks. | ssme nt |
|-----------------------------------|---------------|---------------|----------------|---------------------|----------------------|---------|--------|--------|------------|
| 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 % |
| 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 | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |
| C5 | - | Quiz | 2 * | - | 5 | Mks | | |
| C6 | - | 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 | - | - | - |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | - | 3 | - |
| CO4 | - | - | 3 | - | - |
| CO5 | - | - | - | - | 3 |

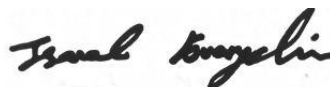
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

Mapping of COs with POs

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

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| CO5 | - | 2 | - | - | 3 | - | - |
|-----|---|---|---|---|---|---|---|

COURSE DESIGNER:

Dr.B.Poornimasethupathi**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 | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|--|----------------|--------------|-------------|
| UAHI | 19H5SB 4 | Indian History for Competitiv e 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 Bahadur Shah 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 kumar Gohit, ***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 |
|------------------------------|---------------------------|-----------------|-------------------|---------------|
| UNIT -1 ANCIENT INDIA | | | | |
| 1.1 | Sources | 1 | Chalk & Talk | Black Board |
| 1.2 | Indus Valley Civilization | 1 | Chalk & Talk | LCD |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------|--|-----------------|-------------------|-----------------------|
| 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 |
| UNIT -2 MEDIEVAL INDIA | | | | |
| 2.1 | Sources | 1 | Lecture | Green 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 |
| UNIT -3 MODERN INDIA | | | | |
| 3.1 | Advent of the Europeans | 1 | Chalk & Talk | Black Board |
| 3.2 | Establishment of British rule in India | 1 | Chalk & Talk | LCD |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-----------------------------------|---|------------------------|--------------------------|----------------------|
| 3.3 | Constitutional developments 1773 to 1947 | 2 | Lecture | PPT & White board |
| 3.4 | Freedom Movement | 2 | Lecture | Smart Board |
| UNIT -4 CONTEMPORARY INDIA | | | | |
| 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 Rajeev to Manmohan Singh | 2 | Lecture | Smart Board |
| UNIT -5 CURRENT ISSUES | | | | |
| 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 |

Curriculum for B.A. History

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|---|-----------------|-------------------|------------------|
| 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 | 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 % |

| 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 |
| C2 | - Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - Assignment | 1 | - | 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - | 5 Mks |
| C5 | - Quiz | 2 * | - | 5 Mks |
| C6 | - 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 |
|---------|------|------|------|------|------|
| CO1 | - | 3 | - | - | - |
| CO2 | - | - | - | - | 3 |
| CO3 | - | - | - | - | 3 |
| CO4 | 3 | - | - | - | - |
| CO5 | - | - | - | 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 |
|---------|-----|-----|-----|-----|-----|-----|-----|
|---------|-----|-----|-----|-----|-----|-----|-----|

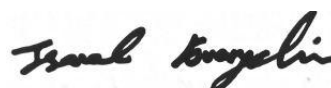
| | | | | | | | |
|------------|----------|----------|----------|----------|---|---|---|
| C01 | 3 | - | - | - | - | - | - |
| C02 | - | - | 2 | - | - | - | - |
| C03 | - | - | - | 2 | - | - | - |
| C04 | 3 | - | - | - | - | - | - |
| C05 | - | 3 | - | - | - | - | - |

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 Evangeline

III B.A

SEMESTER –VI

For those who joined in 2019 onwards

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CRED ITS |
|----------------|-------------|---|------------|-----------|----------|
| UAHI | 19H6CC13 | INTERNATIONAL RELATIONS (From A. D 1914 To 2000A. D) | MAJOR CORE | 5 | 4 |

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

[15 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

[15 HRS]

