



DEPARTMENT OF HISTORY

SYLLABUS 2020-2023

About the Department

The department is concerned in developing the students not only knowledgeable but also employable in the changing scenario. The strong faculty and steadfast students of the department have proved their expertise in organizing State level Seminars, Workshops and Exhibitions in the college. The professors like T. Dhanakoty, Prof. S. Ramakrishnan, Prof. Dr.M.Padmanaban, Prof. R.Jawaharlal, Dr.R.Pandian were pioneers in generating the regional histories. The department has conducted many programmes and seminars to enrich the historical knowledge of the students. The Department is bound to revive memories of a bygone era graced by scholars and men of eminence making Dindigul a mosaic of historical traditions and culture. The faculty consists of Dr.P.Balagurusamy,the Principal and Head, Dr. P. Sangaralingam, Associate Professor &Head I/C , Mrs. D. Srivenidevi , Dr. M. S. Fathima Begum and Dr. S. Palanikumar, Assistant Professors who have contributed extensively to researches on the various aspects of Ancient , Medieval and Modern Indian History. The Department of History, G.T.N. Arts College is an ideal centre to hold a Nation-wide conference of this kind. History has been offered as one of the major subjects right from the inception of the college (1965).The department aims at enhancing the chance of employability. It strives hard to nurture the students to become future administrators and responsible citizens of India. Special consideration is given to the socially and economically under privileged. The Department is offering the course in Tamil medium to assist the first-generation learners of the rural pockets of Dindigul district. In an innovative attempt, the department is practicing teaching technology through field exposure and practical applications. Special thrust on Archaeology, Epigraphy, Architecture, Tourism, Journalism, Panchayat Raj and Rural Development are provided in the curriculum.

PRINCIPAL

Dr. P. Balagurusamy, M.A., M.Phil., M.Ed., P.G.D.C.A., Ph.D.,

STAFF MEMBERS

1. Dr. P. Balagurusamy, M.A.,M.Phil., M.Ed., P.G.D.C.A., Ph.D., - **Principal and Head**
2. Dr. P. Sangaralingam, M.A.,M.Phil.,PGDT.,Ph.D., - **Associate Professor and Head i/c**
3. Mrs. D. Srivenidevi, M.A., M.Phil., PGDCA., - **Assistant Professor**
4. Dr. M. S. Fathima Begum, M.A (His.), M.A (Eng.), M.A (RPM), M.Phil., Ph.D., - **Assistant Professor**
5. Dr. S. Palanikumar, M.A., M.Phil., B.Ed., Ph.D., - **Assistant Professor**

Programme Outcomes (Pos)

The undergraduate students passing out from GTN Arts College

1. Acquire proficiency in Language, Arts, and Management studies and shall be equipped with ICT competencies including digital literacy.
2. Gain dexterity in communication skills and to apply the concepts and skills in a focused thematic area through sustained critical inquiry.
3. Develop necessary skills for employability and get instilled with ambition, involvement and responsibility by exploring their role in creating this world and positioning themselves in the 21st century.
4. Get acquainted with lifelong learning process by exploring knowledge independently. Attain a good knowledge on viewing society in inspirational way and be the best and responsible citizens of the society

Programme Specific Outcomes

1. Enumerate the prominence of the Regional, National and International History, Knowledge of different dimensions of communication, historical perspectives of other related areas of studies and illustrate the rise and fall of the Civilization, Culture, Society and various political states
2. Analyze the historical disputes of Regional, National and International level by gaining the capacity of problem solving.
3. Signify the achievements of national leaders and historical heroes
4. Motivate and inspire members to focus the recent trends of Archaeology and Epigraphy besides safeguarding the National culture, traditions and monuments and discovering Archaeological Sources in their region.
5. Evince and investigate in raising relevant contemporary questions by synthesizing and articulating research methods
6. Proficient in using one or more established scientific technical methods to address existing topics in a Humanities field
7. Prioritize the Tamil culture, civilizations & literature its helps to understand the regional history
8. Students acquire ability to know the knowledge about through the ages, the challenges, responsibilities and consequences and our nation History thus helps us to understand the present day problems both at the national and international level accurately and objectively.
9. Gain Knowledge of grammatical conventions and varieties. Become competent to face competitive examinations through development of language skills
10. Creating the environment awareness among the students. Importing basic knowledge about the Environment and its allied problems and developing an attitude of concern for the environment.
11. Indicate Moral values and ethical awareness and upgrade the breadth and creativity of human experience as expressed in the Humanities and Arts.
12. Enhance themselves as lifelong learner and consistently update themselves with current knowledge, skills and technology.

