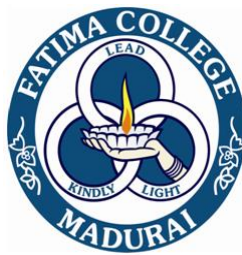


FATIMA COLLEGE (AUTONOMOUS)



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 : UAH1

ACADEMIC YEAR : 2023-2024

(I B.A - TANSCHÉ, II & III B.A OBE)

VISION OF THE DEPARTMENT

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

MISSION OF THE DEPARTMENT

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
PEO 2	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability 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
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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	Acquire knowledge of fundamental concepts and subject specific academic competency.
PO 2	Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
PO 3	Think critically, evaluate analytically and apply the expertise of their discipline in real life.

PO 4	Appreciate literary, economic, cultural, socio-psychological and environmental diversity.
PO 5	Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
PO 6	Acquire employability and entrepreneurial skills
PO 7	Evolve as responsible citizens and leaders.

PROGRAMME SPECIFIC OUTCOMES (PSO)

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

PSO 1	Students shall be able to demonstrate thinking skill by analyzing, synthesizing, and evaluating historical information from multiple sources and will develop the ability to distinguish between fact and fiction.
PSO 2	Students will develop familiarity with multiple cultures and will employ a full range of techniques and methods used to gain historical knowledge.
PSO 3	Students will develop an ability to convey verbally their historical knowledge and will demonstrate their understanding of cause and effect along with their knowledge of the general chronology of human experience.
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 will acquire knowledge of key historical concepts and apply them to current issues and suggest solutions.

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
DEPARTMENT OF HISTORY

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	23TL1C1	பொதுத் தமிழ் I	5	3	40	60	100
2.	II	23TL2C2	பொதுத் தமிழ் II	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	23RL1C1	INTRODUCTORY FRENCH I	5	3	40	60	100
2.	II	23RL2C2	INTRODUCTORY	5	3	40	60	100

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
			FRENCH II					
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	23DL1C1	INTRODUCTORY HINDI I	5	3	40	60	100
2.	II	23DL2C2	INTRODUCTORY HINDI II	5	3	40	60	100
3.	III	19D3LC3	PART 1 LANGUAGE HINDI - हिंदी साहित्य का	5	3	40	60	100

S. NO	SE M.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
			आदिकाल और भक्तिकाल					
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 . MKs
1.	I	23EL1LB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		23EL1LI	INTRMEDIATE COMMUNICATIVE ENGLISH					
3.		23EL1LA	ADVANCED COMMUNICATIVE ENGLISH					
4.	II	23EL2LB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		23EL2LI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
6.		23EL2LA	ENGLISH FOR CREATIVE WRITING					

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT . MKs
			(ADVANCED)					
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.	COURSECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	23H1CC1	History of Ancient India Upto 1206 C.E.	5	5	40	60	100
2.		23H1CC2	History of Tamil Nadu up to 1363 CE	5	5	40	60	100
3.	II	23H2CC3	History of Medieval India - 1206 - 1707 CE	5	5	40	60	100
4.		23H2CC4	History of Tamil Nadu - 1363 – 1800 CE	5	5	40	60	100
5.	III	19H3CC5	Early Modern India (From A.D 1707 To 1858 A.D)	6	4	40	60	100
6.		19H3CC6	History of Japan Since 1853 A. D.	6	4	40	60	100
7.	IV	19H4CC7	Modern India (From A.D 1858 To 1947 A.D)	6	4	40	60	100

S. NO	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
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.		19H6CC13	International Relations (From A. D.1914 To 2000 A.D)	5	4	40	60	100
14.	VI	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				79	64			

ELECTIVES/ALLIED COURSES- 20 CREDITS

S. NO	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	23H1EC1/ 23H1EC2	Introduction to Archaeology / Tourism in Tamil Nadu	5	3	40	60	100
2.	II	23H2EC3/ 23H2EC4	Western Political Thought / Women Legislations	5	3	40	60	100
3.	III	19H3AC3	Constitutions of England and USA	5	5	40	60	100

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
4.	IV	19H4AC4	Modern Governments	5	5	40	60	100
TOTAL				20	16			

ELECTIVES-15 CREDITS

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

PART – IV – 20 CREDITS

- 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	23UAD1ES	Personal Values	1	1	40	60	100

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
2.		23H1SE1	Introduction to Tourism (Offered to other Department Students)	2	2	40	60	100
3.		23H1FC	Introduction to History	2	2	40	60	100
4.	II	23UAD2ES	Values for Life	1	1	40	60	100
5.		23H2SE2	Basic Journalism (Offered to other Department Students)	2	2	40	60	100
6.		23H2SE3	Indian Constitution	2	2	40	60	100
7.	III	21G3EE1	Environmental Education	1	1	40	60	100
8.		21H3SB1	Tourism Informatics	2	2	40	60	100
9.	IV	21G4GS	Gender Studies	1	1	40	60	100
10.		19H4SB2	Eco Tourism	2	2	40	60	100
11.	V	19H5SB3	Introduction to Archaeology	2	2	40	60	100
12.		19H5SB4	Indian History for Competitive Exams	2	2	40	60	100
13.	VI	19H6SB5	Archives Keeping	2	2	40	60	100
14.		19H6SB6	Indian Geography for Competitive Exams	2	2	40	60	100
TOTAL				24	24			

OFF-CLASS PROGRAMMES - ALL PART-V**SHIFT - I**

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

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

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
21UAD2CA	COMPUTER APPLICATIONS (off ered by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
19UADFC	ONLINE SELF LEARNING COURSES -Foundation	40	2	I	40	60	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
	Course for Arts						
*	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- Reach Out to Society through Action ROSA	100	3	V & VI	100	-	100
21UAD6PR	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	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MK S	ESE MK S	TOTAL MARKS
21H2SLT2	HISTORY IN TAMIL NOVELS	-	2	II	40	60	100
21H4SL4	EVOLUTION OF MEDIA	-	2	IV	40	60	100
21H5SLS5	CUTURAL HERITAGE OF INDIA	-	2	V	40	60	100
	MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimum 2 Credits	I – VI	-	-	

OFF CLASS PROGRAMMES**Value Added Certificate Course****22UGVACH1 - TEACHING TECHNIQUES AND METHODS****Skill Embedded Certificate Course****PRESERVATION AND CONSERVATION OF ANTIQUITIES**

I B.A HISTORY
SEMESTER –I
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	23H1CC1	HISTORY OF ANCIENT INDIA UP TO 1206 CE	Core Course	5	5

COURSE DESCRIPTION

This course deals with pre – history, Vedic and post Vedic culture, role of religions and its impact on art forms. Also focuses major kingdoms of north as well as other regional kingdoms and contrasts foreign conquests and its impact on Indian political setting.

COURSE OBJECTIVES

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

UNITS

UNIT - I

[15 Hrs]

Pre-History, Harappan and Vedic Civilization:

Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Early Vedic Age – Later Vedic Age.

UNIT - II

[15 Hrs]

Buddhism, Jainism, Foreign Invasions and Mauryas:

Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion – Rise of Mahajanapadas– Magadhan Empire – Nandas– Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

UNIT - III

[15 Hrs]

Satavahanas, Guptas and Vakatakas:

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya– Samudragupta –Kumara Gupta – Administration – Social, Economic and Cultural Developments – Vakatakas – Nalanada, Vikramasila and Valabhi Universities

UNIT - IV

[15 Hrs]

Regional Kingdoms:

Vardhanas– **Harshavardhana** – Administration – Religious Contributions – Provincial Dynasties – Chalukyas – Rashtrakutas – Paramaras – Palas – Senas – Art and Architecture – Cultural contributions.

UNIT - V

[15 Hrs]

Rajputs and Arab Conquest of Sindh:

Rajputs – Cultural Contributions – Arab Conquest of Sind – Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

LEARNING RESOURCES

Recommended Books

- G. Venkatesan, *Cultural History of India(T)*, VarthamananPathipagam, 2018.
- K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,
- L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
- R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
- R.S. Sharma, *India’s Ancient Past*, Oxford University Press, New Delhi, 2017
- RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
- Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
- Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008
- References
- A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
- B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005

- K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
- K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
- K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
- R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

Web Resources

<https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Pre-History, Harappan and Vedic Civilization				
1.1	Geographical Features	3	Chalk & Talk	Black Board
1.2	Sources of Indian History	3	Chalk & Talk	LCD
1.3	Pre- and Proto History	3	Lecture	PPT & White board
1.4	Harappan Civilization- Megalithic Culture	3	Lecture	Map
1.5	Early Vedic Age – Later Vedic Age	3	Lecture, Videos	LCD
Unit -2 Buddhism, Jainism, Foreign Invasions and Mauryas:				
2.1	Buddhism and Jainism	4	Lecture	Map Charts
2.2	Greek and Persian Invasions of India	4	Chalk & Talk	Green Board
2.3	Alexander's Invasion – Rise of Mahajanapadas	4	Flipped	PPT

			Learning	
2.4	Magadhan Empire – Nandas	4	Blended Learning	PPT
2.5	Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.	4	Chalk & Talk	Black Board
Unit -3 Satavahanas, Guptas and Vakatakas:				
3.1	Satavahanas – Kushanas – Kanishka-I	4	Chalk & Talk	Black Board, Map
3.2	Gupta Empire – Chandragupta Vikramaditya– Samudragupta –Kumara Gupta	4	Chalk & Talk	LCD
3.3	Administration – Social, Economic and Cultural Developments	4	Lecture	PPT & White board
3.4	Vakatakas - Nalanada, Vikramasila	4	Blended Learning	PPT
3.5	Valabhi Universities	4	Chalk & Talk	Black Board
Unit -4 Regional Kingdoms				
4.1	Vardhanas– Harshavardhana – Administration – Religious Contributions	3	Chalk & Talk	Black Board
4.2	Provincial Dynasties – Chalukyas	3	Chalk & Talk	LCD
4.3	Rashtrakutas - Paramaras	3	Lecture,	PPT & White board, LCD
4.4	Palas – Senas - Art and Architecture	3	Lecture	BlackBoard
4.5	Cultural contributions.	3	Lecture	Black Board

Unit -5 Rajputs and Arab Conquest of Sindh				
5.1	Rajputs – Cultural Contributions	4	Chalk & Talk	Black Board
5.2	Arab Conquest of Sind – Mahmud of Ghazni	4	Chalk & Talk	LCD
5.3	Invasions	4	Lecture	PPT & White board
5.4	Mohammed of Ghor	4	Lecture	Smart Board
5.5	Battles of Tarain	4	Lecture	Black Board

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 characteristics of pre and proto historic cultures in India	K1	PSO1& PSO2
CO 2	Will have impact of Vedic culture on society, religion and culture.	K1, K2,	PSO3
CO 3	Analyze the emergence of Centralized State under the Mauryas and Ashoka's Dhamma	K1 & K3	PSO3
CO 4	Narrate the Achievements of the Guptas and their contribution to literature, art and architecture	K1, K2, K3 &	PSO5
CO 5	Discuss the Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K2 & K4	PSO4

Mapping COs Consistency with PSOs

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

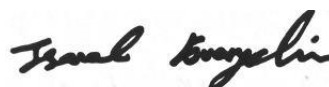
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.P.Parameswari

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



Dr.J.Saral Evangelin

I B.A HISTORY**SEMESTER –I***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	23H1CC2	HISTORY OF TAMIL NADU UP TO 1363 CE	MAJOR CORE	5	5

COURSE DESCRIPTION

This course covers various administrations in Tamil Nadu. Political and socio-Economic conditions, Rulers, their administration, art and architecture from Pre-History to the Malikkafur.s invasion.