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

UNIT V: Establishment of Peace

[15 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, Delhi, 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***, Sultan chand, New Delhi, 1982.
6. Palmer & Perkins, ***International Relations***, BS Publishers, New Delhi, 1985.
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 |
|--------------------------------|--|------------------------|--------------------------|----------------------|
| Unit -1 World War I | | | | |
| 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 |
| Unit -2 Rise of Fascism | | | | |
| 2.1 | Benito Mussolini Nazism – Adolph Hitler & Rise of Germany – Foreign policy | 4 | Lecture | Black Board |
| 2.2 | Domestic and foreign policy. | 3 | Chalk & Talk | Black Board |
| 2.3 | Nazism – Adolph Hitler | 4 | Lecture | Black Board |
| 2.4 | Rise of Germany – Foreign policy | 4 | Lecture | Black Board / |
| Unit -3 World War II | | | | |
| 3.1 | Causes – Course – Results | 3 | Lecture | Black Board |

| | | | | |
|---|---|---|-------------------|-------------------|
| 3.2 | Peace Treaties | 3 | Chalk & Talk | Black Board |
| 3.3 | UNO: Organs of UNO-Structure and Functions | 3 | Lecture | Black Board |
| 3.4 | Specialized Agencies | 3 | Lecture | Black Board/PP T |
| 3.5 | Challenges and Responsibilities | 3 | Google class room | PPT |
| Unit – 4 World after World wars- | | | | |
| 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. | 4 | Lecture | Black Board / |
| Unit -5 Establishment of Peace- | | | | |
| 5.1 | Disarmament and Collective Security | 5 | Lecture | Black Board |
| 5.2 | SAARC | 5 | Chalk & Talk | Black Board |
| 5.3 | G-8 | 4 | Lecture | Black Board |
| 5.4 | Recent trends International Relations and its impact on World Politics. | 1 | Discussi on | Google class room |

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 | | | | |
|-----------|---|--------------------|--|-----|---|----|-----|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 | Mks | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 | Mks | |
| C3 | - | Assignment | | 1 | - | 5 | Mks | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 | Mks | |
| C5 | - | Quiz | | 2 * | - | 5 | Mks | |
| C6 | - | 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 | - | - | - |
| CO2 | - | 3 | 2 | - | - |
| CO3 | - | - | - | 3 | - |
| CO4 | - | - | 3 | - | 2 |

| | | | | | |
|------------|---|---|---|---|----------|
| CO5 | - | - | - | - | 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 | - | - | - | - | - | - |
| CO2 | - | 3 | 2 | - | - | - | - |
| CO3 | - | - | - | 3 | - | - | - |
| CO4 | 3 | - | 2 | - | - | - | - |
| CO5 | - | - | - | - | 3 | - | - |

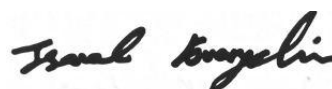
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
 ☐ Weakly Correlated -**1**

COURSE DESIGNER:



Dr.B.Poornimasethupathi

**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 | 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/CURRENT AFFAIR

Case Study Report- Recent trends in Tourism- On the spot study- Visit to tourist places 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

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|--|-----------------|-------------------|---------------|
| Unit -1 Definitions of Tourism | | | | |
| 1.1 | Tour, Tourist, | 3 | Chalk & Talk | Black 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 |
| Unit -2 Types and forms of tourism | | | | |
| 2.1 | Motivation to travel -Types: Domestic, International- Inbound and Outbound | 5 | Lecture | Black Board |
| 2.2 | Forms: - Leisure, Business, Social, Cultural, Religious, Nature, cuisine, Family, sports, political, | 5 | Chalk & Talk | Black Board |

| | | | | |
|---|---|---|-------------------|-----------------|
| | health, Senior citizen, Medical, Adventure | | | |
| 2.3 | Alternative forms of tourism: Eco-tourism, Agro rural tourism, Special interest tourism | 5 | Lecture | Black Board |
| Unit -3 Travel Agent and Tour operator | | | | |
| 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 |
| 3.4 | Travel documents- Passport: Definition, types | 3 | Lecture | Black Board/PPT |
| 3.5 | Visa -Travel regulations – Insurance-Permits. | 3 | Google class room | PPT |
| Unit – 4 Tourism organizations | | | | |
| 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 |

| Unit -5 Tourism Destinations in Tamilnadu: | | | | |
|---|----------------------------------|---|--------------|-------------------|
| 5.1 | Mahabalipuram. | 2 | Lecture | Black Board |
| 5.2 | Rameswaram,Tanjore, | 3 | Chalk & Talk | Black Board |
| 5.3 | Kanchipuram, Courtallam, | 3 | Lecture | Black Board |
| 5.4 | Ooty, Kodaikkanal, | 4 | Discussion | Google class room |
| 5.5 | Yercaud, Mudumali National Park. | 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 % |

| | | | | | | | | | |
|-----------------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|---------------|
| 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 |
| C2 | - | Test (CIA 2) | 1 | - | 10 Mks |
| C3 | - | Assignment | 1 | - | 5 Mks |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 Mks |