**Under Choice Based Credit System (CBCS)
Course Pattern for BA History**

The Undergraduate degree course consists of five vital components. They are as follows:

Part I Language (Tamil / French)

Part II English

Part III Core Course (Theory, Electives, Allied and Project).

Part IV Skill Based, Non Major Electives, Environmental Studies, Value Education and Self Study courses

Part V Physical Education Practical (Non Semester) and Extension Activities.

Note: Internship will be during the vacation of IV and V Semester respectively (for a minimum of 15 days).

Objectives

The Syllabus for B.A History Programme under Semester System has been designed on the basis of Choice Based Credit System (CBCS), which would focus on Job Oriented Programmes and Value Added Education. It will come into effect from June 2020 onwards.

Eligibility

Candidates should have passed the Higher Secondary Examination, Government of Tamil Nadu or any other examination accepted by the syndicate of Madurai Kamaraj University as equivalent there to.

Duration of the Course

The students who join the B.A History Programme shall undergo a study period of three academic years – Six semesters

Summary of Hours and Credits UG Courses – BA History

Part	Semester	Specification	No. of Courses	Hrs	Credits	Total
I	I - IV	Languages (Tamil / French)	4	24	12	12
II	I - IV	English	4	24	12	12
III	Core Courses					102
	I – VI	Theory	16	76	72	
	I - IV	Allied	4	24	16	
	V & VI	Electives	2	12	10	
	VI	Project	1	4	4	
IV	I & II	Non Major Elective Courses	2	4	4	20
	I & II	1. Value Education				
		2. Environment and Gender Studies	2	4	4	
	III – VI	Skill Based Courses	4	8	8	
	III & IV	Self Study Courses (Soft Skills I & Soft Skills II)	2	-	4	
V	II	Physical Education - Practical (Non-Semester Course)	1	-	2	4
	IV	Extension Activities	1		2	
		Total	43	180	150	

Note: Internship will be during the vacation of IV and V Semester respectively (for a minimum of 15 days)

Department of History
Course Pattern (from 2020-2021)

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credits
I	I	Tamil I / French I	20UTAL11/ 20UFRL12	jw;fhy ftpijAk; rpWfijAk; French Language And Civilization I	6	3
	II	English I	20UENL11	English Language through Literature-I	6	3
	III	Core Course I	20UHIC11	History of India up to 320 C.E	4	4
		Core Course II	20UHIC12	History of Tamilnadu Upto 575 C.E	4	4
		Allied Course I	20UHIA11	General Economics-I	6	4
	IV	Non - Major Elective Course I	20UHIN11	Freedom Movement in India since 1885 C.E	2	2
		Value Education	20UVEV11	Value Education	2	2
	Total				30	22
II	I	Tamil II / French II	20UTAL21/ 20UFRL22	gf;jp ,yf;fpaKk; GjpdKk; French Language And Civilization II	6	3
	II	English II	20UENL21	English Language through Literature-II	6	3
	III	Core Course III	20UHIC21	History of India (320 C.E to 975C.E)	4	4
		Core Course IV	20UHIC22	History of Tamilnadu (575 C.E to 985 C.E)	4	4
		Allied Course II	20UHIA21	General Economics-II	6	4
	IV	Non -Major Elective Course II	20UHIN21	Introduction to Indian Constitution	2	2
		Environment and Gender Studies	20UEGS21	Environment and Gender Studies	2	2
	V	Physical Education - Practical	20UPEV2P	Physical Education – Practical (Non-Semester Course)	-	2
Total				30	24	
III	I	Tamil III / French III	20UTAL31/ 20UFRL31	fhg;gpa ,yf;fpaKk; ciueilAk; French Language And Civilization III	6	3
	II	English III	20UENL31	English Language through Literature - III	6	3
	III	Core Course V	20UHIC31	History of India (975 to 1556 C.E)	5	4
		Core Course VI	20UHIC32	History of Tamilnadu (985C.E to 1310 C.E)	5	4
		Allied Course III	20UHIA31	Modern Governments- I	6	4
	IV	Skill Based Course I	20UHIS31	Archives Keeping	2	2