COURSE OBJECTIVES

- Explain the various sources of Ancient Tamilnadu and the geographical settings of Tamilnadu.
- To Highlight the rise of their administration, art and architecture during Sangam age.
- To recall the rule of the Pandyas and Cholas in Tamilnadu.
- To make the students understand the Pallava rule in Tamilnadu and their art and architecture.
- To compile the administration of Second Pandian Empire and the invasion of Malik Kafur.

UNITS**UNIT - I****[10 Hrs]****Pre & Proto History of Tamil Nadu:**

Geography – Sources for the study of history of Tamil Nadu

UNIT - II**[15 Hrs]****Sangam Age:**

Historicity – Sources –Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Talayalanganattu Cheruvendra Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

UNIT - III**[15 Hrs]**

The Pallavas and The First Pandyan Empire:

Origin– Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources –Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture

UNIT - IV

[20 Hrs]

Later Cholas:

Raja Raja Chola I - Rajendra Chola I – Overseas Expansion – KulothungaI– Chalukya– Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture.

UNIT - V

[15 Hrs]

The Second Pandyan Empire and Malik Kafur Invasion:

Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion and impact.

LEARNING RESOURCES

Recommended Books

- A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai
- B. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017
- C.Manoranjithamoni, *History of Tamilnadu up to 1565 A.D*, Dave Beryl publications, Tirunelveli, 2012.
- K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997
- N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
- NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014
- V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981
- V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), ManivasagarPathipakam, 2016

References

- AvvaiDuraismay Pillai, *History of the Chera King*, Saran Books, Chennai, 2020

C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938

K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979

Ma. Rajamanickanar, *History of Cholas*, Saran Books, Chennai

Ma. Rajamanickanar, *History of Pallavas*, Saran Books, Chennai

N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966

P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001

V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982

Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

Web Resources

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>

<http://www.historydiscussion.net>

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
Unit -1 – SSPRE HISTORY				
1.1	Geography	2	Lecture & Discussion	Map
1.2	Sources	1	Lecture & Discussion	PPT
1.3	Archaeological Sources	3	Chalk & Talk	Black Board

1.4	Literary Sources	2	Group Discussion	Smart Board
1.5	Pre History	1	Chalk & Talk	Black Board
1.6	Proto History	1	Chalk & Talk	Black Board
UNIT 2- SANGAM AGE				
2.1	Historiocity - Sources for the study of Sangam Age	2	Lecture& Discussion	PPT
2.2	Early Cholas – Karikala	2	Chalk & Talk	Black Board
2.3	Cheras – Senguttuvan	2	Chalk & Talk	Black Board
2.4	Pandyas – Talayalanganattu Cheruvendra Nedunchezian	2	Lecture& Discussion	PPT & White board
2.5	Polity – Society	2	Group Discussion	Smart Board
2.6	Economy – Foreign Trade	2	Lecture	PPT
2.7	Religion – Literature	1	Chalk & Talk	Black Board
2.8	Kalabhara Interregnum	1	Chalk & Talk	Black Board
2.9	Impact of their rule	1	Chalk & Talk	Black Board
UNIT 3 The Pallavas and the First Pandian Empire:				
3.1	Origin – Early – Later pallavas of Kanchi	2	Lecture	Black Board
3.2	Political, Social and Economic Conditions	2	Chalk & Talk	Black Board
3.3	Growth of Literature and Education	2	Lecture	Black Board
3.4	Art and Architecture – Sculpture – Paintings & Fine arts	2	Lecture	Black Board /
3.5	Bakthi Movement	2	Discussion	Google class room
3.6	Early - The First Pandyan Empire – Sources	1	Chalk & Talk	Black Board
3.7	Triangular conflict between Pallavas, Pandyas and Western Chalukyas	1	Lecture& Discussion	PPT & White board
3.8	Administration	1	Group Discussion	Smart Board

3.9	Art and Architecture	2	Lecture	PPT
UNIT 4 The Age of Cholas				
4.1	Raja Raja Chola I	3	Lecture	Black Board
4.2	Rajendra Chola I	3	Chalk & Talk	Black Board
4.3	KulothungaI	2	Lecture	PPT
4.4	Overseas Expansion	2	Lecture	Black Board
4.5	Chalukya- Chola relations	2	Lecture	Black Board/PPT
4.6	Administrative System – Land Grants and Temple Administration	1	Google class room	PPT
4.7	Social and Economic life	2	Chalk & Talk	Black Board
4.8	Maritime Trade & Commerce	1	Chalk & Talk	Black Board
4.9	Religion	1	Chalk & Talk	Black Board
4.10	Literature	1	Chalk & Talk	Black Board
4.11	Art and Architecture.	2	Lecture	Black Board/PPT
UNIT 5The Second Pandyan Empire and Malik Kafur Invasion				
5.1	Triangular conflict among Cholas, Pandyas and Hoysalas	4	Lecture	Black Board
5.2	Social and Economic Life of Second Pandian Empire	5	Chalk & Talk	Black Board
5.3	Malik Kafur's Invasion	4	Lecture	Black Board
5.4	Malik Kafur's Invasion and impact.	2	Lecture	PPT

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	-	-	-	-
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	-	-	-	1	-	-	-
C05	-	-	-	-	3	-	-

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

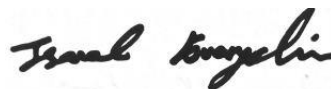
♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.M.Vijaya Shanthi

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



Dr.J.Saral Evangelin

I B.A HISTORY
SEMESTER –II

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	23H2CC3	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE	MAJOR CORE	5	5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

UNIT –I

[15 Hrs]

Sultanate Rule in India:

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur's Invasion.

UNIT –II

[15 Hrs]

Administrative System under Delhi Sultanate and Bhakti Movement:

Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – **Administrative System under Delhi Sultanate** – Bhakti Movement – Sufi Movement.

UNIT - III

[15 Hrs]

Age of Mughals:

Advent of Mughals – Babur – Humayun – Sher Shah Administration – conquests of Akbar –Jehangir – Chain of Justice – Shah Jahan – Aurangzeb

UNIT - IV

[15 Hrs]

Mughal Administration & Architecture and Marathas:

Mughal Administration – Art and Architecture– Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration.

UNIT -V

[15 Hrs]

Bahmini Kingdom and Vijayanagar Empire:

Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture – Position of Women in Medieval Period.

LEARNING RESOURCES

Recommended Books

Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019

L.P. Sharma, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi, 1997

Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

References

A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

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

Satish Chandra, *Medieval India*, Part I & II, New Delhi, NCERT, 1971

Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

UG CIA Components

		Nos	
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***

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO 2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO 3	Discuss the genesis and the conquest of the Mughals	K2
CO 4	Outline the art and architecture and administration of the Mughals	K1
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	3	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	2	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	15	14	12	15
Average	3	3	2.6	3	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

I B.A HISTORY**SEMESTER – II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	23H2CC4	HISTORY OF TAMIL NADU - 1363-1800 CE	MAJOR CORE	5	5

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

UNIT - I**[15 Hrs]****Madurai under Sultanate:**

Rise of the Madurai Sultanate – Administration – Society – Economy – Culture

UNIT - II**[15 Hrs]****Nayaks of Madurai:**

Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak– Poligari system – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

UNIT - III**[15 Hrs]****Nayaks of Tanjore & Senji:**

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers– Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

UNIT - IV

[15 Hrs]

Marathas & Sethupathis:

Serfoji II – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

UNIT - V

[15 Hrs]

Nawabs of Carnatic and Poligar Rebellion:

Tamil Society under the Nawabs – Carnatic Wars - Society – Economy and Religion and Culture - Poligar Rebellion – Puli Thevar – Khan Sahib – VeluNachiyar – VeerapandiaKattabomman.

Field Study to Historical Landmark Site

LEARNING RESOURCES

Recommended Books

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

References

K. Rajayyan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

K. Rajayyan, *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012

K.A. NilakantaSastri, *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*.