C5 - Quiz 2 * - 5 Mks

C6 - 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 Tourism organizations. | K3/K4 | PSO1 |
| 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 | - | - | - |
| CO2 | 3 | - | - | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | 3 | - | - | - | - |
| CO5 | - | - | - | - | 3 |

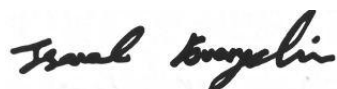
Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

Mapping of COs with POs

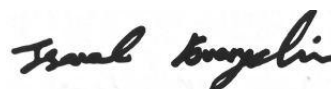
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------------|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | - | - | - | - | - | - |
| CO2 | - | 3 | 2 | - | - | - | - |
| CO3 | - | - | - | 3 | - | - | - |
| CO4 | 3 | - | 2 | - | - | - | - |
| CO5 | - | - | - | - | 3 | - | - |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

COURSE DESIGNER:



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



Dr.J.Saral Evangelin

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 | 19H6CC1 5 | HISTORY OF TAMIL NADU (From A.D 1800 To 2006A.D) | MAJOR CORE | 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 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****(15 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: (15 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: (15 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 17th Century**, University of Madras, Madras, 1956.
5. Subrahmanian N., **History of Tamilnadu (Social and Cultural) 1936 – 1984**, Ennes Publications, Udumalapet, 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 |
|---|---|-----------------|-------------------|---------------|
| Unit -1 Coming of the Europeans | | | | |
| 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 | 2 | Discussion | PPT |
| 1.4 | Vellore Mutiny | 2 | Chalk & Talk | Black Board |
| 1.5 | Thomas Munroe's Ryotwari System | 2 | Chalk & Talk | Black Board |
| 1.6 | Poligari System Zamindari System. Judicial reforms | 3 | Discussion | PPT |
| Unit -2Tamilnadu in freedom struggle | | | | |
| 2.1 | Socio – religious and political organizations of 19 th Century-Vaigunda Swamy -. | 4 | Lecture | Black Board |
| 2.2 | Ramalinga Adigal– | 3 | 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 |
| Unit-3 Role of Freedom fighters | | | | |
| 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 |
| 3.6 | E.V.R – Temple Entry Movement | 1 | Lecture | Black Board |
| Unit -4 Rise of Political parties | | | | |
| 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 |
| Unit -5 Tamil Nadu After 1947 | | | | |
| 5.1 | Growth of Language and Issues | 5 | Lecture | Black Board |
| 5.2 | Growth of Education | 3 | | |
| 5.3 | Industrial Development | 3 | Chalk & Talk | Black Board |
| 5.4 | Growth of Agriculture | 2 | Lecture | Black Board |
| 5.5 | 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 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 | | | | |
|-----------|---|--------------------|--|-----|---|--------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | 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 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

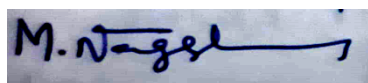
| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------|------|------|------|------|------|
| CO1 | - | 3 | - | - | - |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | - | - | 3 |
| CO4 | 3 | - | - | - | - |
| CO5 | - | - | - | 3 | - |

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

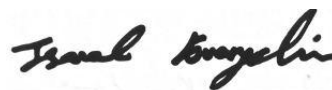
Mapping COs Consistency with POs

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

III B.A HISTORY**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 freedom movement – Freedom struggle before 1857 – Velu Nachiar - The Great revolt of 1857 – Jhansi Rani Lakshmi Bai - Swadeshi movement - Non Cooperation Movement - Civil Disobedience movement – Quit India movement – Role of Women in the Sepoy Mutiny – Independent India

UNIT III: Women and Legislation**[15HRS]**

Women and Legislations – Indecent representation of Women - Prevention of Sati Act of 1987 - Termination of Pregnancy Act - Maternity Benefits Act of 1988 - Acts against Dowry – Domestic Violence Act – Acts against 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 India Association (WIA) - The National Council of Women in India (NCWI) - The All India Women's Conference (AIWC), Young Women Christian Association- Self employed Women's Association (SEWA)- Autonomous Women's organisations in India.