		Self Study Course I	20USSS31	Soft Skills I	-	2
				Total	30	22
IV	I	Tamil IV / French IV	20UTAL41 / 20UFRL41	g;ila ,yf;fpaKk; ehlfKk; / French Language, Culture And Civilization IV	6	3
	II	English IV	20UENL41	English Language through Literature - IV	6	3
	III	Core Course VII	20UHIC41	History of India (1556 to 1761 C.E)	5	4
		Core Course VIII	20UHIC42	History of Tamilnadu 1310 to 1659 C.E)	5	4
		Allied Course IV	20UHIA41	Modern Governments-II	6	4
	IV	Skill Based Course II	20UHIS41	Indian Architecture	2	2
		Self Study Course II	20USSS41	Soft Skills II	-	2
	V	Extension Activity	Common Code	Club Activities	-	2
				Total	30	24
V	III	Core Course IX	20UHIC51	History of India (1761 to 1947 C.E)	6	6
		Core Course X	20UHIC52	History of Tamil nadu (1659 to 1806 C.E)	6	6
		Core Course XI	20UHIC53	Elements of Historiography	5	5
		Core Course XII	20UHIC54	History of Europe (1453 to1789 C.E)	5	5
		Core Elective Course I	20UHIE51	Elements of Tourism	6	5
	20UHIE52		History of World Civilizations			
		20UHIE53	History of USA (1860 to 1945 C.E)			
IV	Skill Based Course III	20UHIS51	Introduction to Archaeology	2	2	
				Total	30	29
VI	III	Core Course XIII	20UHIC61	History of India 1(947 to 2020 C.E)	5	5
		Core Course XIV	20UHIC62	History of Tamilnadu 1(806 to 2020 C.E)	5	5
		Core Course XV	20UHIC63	History of Europe (1789 to 1945 C.E)	4	4
		Core Course XVI	20UHIC64	History of Science and Technology	4	4
		Core Elective Course II	20UHIE61	International Relations since 1945	6	5
	20UHIE62		Constitutional History of India since 1773 C.E			

		20UHIE63	History of Dindigul Region (Sangam to Zamindari Period)		
	III	Core Project I	20UHIC6P	Project	4 4
	IV	Skill Based Course IV	20UHIS61	Introduction to Epigraphy	2 2
			Total		30 29
		Overall Total for Six Semesters			180 150

Allied Courses

There will be FOUR Allied courses to fulfill the B.A History Programme during three years.

Subject	Maximum Marks	Year of Study
General Economics – I General Economics - II	100 100	I
Modern Governments- I Modern Governments- II	100 100	II

The Syllabus for the Allied Courses I and II can be obtained from the Allied Department of Economics

Value Added Courses

The Department of History is offering the following Value Added Courses for thirty hours for all the UG students with no prejudice to the Under Graduate programme results.

Sl.No.	Semester	Course Code	Course Title
1.	III	20CHIS31	Human Rights and Gender
2	IV	20CHIS41	Introduction to Museology
3	V	20CHIS51	Introduction to Tourism and its Organizations
4	VI	20CHIS61	Hotel and Travel Management

Extra Credit Self Paced Courses for Advanced Learners

The Department of History has offered the following Extra Credit Self Paced Courses to enlighten the advanced learners. The department persuades the students to take virtual courses on MOOCS, SWAYAM and NPTEL.