K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 2005

R. Sathianathaier, *History of the Nayaks of Madura*, University of Madras, Madras, 1980

Web Resources

<https://archive.org/details/SouthIndianRebellion/mode/2up>

www.nationalgeographic.org/threekingsintamilakam

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***

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the rule of the Madurai Sultanate.	K1

CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1
CO 3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO 4	Assess the contribution of the Marathas to Tamil culture.	K5
CO 5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	2	3	2	2	3
CO 5	3	3	3	3	3	2	3	3
Total	15	15	15	14	14	13	12	15
Average	3	3	3	2.8	2.8	2.6	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

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	4	Chalk &	LCD

	policy –		Talk	
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	4	Lecture	Black Board

1858

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)	PSOs ADDRESSED
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		TAXONOMY)	
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	-	-	-	-	-	-

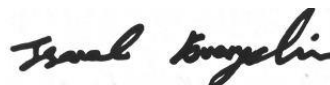
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H3CC6	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
1.3	Meiji Restoration	4	Lecture	PPT & White board

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

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

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

CIA	
Scholastic	35
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 HISTORY
SEMESTER –IV

For those who joined in 2019 onwards

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

COURSE DESCRIPTION

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

COURSE OBJECTIVE/S

- 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: Viceroy's

[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 &	LCD

			Talk	
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	5	Chalk &	PPT

	Freedom Movement		Talk	
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

	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 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	-	-

C03	3	-	-	-	-
C04	-	-	-	-	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
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 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 –	5	Lecture	PPT &

	Administrative Reforms – Wars			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
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	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	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

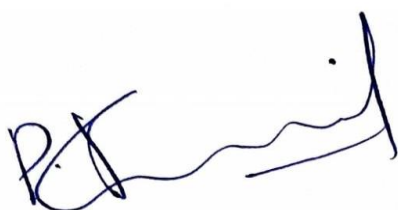
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	-	-	-	-
CO2	-	-	3	-	-
CO3	-	-	3	-	-
CO4	-	-	3	2	-
CO5	-	-	1		3

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

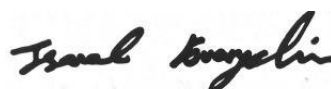
COURSE DESIGNER:



Dr.P.Parameswari

Forwarded By

HOD'S Signature& Name



Dr.J.Saral Evangeline

III B.A
SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDI TS
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		Lecture	Black

		2		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
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	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 %

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

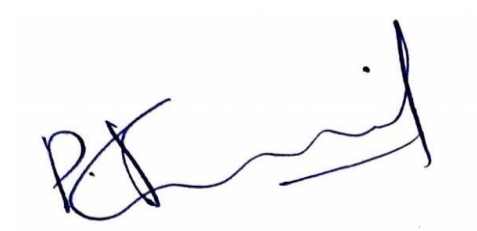
Mapping of COs with Pos

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:



Dr.P.Parameswari

Forwarded By

HOD'S Signature& Name



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	CREDI TS
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				
1.1	Definition of History	4	Chalk & Talk	Black Board
1.2	Nature	2	Chalk & Talk	LCD
1.3	Scope	2	Lecture	Black Board

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

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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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	Discussion	Google classroom
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	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 nature and scope of History.	K6	PSO1
CO 2	Explain the need of writing History	K6	PSO3

	objectively.		
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

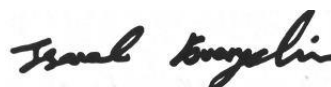
Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated - **1**

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


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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	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 DNobili- 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 SiddhantaPublishing,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 Publicatons, Madras,1972.
10. Noboru Karashima, ***South Indian History and Society***, Oxford University Press, Madras, 1984. A concise History of South India –
11. Rajamanickkam,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 -1The 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	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 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	-	-	-	-
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	-	-	-	1	-	-	-
C05	-	-	-	-	3	-	-

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

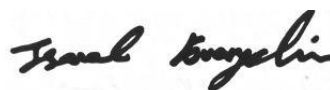
♦ Weakly Correlated -1

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*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5CC12	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

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

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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				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
4.5	The Commune System and Social Change	4	Lecture	Black Board
4.6	Cultural Revolution	3	Flipped Learning	Google classroom

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

C02	2	2	3	2	2
C03	2	2	3	2	2
C04	2	2	2	2	3
C05	2	2	2	2	2

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

♦ Weakly Correlated -1

Mapping of COs with POs

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

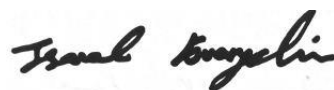
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

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, D, 1995.
2. Carr E.H., **International Relations between the Two Worlds Wars**, Macmillan Company, London, 1951.
3. Dhar,**International Relations since 1950**, South Asian Books, Madras, 1900.
4. Khanna V.N., **International Relations**, Vikas Publishing House, New Delhi, 1993.
5. Mahajan V.D.,**International Politics**,Sultan chand, New Delhi, 1982.
6. Palmer & Perkins, **International Relations**, BS Publishers, New Delhi, 198
7. Rams S. Melkote & Narasimha Rao,**International Relations**, Lok Sabha Secretariat, New Delhi, 1900.
8. Srivatsava L.N., **International Relations from 1914 to present day**, SBD Publishers, Delhi, 1994.
9. Vinay Kumar Malhotra, **International Relations**, Anmol Publications, New Delhi, 1993

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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	Discussion	Google class room

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	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	-	-

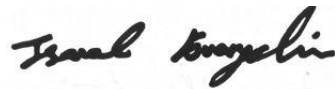
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
♦ Weakly Correlated -1

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	19HCC14	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 OBJECTIVE/S

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

UNITS

UNIT I: Definitions of Tourism: [15 HRS]

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

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

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

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

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

UNIT IV: Tourism organizations [15 HRS]

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

UNIT V: Tourism Destinations in Tamilnadu [15 HRS]

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

UNIT VI - DYNAMISM/CURRENTAFFAIR

Case Study Report- Recent trends in Tourism- On the spot study- Visit to tourist 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, health, Senior citizen, Medical, Adventure	5	Chalk & Talk	Black Board
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	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	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**
♦ Weakly Correlated -**1**

♦ Moderately Correlated – **2**

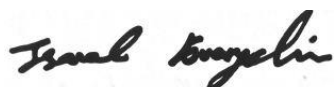
Mapping of COs with POs

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**
♦ Weakly Correlated -**1**

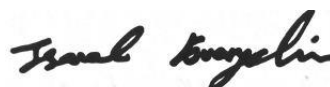
♦ Moderately Correlated – **2**

COURSE DESIGNER:



Dr.J.Saral Evangelin

**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	19H6CC15	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 – 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 &	Black

			Talk	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	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
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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

I B.A.HISTORY**SEMESTER –1***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	23H1EC1	INTRODUCTION TO ARCHAEOLOGY	Generic Elective	5	3

COURSE DESCRIPTION

This is an interdisciplinary course which covers the archaeological developments through the ages and it highlight on the explorations and excavation.

COURSE OBJECTIVES

- Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
- Archaeological developments in the world and India.
- Knowledge of early archaeologists and the status of archaeological studies.
- Understanding of the methods and techniques of archaeology.
- Classify the archaeological sites in Tamil Nadu.

UNITS**UNIT I: Aim & Concept of Archaeology****[15 Hrs]**

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology - Archaeology and its relations with allied disciplines

UNIT II: Growth and Development of Archaeology**[15 Hrs]**

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India

UNIT III: Archaeological Studies

[15 Hrs]

Archaeological Studies – Educational Institutions - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, Jean Mariacastle, H.D.Sankalia.

UNIT IV: Methods and Techniques of Archaeology

[15 Hrs]

Methods and Techniques of Archaeology–Different kinds of excavations - Methods of
Conservation of Artefacts – Bones and ivory objects – Shell wood – textiles – glass- Study of pottery- **Conservation of pottery** – metal objects – iron objects – silver objects

UNIT V:Archaeological excavations in Tamil Nadu

[15 Hrs]

Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites.

REFERENCES

TEXT BOOK:

1. K. Rajan, **Archaeology: Principles and Methods**, Mano Pathippakam, Thanjavur, 2002.

REFERENCE BOOKS:

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

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Aim & Concept of Archaeology				
1.1	Definition, Nature, Aim and Scope of Archaeology	2	Chalk & Talk	Black Board
1.2	Aim and Scope of Archaeology	1	Chalk & Talk	LCD
1.3	Archaeology as a Source	1	Lecture	PPT & White board
1.4	Cultural Studies	1	Lecture	Smart Board
1.5	Marine Archaeology	1	Lecture	Black Board
1.6	Aerial Archaeology	1	Discussion	Black Board
1.7	New Archaeology	1	Blended Learning	Pictures
1.8	Archaeology and other discipline	2	Discussion	Pictures Black Board
1.9	Epigraphy	2	Group Discussion	LCD
1.10	Geography	1	Group Discussion	PPT & White board
1.11	Anthropology	1	Flipped Learning	Smart Board
1.12	Numismatics	2	Chalk & Talk	Black Board
1.13	Biology	1	Lecture	PPT
1.14	Tourism	1	Discussion	Black Board
UNIT -2 Growth and Development of Archaeology				
2.1	Growth and Development of	3	Lecture	Green Board

	Archaeology			Charts
2.2	Beginnings in Archaeology	2	Chalk & Talk	Green Board
2.3	Antiquarianism to Archaeology	3	Flipped Learning	Online
2.4	Process of Archaeology in the West	1	Blended Learning	E- Content
2.5	Growth of Archaeology in India	2	Chalk & Talk	Black Board
2.6	Evolution of Archaeology	1	Lecture	PPT
2.7	Origin and growth of Archaeology	2	Discussion	Black Board
2.8	Archaeological Survey of India.	2	Chalk & Talk	Black Board
2.9	Importance of Archaeology	2	Documentary	LCD
UNIT -3 Archaeological Studies				
3.1	Archaeological Studies	1	Chalk & Talk	Black Board
3.2	Educational Institutions	2	Documentary	LCD
3.3	Early Archaeologists in India	2	Lecture	PPT & White board
3.4	Robert Bruce Foote	1	Lecture	Smart Board
3.5	Alexander Rae	1	Lecture	Black Board
3.6	Alexander Cunningham	2	Discussion	Black Board
3.7	Sir John Marshall	2	Chalk & Talk	Black Board
3.8	Sir Mortimer Wheeler	2	Lecture	PPT
3.9	Jean Mariacastle	2	Documentary	LCD
3.10	Jean Mariacastle	2	Discussion	Black Board
3.11	H.D.Sankalia	1	Group	Black Board