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:

1. S. Krishnammal, **Women's Studies**, Sujiranoje Publications, Chennai, 2012.

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 Publilshers, 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 |
|------------|-------|-----------------|-------------------|---------------|
|------------|-------|-----------------|-------------------|---------------|

| UNIT -1 Women in Ancient India | | | | |
|---|--|---|--------------|------------------|
| 1.1 | Women in Ancient India | 3 | Chalk & Talk | Black Board |
| 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 |
| Unit -2 Role of Women in freedom movement | | | | |
| 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 |
| Unit -3 Legal rights for women | | | | |
| 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 |
| Unit -4 Women's Movements in India | | | | |
| 4.1 | Women and Social Reform Movement | 2 | Lecture | Black Board |
| 4.2 | Women's Movements | 2 | Lecture | Black Board |
| 4.3 | Women's India Association (WIA) | 2 | Lecture | Black Board |
| 4.4 | The National Council of Women in India (NCWI) | 2 | Lecture | PPT |
| 4.5 | The All India Women's Conference (AIWC) | 1 | Chalk & Talk | PPT |
| 4.6 | Young Women Christian Association | 2 | Chalk & Talk | PPT |
| 4.7 | Self employed Women's Association (SEWA) | 2 | Lecture | Black Board |
| 4.8 | Autonomous Women's organisations in India | 2 | Lecture | PPT |
| Unit -5 Women Personalities | | | | |
| 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 |

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 | | | | |
|-----------|---|--------------------|-----|-----|----|-----|--|--|
| C1 | - | Test (CIA 1) | 1 | - | 10 | Mks | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |
| C5 | - | Quiz | 2 * | - | 5 | Mks | | |
| C6 | - | 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 | PSOs ADDRESSED |
|----|-----------------|---------------------------------------|----------------|
|----|-----------------|---------------------------------------|----------------|

| | | BLOOM'S TAXONOMY) | |
|------|--|--------------------------|------------|
| 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

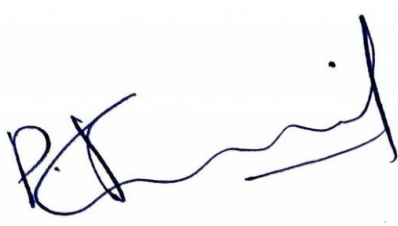
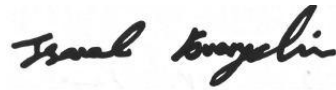
| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|----------|----------|----------|------|----------|
| CO1 | 3 | 2 | - | - | - |
| CO2 | - | - | 2 | - | - |
| CO3 | - | - | - | - | 3 |
| CO4 | - | - | 1 | - | - |
| CO5 | - | - | 1 | - | - |

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 | - | - | - | - |
| CO2 | - | 3 | - | - | - | - | - |
| CO3 | - | - | - | - | - | 3 | - |
| CO4 | - | - | 3 | - | - | - | - |
| CO5 | - | - | - | - | - | 2 | - |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

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


Dr.P.Parameswari**Dr.J.Saral Evangeline**

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- Dadabhai Naoroji – Gopala Krishna Gokhale, Lokamanya Bal Gangadhar Thilak –Aurobindo – Madam Cama.

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,Vijayalakshmmi Pandit, Aruna Asaf Ali, Lal Bahadur Shastri,Smt.Indira Gandhi, Rajivi Gandhi.

UNIT III: Economic Visionaries

[15 HRS]

T.T Krishnamachari , C. Subramaian (Green Revolution), J.R. D. Tata, Ghanshyam Das Birla, Dhirubhai Ambani , Amaratya sen.

UNIT IV: Social Reformers and Scientists

[15 HRS]

Raja Ram Mohan Roy, Sir Syed Ahmed Khan, Vivekananda Vinobha bhawe, Jayaprakash Narayan,J.MKrishnamoorthi, 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, Arunduthi Roy. Film: Satyajit Raj, Balachandar, Bharathi Raja.