- (i) Women Studies
- (ii) Human Rights
- (iii) Gandhian Thought
- (iv) Socio-Religious Reform Movements in India

Programme	B.A.History.	Programme Code	UHI
Course Code	20UHIC11	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
Core Course I			
Course Title	History of India up to 320 C.E		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Indian History up to 320 B.C.E to enable Students to understand and gain knowledge about Pre-Historic India, the geographical features and sources of Indian History, Historical importance of Ancient Civilizations, Religious upheaval of India and brings to lime light the facets of the Mauryas, Historical Invasion of Alexander, Inter Culture Dialogue.

Unit I	Historic and Geographical Features of India	10 Hours
	Paleolithic Period - Mesolithic Period - Neolithic and Megalithic Period, Chalcolithic Period The Himalayas, Indo - Gangetic Plains, Deccan Plateau, Coastal Plains, Eastern and Western Ghats - Impact and Influence on Indian History.	
Unit II	Sources of Indian History	12 Hours
	Archaeological Sources - Epigraphical, Numismatics, Monuments, Literary Sources : Vedic, Jains, Buddhist Literatures - Historic Literatures – Rajatarangini - Harsha Charitha - Foreign Accounts	
Unit III	Ancient Civilizations	16 Hours
	Harappan Civilization - Origins: settlement patterns and town planning - Salient features -Vedic Civilization - Early Vedic Age - Later Vedic Age - Political, Social, Economic and Religious Condition. Religious Upheaval in 6th Century C. E: Rise of Magadha - Mahajanapadas Buddhism- Gautama Buddha - Principles - Jainism - Vardhamana Mahavira - Principles.	
Unit IV	The Emergence of Mauryas	12 Hours
	Persian and Alexander’s Invasion - Rise of the Mauryan Empire - Chandragupta Maurya - Ashoka the Great - Kalinga War - Edicts of Asoka-Contribution to Buddhism - Mauryan Administration, Mauryan Art - Causes for the downfall of Maurya	
Unit V	Pre - Kushanas and Post – Kushanas	10 Hours
	Sungas - Pushiyamitra Sunga - Indo-Bactirians - Sakas - Kushanas - Kaniska - Contribution to Buddhism - Gandhara School of Art - Sathavahanas - Kharavela of Kalinga	

Maps:

1. Indus Valley Sites
2. Asoka Empire
3. Kaniska Empire

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Case Study

Text Book

1. Sathianathaier.R.(1952), *History of India*, Viswanathan Bros, Chennai.

Reference Books

1. Bhasam. A.L. (2000), *The Wonder that was India*, Rupa & Co New Delhi.
2. Ray Choudry.S.C (2010), *Social, Cultural and Economic History of India* (Ancient Times to 1526), Surjeet Publications, New Delhi.
3. Hans Raj. (2010), *Advanced History of India*, Surjeet Publications, New Delhi.

E - Resources

- <https://www.historydiscussion.net/history-of-india/geographical-features-of-india/2981>
- <https://oueducare.com/history/sources-of-ancient-indian-history/>
- <https://www.britannica.com/topic/Indus-civilization>
- <https://www.britannica.com/place/Mauryan-Empire>
- <https://gujarat.pscnotes.com/prelims-notes/indian-history/the-kushanas-short-introduction/>

Course Outcomes

At the end of the course, students would be able to:

CO1	Illustrate the pre-historic period and Physical Features of India
CO2	Explain the various historical sources of India
CO3	Identify the Harappan Civilization and Religious upheaval
CO4	Indicate the Historical importance Invasion of Alexander and Mauryas
CO5	Focus the importance of Post-Mauryan Kingdom of North and so

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	2	2	3	3	3	1	2	0	2	3	2
CO2	3	1	0	0	2	2	2	2	2	2	2	3
CO3	3	3	0	3	3	3	2	2	2	2	3	3
CO4	3	1	2	2	2	0	2	2	3	2	2	2
CO5	2	2	2	2	2	0	2	2	2	2	2	1