			Discussion	
UNIT -4 Methods and Techniques of Archaeology				
4.1	Methods and Techniques of Archaeology	2	Chalk & Talk	Black Board
4.2	Different kinds of excavations	2	Chalk & Talk	LCD
4.3	Methods of Conservation of Artifacts	2	Lecture	PPT & White board
4.4	Bones and ivory objects	2	Lecture	Smart Board
4.5	Shell wood	2	Lecture	Black Board
4.6	Textiles	2	Discussion	Black Board
4.7	Glass	2	Blended Learning	Black Board
4.8	Study of pottery- Conservation of pottery	4	Flipped Learning	PPT
UNIT -5 Archaeological excavations in Tamil Nadu				
5.1	Archaeological excavations in Tamil Nadu	2	Chalk & Talk	Black Board
5.2	Arikamedu	2	Chalk & Talk	LCD
5.3	Adichanallur	3	Documentary	PPT & White board
5.4	Korakai	2	Flipped Learning	Smart Board
5.5	Keeladi	2	Lecture	Black Board
5.6	Mayiladumparai	1	Discussion	Black Board
5.7	Sivakalai	1	Lecture	Black Board
5.8	Other sites	1	Discussion	E Content
5.9	Importance of Archaeological sites	2	Lecture	Black Board

5.10	Excavated sites	1	Lecture	Material
5.11	Excavated sites	1	Video clippings	Online

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	Define archaeology and explain different kinds of archaeology.	K1, K2	PSO2
CO 2	Trace the archaeological developments from its beginnings.	K1	PSO1
CO 3	Describe the contribution of early archaeologists in India	K1	PSO1
CO 4	Explain the methods and techniques of archaeology.	K2	PSO5
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	-	-	-
CO2	3	-	-	-	-
CO3	-	-	-	3	-
CO4	-	-	2	-	-
CO5	-	-	-	-	3

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

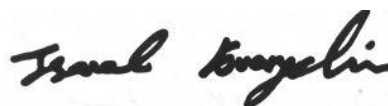
Mapping of COs with POs

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:

Dr.B.Poornimasethupathi



Forwarded By
HOD'S Signature & Name

I B.A. HISTORY**SEMESTER –I***For those who joined in 2023 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	23H1EC2	Tourism in Tamilnadu	Generic Discipline	5	3

COURSE DESCRIPTION

This course comprises the introduction to the knowledge and understanding of tourism, how tourists behave and what impact tourism has on Tamilnadu, cultures and the environment.

COURSE OBJECTIVES

- To make the students identify with the phenomenon of Tourism.
- To highlight the importance heritage of Tourism.
- To create awareness about the Eco-tourism spots in Tamilnadu.
- To know the different tourist cultural places in Tamilnadu.
- To inculcate interest in development of Tourism.

UNITS**UNIT I: Meaning and Definition of Tourism (15 Hrs)**

Concept of Tourism-Nature-Scope-Types of Tourism-Domestic Tourism

UNIT II: Heritage Tourism (15 Hrs)

Chennai-Mahabalipuram-Kanchipuram-Thanjavur-Madurai-Vellore

UNIT III: Eco-tourism (15 Hrs)

Udhagamandalam-Kodaikanal-Yercaud-Yelagiri-Mudumalai

UNIT IV: Cultural Tourism (15 Hrs)

Fairs and Festivals-Bharatanatayam-Music and Art

UNIT V: Tourism Development (15 Hrs)

Tourism as source of income and employment generation –Tamilnadu
Tourism Development Corporation –Tourist Agencies- Hospitality- Hotel
accommodation.

LEARNING RESOURCES

Recommended Books

Bhatia, A.K., Tourism Development, Principles and Practices,
Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, An Introduction to Tourism in Tamil
Nadu, University of Madras, Chennai, 2007

Seth, Pran, Successful Tourism Management, Vol. II: Tourism
Practices, Sterling Publishers, New Delhi, 1997

References

Citizen's Charter, Tourism Department, Government of Tamil
Nadu, 2002

Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005

Selvam, M., Tourism Industry in India, Himalaya Publishing
House, Bombay, 1989

Web Sources

1. <https://www.tamilnadutourism.tn.gov.in>

2. <https://www.e-unwto.org/>

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Meaning and Definition of Tourism				
1.1	Definition of Tourism	4	Chalk & Talk	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.2	Meaning of Tourism	2	Chalk & Talk	Black Board
1.3	Nature of Tourism	2	Lecture	Black Board
1.4	Scope of Tourism	2	Discussion	PPT & White board
1.5	Types of Tourism	2	Group Discussion	Black Board
1.6	Inbound and outbound tourism	2	Lecture	Black Board
1.7	Domestic tourism	2	Discussion	PPT
UNIT -2 Heritage Tourism				
2.1	Heritage Tourism	3	Lecture	Black Board
2.2	Chennai	3	Chalk & Talk	Black Board
2.3	Mahabalipuram	3	Flipped Learning	Black Board
2.4	Kanchipuram	2	Blended Learning	Black Board
2.5	Thanjavur	3	Lecture	Text Books
2.6	Madurai , Vellore	1	Discussion	Materials
UNIT -3 Eco-tourism				
3.1		2	Chalk &	Black

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Udhagamandalam		Talk	Board
3.2	Kodaikanal	2	Chalk & Talk	LCD
3.3	Importance of Kodaikanal	1	Lecture	PPT & White board
3.4	Yercaud	1	Lecture	Smart Board
3.5	Eco-tourism of Yercaud	2	Lecture	Black Board
3.6	Yelagiri	2	Discussion	Google classroom
3.7	Negative and positive impact of Yelagiri	2	Discussion	Black Board
3.8	Significance of Eco-Tourism	1	Discussion	Black Board
3.9	Mudumalai	2	Blended learning	Google classroom
UNIT -4 Cultural Tourism				
4.1	Definition of Cultural Tourism	3	Chalk & Talk	Black Board
4.2	Importance of Cultural Tourism	3	Chalk & Talk	LCD
4.3	Features of Fairs and festivals	2	Lecture	PPT & White

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				board
4.4	Form of Dance in Tamilnadu	3	Lecture	Smart Board
4.5	Bharatanatayam	2	Lecture	Black Board
4.6	Music and Art	2	Lecture	Google classroom
UNIT -5 Tourism Development				
5.1	Concept of Tourism Development	2	Chalk & Talk	Black Board
5.2	Tourism as source of income	1	Chalk & Talk	LCD
5.3	Employment generation	2	Lecture	PPT & White board
5.4	Tamilnadu Tourism Development Corporation	1	Lecture	Smart Board
5.5	Importance of TTDC	2	Lecture	Black Board
5.6	Tourist Agencies	1	Discussion	Google classroom
5.7	Tourism marketing	2	Lecture	PPT
5.8	Tourism planning	1	Discussion	Black Board
5.9	Hospitability	1	Chalk & Talk	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.10	Hotel accommodation	2	Discussion	Black Board

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 Tourism	K6	PSO1
CO 2	Explain the importance heritage of Tourism.	K6	PSO3
CO 3	Identify the Eco-tourism spots in Tamilnadu.	K1	PSO5
CO 4	Examine the different tourist cultural places in Tamilnadu	K4	PSO4
CO 5	Demonstrate the Tourism development and other agencies in Tamilnadu	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

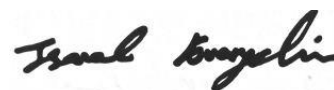
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	3	-	-	-	-	-
CO3	2	-	-	-	-	-	-
CO4	-	-	3	-	-	-	-
CO5	-	-	-	-	2	-	-

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

COURSE DESIGNER:

Dr.B.Poornimasethupathi

Forwarded By



HOD'S Signature & Name

Dr.J.Saral Evangeline

I B.A HISTORY**SEMESTER – II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	23H2EC3	WESTERN POLITICAL THOUGHT	GENERIC ELECTIVE	5	3

COURSE DESCRIPTION

This course strives to explain and stress the role of western political thinkers since ancient time to the revolutionary era. Various schools of ideas emerged in the western countries like Classical political thought, Modern and Post-modern political thoughts are focused in a way best to interpret the present-day politics.

COURSE OBJECTIVES

- To Knowledge about Greek philosophy of Plato and Aristotle
- To Understand about Medieval Political Thought of Machiavelli and John Locke
- To identify The political ideas of Voltaire and Montesquieu
- To know about Utilitarian philosophy of Jeremy Bentham
- To enumerate socialist Ideas of Karl Marx and Antonio Gramsci

UNITS**UNIT-I [15 HRS]**

Socrates – Plato – Aristotle

UNIT-II [15 HRS]

Machiavelli – Thomas Hobbes – John Locke

UNIT- III [15 HRS]

Voltaire – Montesquieu – Thomas Paine- Rousseau

UNIT- IV [15 HRS]

Jeremy Bentham – J.S. Mill – David Thoreau

UNIT- V

[15 HRS]

Karl Marx – Antonio Gramsci – Martin Luther King Jr.