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 |
|---|---|-----------------|-------------------|-------------------|
| UNIT – I EMINENT NATIONAL LEADERS OF INDIA BEFORE INDEPENDENCE | | | | |
| 1.1 | A broad perspective , Makers of free India- Dadabhai Naoroji | 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 |
| UNIT - 2 PEOPLE WHO SHAPED MODERN INDIA | | | | |
| 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, Vijayalakshmi Pandit, Aruna Asaf Ali, | 4 | Lecture | Black Board |
| 2.5 | Lal Bahadur Shastri, Smt. Indira Gandhi, Rajiv Gandhi. | 4 | Discussion | Google class room |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|------------------------|--------------------------|----------------------|
| UNIT - 3 ECONOMIC VISIONARIES | | | | |
| 3.1 | T.T Krishnamachari | 3 | Lecture | Black Board |
| 3.2 | C. Subramaian (Green Revolution), | 3 | Google class room | Black Board |
| 3.3 | J.R. D. Tata, | 3 | Lecture | Black Board |
| 3.4 | Ghanshyam Das Birla | 2 | Lecture | Black Board |
| 3.5 | Dhirubhai Ambani , Amaratya sen. | 4 | Chalk & Talk | PPT |
| UNIT - 4 SOCIAL REFORMERS AND SCIENTISTS | | | | |
| 4.1 | Raja Ram Mohan Roy, Sir Syed Ahmed Khan | 3 | Lecture | PPT |
| 4.2 | Vivekananda Vinobha bhawe | 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 |
| UNIT - 5 ARTISTS AND LITERARY FIGURES | | | | |
| 5.1 | Music: Ravi Sankar, M.S. Subbulakshmi. | 3 | Lecture | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------|---|------------------------|--------------------------|----------------------|
| 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 |

| 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 % |
|--------------|-----------|-----------|----------|----------|----------|-----------|----------|-----------|--------------|

| 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 |
| C2 | - Test (CIA 2) | 1 | - 10 Mks |
| C3 | - Assignment | 1 | - 5 Mks |
| C4 | - Open Book Test/PPT | 2 * | - 5 Mks |
| C5 | - Quiz | 2 * | - 5 Mks |
| C6 | - 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 | - | - | - | - |
| CO2 | - | 3 | - | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | 3 | 3 | - |
| CO5 | - | - | - | 3 | 3 |

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

☐ Weakly Correlated -**1**

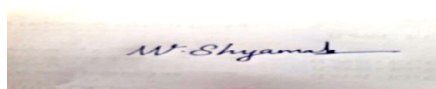
Mapping COs Consistency with POs

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

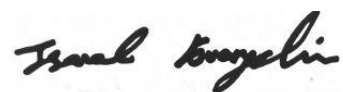
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**

☐ Weakly Correlated -**1**

COURSE DESIGNER:



Forwarded By
HOD'S Signature& Name



Dr. W. Shyamala.**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 |
|--|---|------------------------|--------------------------|----------------------|
| UNIT – IDEFINITION OF MUSEUM AND ARCHITECTURE | | | | |
| 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 |
| 1.4 | Museum's Architecture | 2 | Lecture | PPT |
| 1.5 | Main Requirements of a Museum. | 3 | Chalk & Talk | Black Board |
| UNIT - 2 KINDS OF MUSEUMS | | | | |
| 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 |
| UNIT - 3 FUNCTIONS OF MUSEUM | | | | |
| 3.1 | Collection of museum object. | 4 | Lecture | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|--|------------------------|--------------------------|----------------------|
| 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 |
| UNIT - 4 MUSEUM ADMINISTRATION | | | | |
| 4.1 | Museum Training | 4 | Lecture | Black Board |
| 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 |
| UNIT - 5 CONSERVATION OF MUSEUM | | | | |
| 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 |

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 | | | | |
|-----------|---|--------------------|--|-----|---|--------|--|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 Mks | | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 Mks | | |
| C3 | - | Assignment | | 1 | - | 5 Mks | | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 Mks | | |
| C5 | - | Quiz | | 2 * | - | 5 Mks | | |
| C6 | - | 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 | - | - | - | - |
| CO2 | - | 3 | - | - | - |
| CO3 | - | - | 3 | - | - |
| CO4 | - | - | 2 | - | - |
| CO5 | - | - | - | - | 3 |

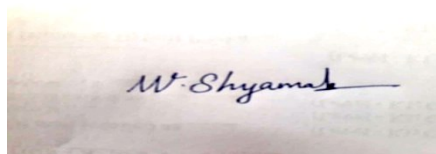
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
☐ Weakly Correlated -**1**

Mapping COs Consistency with POs

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

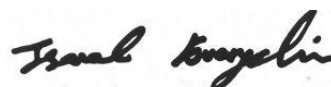
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
☐ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

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

| PROGRAMM E CODE | COURSE CODE | COURSE TITLE | CATEGOR Y | HRS/WEE K | CREDIT S |
|--------------------|----------------|---|-------------------|--------------|-------------|
| UGAHI | 19H6ME 6 | HISTORY OF THE USA (From A.D 1776 To 1969 A.D.) | MAJOR ELECTIVE | 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 (15 Hrs)

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

UNIT III: Westward Expansion (15 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 – McKinley - War with Spain – Progressive Period: Theodore Roosevelt – William Taft - Woodrow Wilson.