BOOK FOR STUDY

- George H. Sabine, *A History of Political Theory*, Oxford and IBH Pub. Co. Ltd., New Delhi, 2019
- Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963
- R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012
- R.P. Sharma, *Western Political Thought: Plato to Hugo*, Sterling Pub. Pvt. Ltd., New Delhi, 1984
- S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994
- Shefali Jha, *Western Political Thought: From Plato to Marx*, Pearson, Delhi, 2010
- William Ebenstein, *Great Political Thinkers – Plato to the Present*, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

BOOK FOR REFERENCE

- Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996
- Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963
- George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010
- J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996
- Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991

Web Resources

- <https://archive.org/details/dli.ernet.260180/page/n5/mode/2up>
- <https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up>
- <https://archive.org/details/dli.ernet.13555/page/n13/mode/2up>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT - 1 Classical Philosophers				
1.1	Socrates	4	Chalk & Talk	Black Board
1.2	Philosophies of Socrates	2	Chalk & Talk	Black Board
1.3	An introduction about Plato	3	Lecture	PPT
1.4	Philosophies of Plato	3	Chalk & Talk	Black Board
1.5	Aristotle	3	Lecture	PPT
UNIT - 2 Modern Political thinking				
2.1	Introduction to The Prince	3	Lecture	PPT
2.2	Machiavelli the great Philosopher	3	Chalk & Talk	Black Board
2.3	Thomas Hobbes and his ideas	3	Lecture	Black Board
2.4	Briefing John Locke	3	Lecture	PPT
2.5	John Locke and his ideas	3	Chalk & Talk	Black Board
UNIT - 3 Revolutionary Ideas				
3.1	Ideas of French Revolution	3	Lecture	Black Board
3.2	Role of Voltaire in Intellectual awakening of Revolutionary ideas	3	Chalk & Talk	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.3	Works of Voltaire	3	Lecture	Black Board
3.4	Montesquieu and General will ideas	3	Lecture	Black Board/PPT
3.5	Thomas Paine – Rousseau's social contract	3	Google class room	PPT
UNIT - 4 Utopianism				
4.1	Idea of utopianism	4	Lecture	Black Board
4.2	Jeremy Bentham	2	Chalk & Talk	Black Board
4.3	Jeremy Bentham	3	Lecture	Black Board
4.4	J.S. Mill	3	Lecture	PPT
4.5	David Thoreau	3	Lecture	Black Board
UNIT - 5 Bottom – Up approaches in historical thinking				
5.1	Karl Marx & Concept of dialectical materialism	4	Lecture	Black Board
5.2	Introduction to Subaltern studies	4	Chalk & Talk	Black Board
5.3	Antonio Gramsci	4	Lecture	PPT
5.4	Martin Luther King Jr.	3	Discussion	Google class room

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
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		BLOOM'S TAXONOMY)	
CO 1	Attain Knowledge about Great philosophers of Greek like Plato and Aristotle	K4	PSO1
CO 2	Understand the Medieval Political Thought of Machiavelli, John Locke and its strong impact on the then political setting	K3	PSO2
CO 3	Get clarity on the political ideas of Voltaire and Montesquieu	K4	PSO2
CO 4	Understand the need and relevance of Utilitarian philosophy of Jeremy Bentham for today's global politics	K2	PSO3
CO 5	Synthesises' post-modern trade conflicts among developing and developed countries by understanding the socialist Ideas of Karl Marx and subaltern concepts of Antonio Gramsci	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
C01	3	2	2	2	2	2	3
C02	2	2	2	2	3	3	2
C03	2	2	2	2	3	3	2
C04	2	2	2	2	3	3	2
C05	2	2	2	2	2	3	3

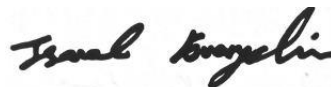
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Course designer
Dr.P.Parameswari



Forwarded By
HOD'S Signature& Name



Dr.J.Saral Evangelin

I B.A HISTORY
SEMESTER – II
For those who joined in 2023 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	23H2EC4	WOMEN LEGISLATIONS	ELECTIVE	5	3

COURSE DESCRIPTION

This course deals all the legal dimensions and legal provisions of Indian women. Traces legal enactments for women from colonial times to the post – independence times.

COURSE OBJECTIVES

- To explain the legal system and personal laws for Women in the independent India
- To stress the prevention legislations for Violence against Women
- To highlight the Labour interest Laws for Women
- To expound various councils and commissions for women
- To make the students understand the necessity of Women's participation in the politics in order to attain empowerment

UNITS

UNIT - I

Colonial Legal System & Personal Laws for Women [15 Hrs]

Colonial Legal System – Indian Constitution- Fundamental Rights – Directive Principles of State Policy –Women and Personal Laws –Marriage Acts – Succession Act 1956 and 2005

UNIT - II

[15 Hrs]

Prevention Legislations for Violence against Women

Laws Relating to Violence Against Women –Dowry Prohibition Act, 1964–

Medical–

Termination of Pregnancy Act (MTP) The Commission of Sati (Prevention) Act 19

87– Laws against female infanticide

UNIT - III**[15 Hrs]****Labour interest Laws for Women**

Women and Labour Laws – Employees State Insurance Act (ESI) –
Women's Rights and Responsibilities – Women and Industrial Law –
 Maternity Benefit Act – Vishaka Committee recommendations

UNIT - IV**[15 Hrs]****Councils and Commissions for Women**

Women's movement in India – Female Education – Women India
 Association (WIA) – All India Women's Conference (AIWC) –
 The National Council of Women in India – The International Women's Decade
 – National Commission for Women.

UNIT - V**[15 Hrs]****Women and Politics**

Women in Politics – Women in Local self governments – Legal
 Empowerment – Government and non-governmental organizations – Self
 Help Groups – Women empowerment schemes in Tamil Nadu.

LEARNING RESOURCES

- Agarwala S.K. (et.al) – Dictionary of Women's Studies in India, New Delhi, 1991.
- Dr. Chandrababu, B.S., Dr. Mrs. L. Thilagavathi – Woman: Her History and Her Struggle for Emancipation, Chennai, 2009.
- Christian Manohar – 'Feminist Critique and Reconstruction', ISPCK, 2005.
- Manimegalai, (et.al.) – Gender Studies.
- Susan Barnett – Feminist Experiences: The Women's Movement in Four Cultures, London, 1986.
- Munish Bahi – Violence of Women by Men Cyber Tech Publications, New Delhi, 2007.
- Nirmala Jeyaraj – Women and Society, ISPCK, Delhi, 2005.
- Vandana Shiva, 'Staying Alive, Women Ecology and Survival in India' Kalif or Women, Panchi Shila Part, New Delhi, 1988.
- Kumar, Radha. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Delhi: 1997.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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Unit -1 Colonial Legal System & Personal Laws for Women				
1.1	Colonial Legal System	3	Chalk & Talk	Black Board
1.2	Indian Constitution; features Fundamental Rights, Directive Principles of State Policy	3	Chalk &Talk	LCD
1.3	Women and Personal Laws	3	Lecture	PPT & White board
1.4	Marriage Acts	3	Lecture	Map
1.5	Succession Act 1956 and 2005	3	Lecture, Videos	LCD
Unit -2 Prevention Legislations for Violence against Women				
2.1	Laws Relating to Violence Against Women	3	Lecture	Map Charts
2.2	Dowry Prohibition Act	3	Chalk & Talk	Green Board
2.3	1964– Medical Termination of Pregnancy Act(MTP)	3	Flipped Learning	PPT
2.4	The Commission of Sati(Prevention)Act1987	3	Blended Learning	PPT
2.5	Laws against female infanticide	3	Chalk & Talk	Black Board
Unit -3 Labour interest Laws for Women				
3.1	Women and Labour Laws	3	Chalk & Talk	Black Board, Map
3.2	Employees State Insurance Act (ESI)	3	Chalk & Talk	LCD
3.3	Women's Rights and Responsibilities	3	Lecture	PPT & White board

3.4	Women and Industrial Law	3	Blended Learning	PPT
3.5	Maternity Benefit Act – Vishaka Committee recommendations	3	Chalk & Talk	Black Board
Unit -4 Councils and Commissions for Women				
4.1	Women's movement in India – Female Education	3	Chalk & Talk	Black Board
4.2	Women India Association (WIA)	3	Chalk & Talk	LCD
4.3	All India Women's Conference(AIWC)–	3	Lecture,	PPT & White board, LCD
4.4	The National Council of Women in India- The International Women's Decade	3	Lecture	BlackBoard
4.5	National Commission for Women	3	Lecture	Black Board
Unit -5 Women and Politics				
5.1	Women in Politics	3	Chalk & Talk	Black Board
5.2	Women in Local self governments	3	Chalk & Talk	LCD
5.3	Legal Empowerment – Government and non-governmental organizations	3	Lecture	PPT & White board
5.4	Self Help Groups	3	Lecture	Smart Board
5.5	Women empowerment schemes in Tamil Nadu	3	Lecture	Black Board

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	Excel in the legal system and personal laws for Women in the independent India	K1	PSO1&PSO2
CO 2	Get Awareness and Confidence about the prevention legislations for Violence against Women	K1, K2,	PSO3
CO 3	Proficient in Labour interest Laws of Women	K1&K3	PSO3
CO 4	Develop knowledge on various councils and commissions for women	K1, K2, K3&	PSO5
CO 5	Attain empowerment and lead a responsible life	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
C01	3	-	-	-	-	-	-
C02	-	-	-	-	3	-	-
C03	-	-	3			-	-
C04	3	-	-	-	-	-	-
C05	3	-	-	-	-	-	-

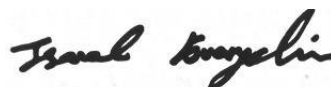
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.P. Parameswari



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



Dr.J.Saral Evangelin

II B.A
SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDI TS
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 Workingpattern 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 &	Black Board

			Talk	
5.3	Committee system	2	Lecture	PPT & Black Board
5.4	Judiciary – Structure and powers of the Supreme Court – Judicial Review	4	Discussion	PPT & Black Board
5.5	Party system	1	Lecture	Black Board
5.6	Pressure groups – Bureaucracy.	2	Discussion	Black Board

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

CIA	
Scholastic	35
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

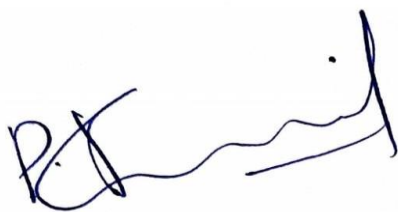
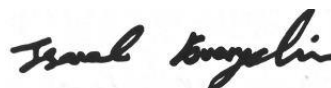
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	-	-	-	-	3
CO2	-	-	3	-	-
CO3	3	-	-	-	-
CO4	-	2	-	-	-
CO5	-	-	-	3	-

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS**UNIT I: Constitution of Switzerland****[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 - 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 India 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	1	Lecture	Black

	other courts			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 %
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CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

UG CIA Components

		Nos		
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	-

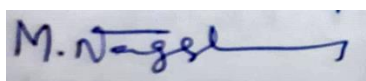
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

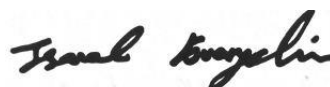
Mapping COs Consistency with POs

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

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 - 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

UNITIII: 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

UNITIV: 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

UNITV: 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
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

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

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

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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.9	Hergovind Khorana	1	Lecture	Black Board
5.10	Dr. S. Chandra Sekar	1	Lecture	Material
5.11	Dr.A.P.J.Abdul Kalam	1	Video clippings	Online

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

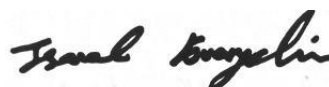
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	-	3	-	-	-	-
CO3	-	-	-	3	-	-	-
CO4	3	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-

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

COURSE DESIGNER:

Forwarded By

HOD'S Signature& Name

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) – 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 – Green Peace, Friends of the Earth (Self Study).**

Text Book:

Materials prepared by the Department

Reference books:

1. Al Gore. ***Earth in the Balance, Ecology and the Human Spirit***, Plume Penguin Books, New York ,1992.
2. Rao, Amruta. ***The Story of Environment.***: Indian Publishers & Distributors, New Delhi, 2000.
3. Erach, Bharucha. ***Text Book of Environmental Studies for Under Graduate Courses***, University Press Private Ltd., Hyderabad, 2005.
4. John, Desrochars, 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
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	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 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
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	-	-	-	2	-	-	-
CO4	-	-	-	-	-	3	-
CO5	-	-	-	-	-	-	2

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

COURSE DESIGNER:



Ms.S.Rajalakshmi

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



Dr.J.Saral Evangelin

III B.A 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

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

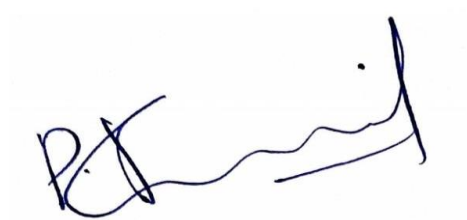
CO4	-	-	3	-	-	-	-
CO5	-	-	-	-	-	2	-

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

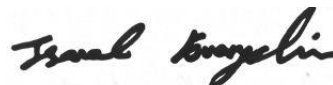
COURSE DESIGNER:

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 Tilak –Aurobindo – Madam Cama.

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

Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabhbhai Patel, Muhammed Ali Jinna, Mawlana Abul Kalam Azad, Dr. B.R. Ambedkar, V.K Krishna Menon, M.N.Roy, Annie Besant, Sarojini Naidu, Vijayalakshmi Pandit, Aruna Asaf Ali, Lal Bahadur Shastri, Smt. Indira Gandhi, Rajiv Gandhi.

UNIT III: Economic Visionaries

[15 HRS]

T.T Krishnamachari , C. 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 Cama.	1	Lecture	Black Board
UNIT - 2 PEOPLE WHO SHAPED MODERN INDIA				
2.1	Mahatma Gandhi, Jawaharlal Nehru ,	4	Lecture	PPT
2.2	Sardar Vallabhbhai Patel, Muhammed Ali Jinnah, 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
UNIT - 3 ECONOMIC VISIONARIES				
3.1	T.T Krishnamachari	3	Lecture	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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.MKrishnamoorthi, 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
5.2	Dance: Rukmini Devi , Balasaraswati.	3	Chalk & Talk	Black Board
5.3	Painting: Ravi Varma	3	Lecture	PPT

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

C05	-	-	-	3	3
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Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

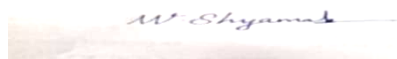
Mapping COs Consistency with POs

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

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

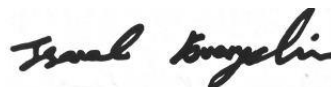
♦ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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

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

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

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

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

UNIT IV: Museum Administration

[15 HRS]

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

UNIT V: Conservation of Museum

[15 HRS]

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

TEXT BOOKS:

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

REFERENCE BOOKS:

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – I DEFINITION OF MUSEUM AND ARCHITECTURE				
1.1	Meaning and Definition of	4	Chalk &	Black

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Museum.		Talk	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
3.2	Documentation	4	Chalk & Talk	Black Board

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

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	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

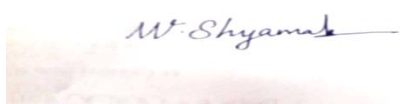
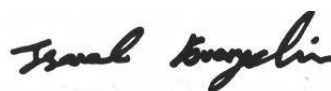
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping COs Consistency with POs

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UGAHI	19H6ME6	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 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

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	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	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

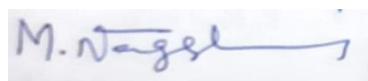
Mapping COs Consistency with POs

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

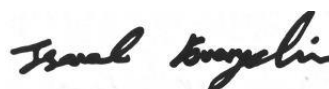
♦ Weakly Correlated -1

COURSE DESIGNER:



M.NAGESHWARI

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



Dr.J.Saral Evangelin

SEMESTER –I***For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
UAHI	23H1SE1	INTRODUCTION TO TOURISM	SKILL ENHANCEMENT COURSE (NON MAJOR ELECTIVE)	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

UNIT I**[6 Hrs]**

Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – **Basic Components of Tourism**: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors

UNIT II**[6 Hrs]**

Types and Forms of Tourism: **Domestic and International Tourism** – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism

UNIT III**[6 Hrs]**

Travel Agency: Meaning of Travel Agent – **Types of Travel Agency** – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent

UNIT

IV

[6 Hrs]

Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – **Itinerary Planning:** Principles, Resources and Guidelines

UNIT V

[6 Hrs]

Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – **Computerized Reservation System (CRS) and Global Distribution System (GDS)**

LEARNING RESOURCES

Recommended Books

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

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

References

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources

https://www.academia.edu/14264572/Basic_Concept_on_Tourism

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
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Unit -1 Concepts of Tourism				
1.1	Definition of Tourism ,Tour, Tourist,	2	Chalk & Talk	Black Board
1.2	visitor and excursionist	1	Chalk & Talk	Black Board
1.3	Push and Pull Motivations of Travel	1	Lecture	PPT
1.4	Basic Components of Tourism	1	Lecture	PPT
1.5	Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors	1	Lecture	PPT
Unit -2 Types and forms of tourism				
2.1	Domestic, International Tourism - Long Haul and Short Haul Tourism	2	Lecture	Black Board
2.2	Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism	2	Chalk & Talk	Black Board
2.3	Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism	2	Lecture	Black Board
Unit -3 Travel Agency				
3.1	Meaning of Travel Agent	1	Lecture	Black Board
3.2	Types of Travel Agency	2	Chalk & Talk	Black Board

3.3	Roles of Large Travel Agent	1	Lecture	Black Board
3.4	Characteristics of a Professional Travel Agent	2	Lecture	Black Board/PPT
Unit – 4 Tour Operator				
4.1	Meaning of Tour Operator	1	Lecture	Black Board
4.2	Types of Tour Operator	2	Chalk & Talk	Black Board
4.3	Inbound, Outbound, Domestic, Ground and Specialized	1	Lecture	Black Board
4.4	Role of Tour Operators	1	Lecture	Black Board /
4.5	Itinerary Planning: Principles, Resources and Guidelines	1	Lecture	PPT
Unit -5 Travel Documents:				
5.1	Passport – VISA	1	Lecture	Black Board
5.2	Health Certificates – Tax – Customs – Currency	1	Chalk & Talk	Black Board
5.3	Travel Insurance	1	Lecture	Black Board
5.4	Role of Information Technology in Tourism related Services,	2	Discussion	Google class room

5.5	Computerized Reservation System (CRS) and Global Distribution System (GDS)	1	Lecture	PPT
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CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

UG CIA Components

		Nos		
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***

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List out the various components and elements of tourism	K1
CO 2	Explain the types and forms of tourism.	K2
CO 3	Describe the roles of Travel Agent	K2
CO 4	Explain the roles of Tour Operators	K2
CO 5	Examine the importance of travel documents	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	13	14	15
Average	3	3	3	3	2.8	2.6	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

I B.A HISTORY**SEMESTER –I*****For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT
UAHI	23H1FC	INTRODUCTION TO HISTORY	FOUNDATION COURSE	2	2

COURSE DESCRIPTION

This course deals with the Meaning of history and nature of history. This course focuses on the basic concepts of Historiography. The course highlighted the Objective Historian, Indian Historian, and sources of history.

COURSE OBJECTIVES

- Introduction to the meaning and nature of history.
- Knowledge of different kinds of history and its relationship with other disciplines.
- Use of writing objective history.
- Introduction to Indian Historiography.
- Knowledge of various sources for the study of history and usage of bibliography and footnotes.

UNITS**UNIT I: Meaning & Nature of History****[6 Hrs]**

Nature and Scope of History – Uses and Abuses of History – Lessons in History

UNIT II: Kinds of History**[6 Hrs]**

History and Allied Disciplines – Debates on history: Science or an Art

UNIT III: Objective Historians**[6 Hrs]**

Herodotus – Thucydides – St. Augustine – Ibn Khaldun – Alberuni – Ranke – E.H. Carr

UNIT IV: Indian Historians [6 Hrs]

Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – Bipan Chandra – Ranajit Guha -K.A. NilakantaSastri– N. Subramaniam – K. Rajayyan

UNIT V: Sources of History [6 Hrs]

Archaeology – Epigraphy – Numismatics –Literary – Oral Sources – Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.

Field Visit:

Nearest archaeological/historical site, museum, archives and libraries, Field Visit Report

LEARNING RESOURCES

Recommended Books

E. Sreedharan, A Textbook of Historiography, 500 BC to AD 2000, Orient Longman, New Delhi, 2004

E.H.Carr, What is History, Penguin Books Ltd., New Delhi, 2018.

K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publications, Madurai, 1982.

S.Manikam, On History & Historiography, Padumam Publishers, Madurai.

SheikAli, History: Its Theory and Method, Laxmi Publications, 2019.