UNIT V: USA and World War I

(15 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 :

1. 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 |

| | | | | |
|---------------------------------|---------------------------------------|---|--------------|-------------|
| 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 | 3 | Chalk & Talk | Black Board |
| Unit -2 President Of USA | | | | |
| 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 | 3 | Lecture | Black Board |
| 2.6 | James Monroe | 3 | Lecture | PPT |
| Unit -3 Civil War In USA | | | | |
| 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 |

| | | | | |
|---|---|---|------------------|-------------|
| 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. | 2 | Lecture | PPT |
| Unit -4 Industrial Expansion – | | | | |
| 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 |
| Unit -5 USA and World War I and II | | | | |
| 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 |

Curriculum for B.A. History

| | | | | |
|-----|------------------------|---|------------|-----|
| 5.5 | Kennedy | 2 | Discussion | PPT |
| 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 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 | | | | |
|-----------|---|--------------------|--|-----|---|----|-----|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 | Mks | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 | Mks | |
| C3 | - | Assignment | | 1 | - | 5 | Mks | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 | Mks | |
| C5 | - | Quiz | | 2 * | - | 5 | Mks | |
| C6 | - | 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 | - | - | - | 3 | - |
| CO2 | - | - | 3 | - | - |
| CO3 | 3 | - | - | - | - |
| CO4 | - | 3 | - | - | - |
| CO5 | - | - | - | - | 3 |

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

☐ Weakly Correlated – **1**

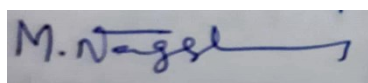
Mapping COs Consistency with POs

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

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

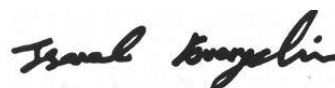
☐ Weakly Correlated -**1**

COURSE DESIGNER:



M.NAGESHWARI

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



Dr.J.Saral Evangelin

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

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|----------------|-------------|------------------|-------------|-----------|---------|
| UAHI | 19H6SB5 | Archives Keeping | Skill Based | 2 | 2 |

COURSE DESCRIPTION

This course emphasis 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.

UNITII: 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.

UNITV: Types of Archives(6 HRS.)

National Archives – Tamil Nadu Archives – Private Archives.

REFERENCES**TEXT BOOKS:**

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 |
|--|----------------------------------|-----------------|-------------------|-----------------------|
| UNIT -1 EVOLUTION OF ARCHIVES | | | | |
| 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 |
| UNIT -2 ADMINISTRATION AND USES | | | | |
| 2.1 | Administration | 2 | Lecture | Green Board Charts |
| 2.2 | Uses of Archives. | 2 | Chalk & Talk | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|----------------------------|------------------------|--------------------------|--------------------------|
| 2.3 | Functions of Archives | 2 | Flipped Learning | E-Content Field Visit |
| UNIT -3 PRESERVATION OF ARCHIVES | | | | |
| 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 |
| UNIT -4 RULES AND REGULATIONS | | | | |
| 4.1 | Problems faced by Archives | 3 | Chalk & Talk | PPT |
| 4.2 | Rules and Regulations | 2 | Discussion | Black Board |
| 4.3 | Assistances to Scholars | 1 | Lecture | White board |
| UNIT -5 TYPES OF ARCHIVES | | | | |
| 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, |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|------------|-------|-----------------|-------------------|---------------|
| | | | | Field visit |

| 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 | | | | |
|-----------|---|--------------------|--|-----|---|----|-----|--|
| C1 | - | Test (CIA 1) | | 1 | - | 10 | Mks | |
| C2 | - | Test (CIA 2) | | 1 | - | 10 | Mks | |
| C3 | - | Assignment | | 1 | - | 5 | Mks | |
| C4 | - | Open Book Test/PPT | | 2 * | - | 5 | Mks | |
| C5 | - | Quiz | | 2 * | - | 5 | Mks | |
| C6 | - | 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 | PSOs ADDRESSED |
|----|-----------------|---------------------------------------|----------------|
|----|-----------------|---------------------------------------|----------------|

| | | BLOOM'S TAXONOMY) | |
|------|---|------------------------------|------|
| 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 |
|------------|----------|----------|----------|----------|----------|
| C01 | 3 | - | - | - | - |
| C02 | - | - | 2 | - | - |
| C03 | - | - | - | 3 | - |
| C04 | - | - | - | - | 3 |
| C05 | - | 2 | - | - | - |