References

John C.B. Webster, Studying History, Primus Books, Delhi, 2019

MarcBloch, The Historian's Craft, Aakar Books, Delhi, 2017

R.G.Collingwood, The Idea of History, OUP, Delhi, 1994

Romila Thapar, History and Beyond, Taylor and Francis, Oxford University of Press,

Web Resources

<https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>

<http://d-nb.info>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Meaning & Nature of History:				
1.1	Definition and Meaning of History	1	Chalk & Talk	Black Board
1.2	Nature and Scope of History	2	Chalk & Talk	Black Board
1.3	Uses and Abuses of History	2	Lecture	PPT & Black Board
1.4	Lesson in History	1	Chalk & Talk	Black Board
Unit -2 Kinds of History:				
2.1	History and Allied Disciplines	2	Lecture	PPT & Black Board
2.2	Debates on history: Science	2	Chalk & Talk	Black Board
2.3	Debates on history: or an Art	2	Chalk & Talk	Black Board
Unit -3 Objective Historians:				
3.1	Herodotus – Thucydides	2	Chalk & Talk	Black Board, Map
3.2	St. Augustine – Ibn Khaldun –	2	Chalk & Talk	LCD
3.3	Alberuni – Ranke – E.H. Carr	2	Lecture	PPT & White board
Unit -4 Indian Historians:				

4.1	Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi	2	Chalk & Talk	BlackBoard
4.2	RomilaThapar – Bipan Chandra – RanajitGuha -	2	Chalk & Talk	BlackBoard
4.3	K.A. NilakantaSastri– N. Subramaniam – K. Rajayyan	2	Lecture,	BlackBoard
Unit -5 Sources of History:				
5.1	Archaeology – Epigraphy –	1	Chalk & Talk	Black Board
5.2	Numismatics –Literary – Oral Sources	2	Chalk & Talk	LCD
5.3	Archival and Government Records – Use of Footnotes	2	Lecture	PPT &Black board
5.4	Bibliography in writingassignments	1	Lecture	BlackBoard

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

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 meaning, nature, and scope of history.	K1	PSO1& PSO2

CO 2	TO analyze the history and is allied subjects.	K1, K2,	PSO3
CO 3	Assess the different between history is a science or an art. By evaluate objective Historians.	K1 & K3	PSO3
CO 4	Analyse the Indian historian of different age.	K1, K2, K3 &	PSO5
CO 5	Discuss the Source of History.	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	-	-	-	-	-	-

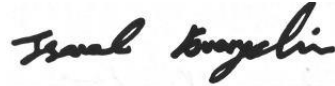
Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER:

A handwritten signature in black ink, appearing to read 'S. Rajalakshmi', with a long horizontal line extending to the right.

Ms.S.Rajalakshmi

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

A handwritten signature in black ink, appearing to read 'Saral Evangelin', written in a cursive style.

Dr.J.SaralEvangelin

I B.A HISTORY**SEMESTER –II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	23H2SE2	BASIC JOURNALISM	NON MAJOR ELECTIVE	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding the definition, types, and determinants of news
2	Knowledge about news paper organization structure
3	Knowledge about the role, qualities, and responsibilities of a reporter
4	Knowledge about reporting and writing
5	Understanding of the role, qualities, and responsibilities of an editor.

Unit I**[6 HRS]**

Definition of News – Types of News – Determinants of News – News Evaluation

Unit II**[6 HRS]**

Newspaper Organization Structure – News Sources and Agencies – Target audience

Unit III**[6 HRS]**

Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story

Unit IV**[6 HRS]**

Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing

Unit V

[6 HRS]

Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – **Caption Writing** – Infographics

LEARNING RESOURCES

Recommended Books

K.M. Shrivastava, *News Reporting and Editing*, Sterling Pub. Pvt. Ltd., New Delhi, 1991

M.K. Verma, *News Reporting and Editing*, APH Publishing Corporation, New Delhi, 2009

References

Graham Greer, *A New Introduction to Journalism*, Juta and Co. Ltd., Kenwyn, South Africa, 1999

Carole Fleming, et.al., *An Introduction to Journalism*, SAGE Publications Ltd., New Delhi, 2006

Barun Roy, *Beginners' Guide to Journalism and Mass Communication*, Pustak Mahal, Delhi, 2013

Web Resources

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

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***

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the types and determinants of news.	K1
CO 2	Elaborate the newspaper organization structure.	K2
CO 3	Elaborate the role, qualities, and responsibilities of a reporter.	K2
CO 4	Explain the types of reporting.	K2
CO 5	Discuss the role, qualities, and responsibilities of an editor.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	13	15
Average	3	3	3	3	2.8	2.8	2.6	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

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

I B.A HISTORY
SEMESTER – II
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	23H2SE3	INDIAN CONSTITUTION	SKILL ENHANCEMENT COURSE	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

Unit - I **[6 Hrs]**

Features of the Indian Constitution:

Sources – Preamble – Salient Features – Citizenship – Amendments

Unit –II **[6 Hrs]**

Key Aspects of the Constitution:

Fundamental Rights –Directive Principles of State Policy – Fundamental Duties

Unit - III **[6 Hrs]**

Union Government:

President – Prime Minister– Parliament

Unit –IV **[6 Hrs]**

State Government:

Governor – Chief Minister –State Legislature

Unit –V

[6 Hrs]

Judiciary:

Supreme Court of India– High Courts

Local Government: Urban – Rural

LEARNING RESOURCES

Recommended Books

B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960

Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019

M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012

Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019

Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

References

G. Balan and D. Dakshinamurthy, *Constitutional Development and Freedom Movement*, VanathiPathipagam, Chennai

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999

Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001

JagadishSwarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984

M.V. Pylee, *India's Constitution*, S. Chand & Co., NewDelhi, 2016

R.C. Agarwal and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.

Sujit Choudhry, et. al., ed., *The Oxford Handbook of the Indian Constitution*, Oxford University Press, London, 2016

Web Resources

<https://www.tn.gov.in/index.php>

<https://www.assembly.tn.gov.in/>

<https://legislative.gov.in/constitution-of-india>

<https://www.india.gov.in/>

<https://www.indianculture.gov.in/ebooks/indias-constitution-making>

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*

CO No.	Course Outcomes <i>The students on completion of the course</i>	Cognitive Level
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	<i>will be able to:</i>	
CO 1	Describe the salient features of the Indian Constitution	K1
CO 2	Elaborate the Structure and Functions of Union Government	K2
CO 3	Elaborate the Structure and Functions of Union Government	K2
CO 4	Explain the Structure and Functions of State Governments	K2
CO 5	Discuss the powers of the local government	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

II B.A HISTORY**SEMESTER –III****For those who joined in 2021 onwards**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HR S/WE EK	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 OBJECTIVE/S

- 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
1.2	Home Menu	1	Chalk &	LCD

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	
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
3.2	formatting Worksheets	1	Chalk &	LCD

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	
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

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PPT				
	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 Sc	-	-	-	-	-		5	5	12.5

hol 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	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	-

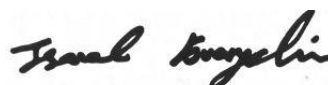
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

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	19H4SB2	ECO TOURISM	SKILL BASED	2	2

COURSE DESCRIPTION

This Course gives the detailed study about the diversity of Eco system and the need for the preservation of eco system for future generation

COURSE OBJECTIVE/S

- 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–Similipal – Coorg and Tyda.

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,	LCD

			Videos	
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	1	Lecture,	PPT

	Biodiversity.			
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

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

									%
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	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:



Ms.S.Rajalakshmi

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



Dr.J.Saral Evangelin

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAHI	19H5SB3	INTRODUCTION TO ARCHAEOLOGY	SKILL BASED	2	2

COURSE DESCRIPTION

This course focuses on the basic concepts of Archaeology and the Archaeological developments in India. The course highlighted the kinds, functions, preservation methods of Archaeology.

COURSE OBJECTIVES

- To highlight the definition, kinds and functions of archaeology.
- To impart knowledge on the methods of excavations.
- To make the students to learn the process of conservation.
- To inculcate interest in Archaeological studies.

UNITS**UNIT I: Definition****[6 HRS]**

Definition - Nature - Aim and Kinds of Archaeology

UNIT II: Archaeological Developments in India**[8 HRS]**

History of Archaeological developments in India– Sir William Jones – James Prinsep – Alexander Cunningham – Robert Bruce Foote – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler – Y.Subburayalu.(Self Study)

UNIT III: Methods of Excavation**[4 HRS]**

Principles and Methods of excavation – Different kinds of excavations

UNIT IV: Conservation Methods**[6 HRS]**

Conservation of artifacts – Bones and ivory objects – Shell wood – Textiles – glass- Study of pottery- Conservation of pottery – Metal objects – Iron objects – Silver objects

UNIT V: Archaeological Sites**[6 HRS]**

Archaeological sites - Alagankulam- Adichanallur- Arikamedu- 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	2	Chalk &	Black

	developments in India		Talk	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/P PT
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 Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	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	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

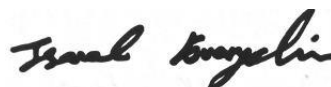
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	-	-	-	-
CO2	3	-	-	-	-	-	-
CO3	3	2	-	-	-	-	-
CO4	-	-	-	3	-	-	-
CO5	-	2	-	-	3	-	-

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*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H5SB4	Indian History for Competitive Exams	SKILL BASED	2	2

COURSE DESCRIPTION

The course covers Indian history from pre-historic period to the present and it deals with the important issues of Indian society.

COURSE OBJECTIVES

- To enable the students to have a Bird's eye view of India through the ages.
- To enable them to take up the challenges of appearing for competitive examinations.
- To make this study job oriented.
- To highlight the important issues.

UNITS**UNIT I: Ancient India (6 HRS.)**

Sources – Indus valley civilization – Vedic age – Religions – Mauryas and Guptas – Golden age

UNIT II: Medieval India (6 HRS.)

Sources – Delhi Sultanate – Mughals – Babur to Bahadurshah II

UNIT III: Modern India (6 HRS.)

Advent of the Europeans – Establishment of British rule in India – Constitutional developments – 1773 to 1947 – Freedom Movement.

UNIT IV: Contemporary India (6 HRS.)

Partition – Integration of States – Prime Ministers from Jawaharlal Nehru to Manmohan Singh.

UNIT V: Current Issues (6 HRS.)

Kashmir issue – Sri Lankan issue – India's membership in World Organizations – Terrorism – Burning Social issues – Communalism – Electoral Changes.

REFERENCES

TEXT BOOK:

Materials prepared by the Department.