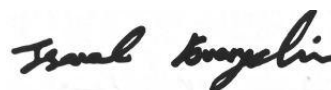
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
☐ Weakly Correlated -**1**

Mapping of COs with POs

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

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 Evangeline**

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

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|----------------|-------------|--|-------------|----------|---------|
| UAHI | 19H6SB 6 | Indian Geography for Competitive Exams | Skill Based | 2 | 2 |

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.

REFERENCES:

TEXT BOOKS:

1. Chopra, ***Handbook of Geography***, Carland Publication, New Delhi, 1958.
2. Siddhartha K & Mukherjee, S., ***Indian Industry – a Geographical Perspective***, Kishalaya Publication, 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 |
|---|-------------------|-----------------|-------------------|-------------------|
| UNIT -1 GEOGRAPHICAL FEATURES IN INDIA | | | | |
| 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 |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|-------------------------------------|--|-----------------|-------------------|-----------------------|
| UNIT -2 INDIAN CULTURE | | | | |
| 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 |
| 2.5 | Religions | 1 | Discussion | Google classroom |
| 2.6 | Fairs and Festivals | 1 | Documentary | LCD |
| UNIT -3 AGRICULTURE IN INDIA | | | | |
| 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 |
| UNIT -4 INDUSTRIES IN INDIA | | | | |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|--|------------------------------|------------------------|--------------------------|----------------------|
| 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 |
| UNIT - 5TRANSPORT AND COMMUNICATION | | | | |
| 5.1 | Road | 1 | Chalk & Talk | Black Board |
| 5.2 | Railways | 1 | Chalk & Talk | LCD |
| 5.3 | Airways and, Water Transport | 1 | Lecture | PPT & 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 |

Curriculum for B.A. History

| 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 % |

| 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 | | |
| C2 | - | Test (CIA 2) | 1 | - | 10 | Mks | | |
| C3 | - | Assignment | 1 | - | 5 | Mks | | |
| C4 | - | Open Book Test/PPT | 2 * | - | 5 | Mks | | |
| C5 | - | Quiz | 2 * | - | 5 | Mks | | |
| C6 | - | 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 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 | - | - | 3 | - |
| CO2 | - | - | 3 | - | - |
| CO3 | - | - | - | - | 3 |
| CO4 | - | 2 | - | - | - |
| CO5 | - | - | - | 3 | - |

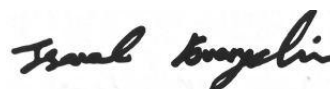
Note: ☐ Strongly Correlated – **3** ☐ Moderately Correlated – **2**
 ☐ Weakly Correlated -**1**

Mapping of COs with POs

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

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

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 | 21H2T2 | 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 Mozhi varman, Sundara Cholan – society under Imperial Cholas

UNIT 3: LATER CHOLAS

Introduction to later Cholas; Features of Later Cholas' reign – Prominent rulers; Kulotthunga Chola - Vikrama Chola Kulotthunga 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 Mozhi varman's Coronation (Pattabishegam)

TEXT BOOKS:

1. K. Rajayyan, **Tamilnadu - A Real History**, Ethir Veliedu, 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. Nilakanda Sastri, The Cholas University of Madras, Chennai, 1987.
2. T. V. Sadhasiva Pandarathar, History of Later Cholas (Tamil), Annamalai University, Annamalai Nagar, 1967.
3. J. Dharmaraj, History of Tamil Nadu, upto 1336 (Tamil) Tensy publications, Sivakasi, 2013.
4. சிற்பிபாலசுப்பிரமணியம், நீலபத்மநாபன் (ப.ஆ.), புதியதமிழ்இலக்கியவரலாறு - தொகுதி III, சாகித்திய அகாடெமி, 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 |

| 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 |
|-------------|---|---|-----------------------|
| CO 1 | Explain meaning, definition and periodisation of Tamilnadu history | K2 | PSO3 |
| CO 2 | Analyze the background of Imperial cholas and characteristics of their reign. | K4 | PSO 1 & 3 |
| CO 3 | Assess the Society under the reign of prominent rulers of Later Cholas | K6 | PSO 1 & 3 |
| CO 4 | Will get familiarity about Novel Literature | K2 | PSO 1 & 6 |
| CO 5 | Understand Novel from Historical Perspective | K3 | PSO 2 & 5 |