REFERENCE BOOKS:

1. Agarwal, ***Constitutional History of India***, Wiley Eastern Ltd, New Delhi, 1986.
2. Bipin Chandra, et. al ***India after Independence 1947 – 2000***. Penguin Books, New Delhi 1999.
3. Burton Stein, ***A History of India*** Oxford University Press, New Delhi, 1998.
4. Grover B.L, ***A New look on Modern Indian History from 1707 to Present day*** S. Chand and Company Ltd, New Delhi, 1993.
5. Iswari Prasad, ***Short History of Muslim rule in India***, Oxford University Press, London, 1964.
6. P.K.Goyal ***Battle of India's Freedom Movement***, Vista International publishing house, Delhi, 2005.
7. Rajeev 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				

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.1	Sources	1	Chalk & Talk	Black Board
1.2	Indus Valley Civilization	1	Chalk & Talk	LCD
1.3	Vedic Age	1	Lecture	PPT & White board
1.4	Religions	1	Lecture	Smart Board
1.5	Mauryas	1	Lecture	Black Board
1.6	Guptas - Golden age	1	Discussion	Google classroom
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 toBahadurshah II	2	Blended Learning	E-Content
UNIT -3 MODERN INDIA				

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.1	Advent of the Europeans	1	Chalk & Talk	Black Board
3.2	Establishment of British rule in India	1	Chalk & Talk	LCD
3.3	Constitutional developments 1773 to 1947	2	Lecture	PPT & White board
3.4	Freedom Movement	2	Lecture	Smart Board
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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				board
5.4	Terrorism	1	Lecture	Smart Board
5.5	Burning Social issues - Electoral Changes	1	Lecture	Black Board
5.6	Communalism	1	Discussion	Google classroom

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	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 Scholast	-	-	-	-	-		5	5	12.5 %

ic									
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	-

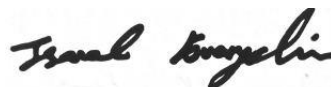
Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated - **1**

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-
CO3	-	-	-	2	-	-	-
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 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
2.3	Functions of Archives	2		E-

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Flipped Learning	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, Field

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
				visit

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	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)	PSOs ADDRESSED
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		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
CO1	3	-	-	-	-
CO2	-	-	2	-	-
CO3	-	-	-	3	-
CO4	-	-	-	-	3
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	-	-	-	-	-	-

C02	-	-	-	2	-	-	-
C03	-	-	-	-	-	3	-
C04	-	-	-	-	3	-	-
C05	3	-	-	-	-	-	-

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

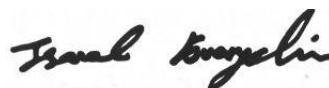
COURSE DESIGNER:



Dr.M.Vijaya Shanthi

Forwarded By

HOD'S Signature& Name



Dr.J.Saral Evangeline

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAHI	19H6SB6	Indian Geography 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***, Kisalaya 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				
4.1	Manufacturing Industry	1	Chalk & Talk	Black Board

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

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

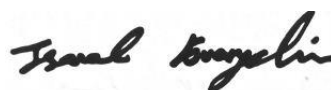
Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated - **1**

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

தமிழில்வரலாற்றுநாவல்கள்

For those who joined in 2021 onwards

I B.A
SEMESTER –II

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRED ITS
UAHI / UATA	21H2SLT2	HISTORY IN TAMIL NOVELS	SELF LEARNING	--	2

COURSE DESCRIPTION

This course discuss about the history of Tamilnadu in general and specifically focuses on Cholas social condition through the historically significant famous Tamil Novel Ponniyin Selvan.

COURSE OBJECTIVE

- To understand the meaning, definition and periodisation of Tamilnadu history
- To describe the background of Imperial cholas and characteristics of their reign.
- To explain background of later Cholas, and reign of prominent rulers
- To get familiarity in Tamil Novels
- To understand the Historical Background in Tamil Novels

UNITS

UNIT 1: HISTORY OF TAMILNADU

Meaning and Definition of History – Classification of History; Periodisation of History; ancient, medieval and modern history.

UNIT 2: IMPERIAL CHOLAS

Introduction to Imperial Cholas: Features of imperial Cholas' reign – Prominent rulers; Rajaraja I, Rajendra, Arul 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 CholaKulotthunga Chola II, Rajaraja Chola II - Rajadhiraja Chola II

UNIT 4: Novel Literature

Origin and Development – Types of Novels – Historical Novels; Kalki

UNIT 5: Ponniyin Selvan

Historical Background – Veera Narayana (Veeranam) Eari – Ezham – Kadambur – Arul Mozhivarman's Coronation (Pattabishegam)

TEXT BOOKS:

1. K.Rajayyan, **Tamilnadu - A Real History**, Ethir Veliedu, 2015.
2. N. Subramaniam, **History of Tamilnadu**, Vols I & II, Koodal Publishers, Madurai, 2000.
3. பாக்யமேரி. முனைவர், வகைமைநோக்கில்தமிழ்இலக்கியவரலாறு (செம்மைமற்றும்விரிவுப்பதிப்பு), பூவேந்தன்பதிப்பகம், சென்னை - 4, 2017. (UNIT 4)
4. கல்கி, பொன்னியின்செல்வன், திருமகள்நிலையம், 2011. (UNIT 5)

REFERENCE BOOKS:

1. K. A. NilakandaSastri, The Cholas University of Madras, Chennai, 1987.
2. T. V. SadhasivaPandarathar, History of Later Cholas (Tamil), Annamalai University, Annamalai Nagar, 1967.
3. J. Dharmaraj, History of Tamil Nadu, upto 1336(Tamil) Tensypublishations, Sivakasi, 2013.
4. சிற்பிபாலசுப்பிரமணியம், நீலபத்மநாபன் (ப.ஆ.), புதியதமிழ்இலக்கியவரலாறு - தொகுதி III, சாகித்தியஅகாதெமி, 2014.

Digital Open Educational Resources (DOER):

<https://mrunal.org/2014/01/download-history-textbooks-of-tamilnadu-state-education-board-for-culture-world-history-ancient-medieval-freedom-struggle.html>

CIA	
Assignment	20

Test	20
	40

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	K2	PSO3

	history		
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
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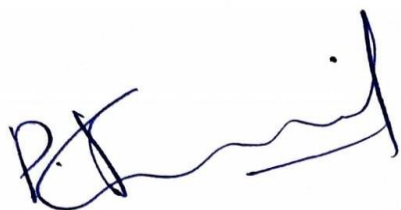
C01	-	-	-	-	3	-	-
C02	-	-	-	-	-	-	3
C03	-	-	-	-	-	-	3
C04	-	-	-	-	-	-	3
C05	-	-	-	-	-	-	3

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	21H4SL4	EVOLUTION OF MEDIA	SELF LEARNING	--	2

COURSE DESCRIPTION

This course deals about the evolution of media through the ages, key concepts, different types of media and its role on historical events and impact on the society.

COURSE OBJECTIVE

- To understand the key concepts, advantages and disadvantages of media.
- To explain the gradual development of television media from black and white to colour television and online television
- To estimate the role played by Radio before and after great wars
- To stress the contribution and impact of printing press and newspaper for the national movements in various countries.
- To exemplify the characteristics and importance of internet applications in the modern world

UNITS**UNIT 1: INTRODUCTION TO MEDIA**

Meaning – Definition - Characteristics, Advantages and Disadvantages
 - types of Media; Television, Radio, Cinema, Newspapers, Magazines, and Internet-based websites

UNIT 2: TELEVISION

Etymology of Television – Philo Taylor Farnsworth -History of Television – Colour Television – Broadcasting – Cable Television – Online Television.

UNIT 3: RADIO

Heinrich Hertz - **History of Radio – Radio before and During World War I - Radio and the 1920s - World War II and Changes Following the War – The internet radio in the contemporary world.**

UNIT 4: NEWSPAPERS

The printing press - Johannes Gutenberg – news paper - James Augustus Hicky – Role of Press and National movements.

UNIT 5: INTERNET

Definition – Characteristics – Internet Applications and Its uses; Email - Searching and browsing information archives - Copying files between computers - Navigating Playing interactive games - Chat or voice communication (direct messaging, video conferencing)

UNIT VI: SOCIAL MEDIA

Social networking sites - Social review sites -Image sharing sites - Video hosting sites - Community blogs - Discussion sites - Sharing economy networks – uses and risks in the social medias.

TEXT BOOKS:

1. Ross Eaman, Historical Dictionary of Journalism, Amenia, N.Y. Grey House Publishers, 2010.

REFERENCE BOOKS:

1. Mitchel Roth (Editor), Encyclopaedia of War Journalism, Lanham, Maryland : Scarecrow Press, 2009.
2. E.McCavitt, William, **Radio and television.** Supplement one publications,1977-1981.
3. Einstein, Daniel, **A guide to network television documentary series, 1997.**
4. Gaunt, Philip. **Making the newsmakers: international handbook on journalism training,** Youngmen publishers, 1992.

5. Black, Jay, **Doing ethics in journalism, a handbook with case studies**, 1993.
6. United Nations, **World media handbook**, Dept. of Public Information. 1994.

Digital Open Educational Resources (DOER):

<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

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 toBloom'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

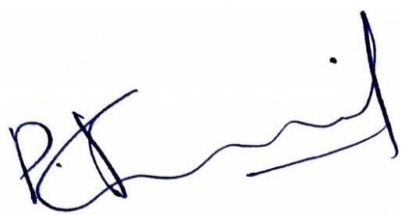
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping COs Consistency with POs

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

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

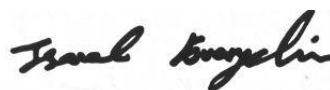
COURSE DESIGNER:



Dr.P.Parameswari

Forwarded By

HOD'S Signature& Name



Dr.J.Saral 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. <https://www.incredibleindia.org>
2. <https://www.visittnt.com>
3. <https://www.indianculture.gov.in>

CIA	
Assignment	20
Test	20
	40

EVALUATION PATTERN

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

C1 – Assignment

C2 – Test

COURSE OUTCOMES (CO)

On completion of the course the student will be able to

No.	Course Outcome	Knowledge Level(According toBloom'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	Analysethe 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
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CO1	-	-	-	3	-	-	-
CO2	-	-	-	3	-	-	-
CO3	2	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-
CO5	-	-	3	-	-	-	-

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

COURSE DESIGNER:

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Dr.M.Meenakumari