Mapping COs Consistency with PSOs

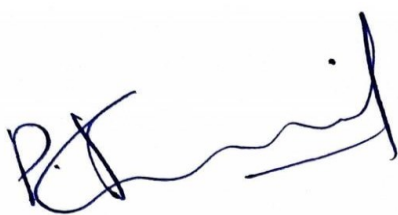
| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | - | - | - | - |
| CO2 | - | - | 2 | - | - |
| CO3 | - | - | - | 2 | - |
| CO4 | 2 | - | - | - | 2 |
| CO5 | - | - | - | 1 | 2 |

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 | - | - | - | - | 3 | - | - |
| CO2 | - | - | - | - | - | - | 3 |
| CO3 | - | - | - | - | - | - | 3 |
| CO4 | - | - | - | - | - | - | 3 |
| CO5 | - | - | - | - | - | - | 3 |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
 ☐ Weakly Correlated -1

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



**Dr.P.Parameswari (Department of
History)**

Dr.J.Saral Evangeline and

Dr.K.Latha

**Mrs.D.Annie Maria Jancy (Department
of Tamil**

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 | 21H4SL | 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):

<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 (CO)

On completion of the course the student will be able to

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) | PSOs Addressed |
|-------------|--|---|-----------------------|
| CO 1 | Explain the key concepts, advantages and disadvantages of Media | K1 | PSO3 |
| CO 2 | Identify the development of television media through the ages | K1 | PSO5 |
| CO 3 | Analyse the role and impact of radio before and after great wars | K4 | PSO3 |
| CO 4 | Discuss the contribution of newspaper and printing press on Various national movements | K2 | PSO1 |
| CO 5 | Assess importance of internet applications in the modern world | K6 | PSO5 |

Mapping COs Consistency with PSOs

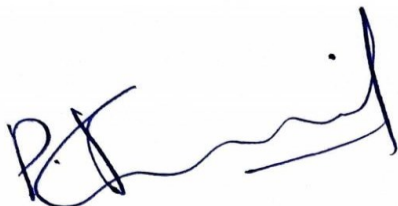
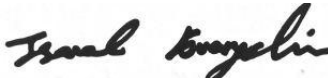
| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | - | - | 3 | - | - |
| CO2 | - | - | - | - | 3 |
| CO3 | - | - | 3 | - | - |
| CO4 | 3 | - | - | 3 | - |
| CO5 | - | - | - | - | 3 |

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

Mapping COs Consistency with POs

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

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

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


Dr.P.Parameswari**Dr.J.Saral Evangeline****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 – IHCRF – 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.
2. 1. <https://www.incredibleindia.org>
3. 2. <https://www.visitnt.com>
4. 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

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) | PSOs Addressed |
|-------------|---|---|-----------------------|
| CO 1 | Compile the cultural background of Indian culture. | K6 | PSO 1 |
| CO 2 | Assess the causes for the spread of Indian culture abroad. | K5 | PSO 2 |
| CO 3 | Analyse the art and architectural development in India. | K4 | PSO 2 |
| CO 4 | Discuss the art forms of various regions and styles. | K2 | PSO 3 |
| CO 5 | Explain the role of agencies for conservation of Indian Heritage. | K6 | PSO 5 |

Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | - | - | - | - |
| CO2 | - | 3 | - | - | - |
| CO3 | - | 3 | - | - | - |
| CO4 | - | 3 | - | - | - |
| CO5 | - | - | - | - | 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 |
|---------|-----|-----|-----|-----|-----|-----|-----|
| C01 | - | - | - | 3 | - | - | - |
| C02 | - | - | - | 3 | - | - | - |
| C03 | 2 | - | - | - | - | - | - |
| C04 | 3 | - | - | - | - | - | - |
| C05 | - | - | 3 | - | - | - | - |

Note: ☐ Strongly Correlated – 3 ☐ Moderately Correlated – 2
☐ Weakly Correlated -1

COURSE DESIGNER:

Forwarded By

HOD'S Signature& Name

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