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Historic and Geographical Features of India	1. Paleolithic Period, Mesolithic Period	2	Black & White Board activities Chalk & Talk Map Study Group Discussion Seminar
	2. Megalithic Period, Chalcolithic Period	2	
	3. The Himalayas, Indo-Gangetic Plains	2	
	4. Deccan Plateau, Coastal Plains	2	
	5. Eastern and Western Ghats	2	
II Sources of Indian History	1. Archaeological Sources,	3	Black & White Board activities Chalk & Talk / Map Study Group Discussion Seminar
	2. Epigraphical, Numismatics, Monuments Literary Sources : Vedic, Jains, Buddhist Literatures	3	
	3. Historic Literatures, Rajatarangini, Harsha Charitha	3	
	4. Foreign Accounts.	3	
III Ancient Civilizations	1. Harappan Civilization, Origins, settlement patterns and town planning-salient features	5	Black & White Board activities Chalk & Talk Map Study, Lecture / Group Discussion, Seminar
	2. Vedic Civilization- Early Vedic Age- Later Vedic Age- Political, Social, Economic and Religious Condition	5	
	3. Rise of Magadha-Mahajanapadas	2	
	4. Buddhism- Gautama Buddha- Principle	2	
	5. Jainism-Vardhamana Mahavira- Principles.	2	
IV The Emergence of Mauryas	1. Persian and Alexander's Invasion	3	Black & White Board activities Chalk & Talk Map Study, Group Discussion, Seminar
	2. Rise of the Mauryan Empire- Chandragupta Maurya	3	
	3. Ashoka the Great-Kalinga War- Edicts of Asoka- Contribution to Buddhism	3	
	4. Mauryan Administration, Mauryan Art, Causes for the downfall of Mauryas	3	
V Pre-Kushanas and Post-Kushanas	1. Sungas, Pushyamitra Sunga	2	Black & White Board activities Chalk & Talk Map Study Group Discussion Seminar
	2. Indo-Bactirians	2	
	3. Sakas, Kushanas, Kaniska- Contribution to Buddhism	2	
	4. Gandhara School of Art	2	
	5. Kharavela of Kalinga	2	

Course Designed By : Dr. M. S. Fathima Begum

Programme	B.A.History.	Programme Code	UHI
Course Code	20UHIC12	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
Core Course II			
Course Title	History of Tamilnadu up to 575 C.E		
Cognitive Level	Up to K3		

Preamble

This course aims to provide a strong foundation in Tamilnadu History upto 575 C.E. Besides to analyze and illustrate the Geography, Sources of Tamil country, Pre - Historic Tamils, Golden Age of Tamils, Later Sangam Age and to describe about the conditions of Kalabhras rule, the Archaeological sites in Tamilnadu

Unit I	Geography of Tamil Country and Sources	10 Hours
	Geographical features - Impact and influence on the History of Tamilnadu - Tolkappiyam - Sangam Literature - Sources -Literary, Epigraphy, Numismatics, Excavation, Monuments and Foreign Accounts	
Unit II	Pre- Historic Tamils	12 Hours
	Pre Historic Period - Paleolithic - Neolithic - Mesolithic - Megalithic age to Formation of States - Origin and Development of Tamil Scripts - The Sangam Age - Sources - Literature - Epigraphy - Theories regarding the period of Sangam Age - Spread of Tamil Culture in ancient countries through trade and commerce. 12 Hours	
Unit III	Golden age of Tamils	18 Hours
	Sangam Period - Chera, Chola and Pandyan Kingdoms - Karikala - Chenkutuvan - Thalaiyalamkanathu Seruvenra Pandyan Neduncheliyan - rise and development of royal cities : Madurai, Uraiyur, Korkai, Vanchi, Kanchi - Social, Political, Cultural and Economic Conditions during the Sangam age - Golden age of Tamils. 18	
Unit IV	Emergence of Kalabhras	10 Hours
	Advent of Kalabhras - Kalabhra interregnum - Velvikudi grant inscription - PulalanKuruchi Inscription - Sources - Literature - Impacts of Kalabhra's rule	
Unit V	Later Sangam Age	10 Hours
	Dominance of Buddhism and Jainism - Social, Political and Religious conditions under Kalabhras - Causes for its decline and fall of Tamil Culture	

Maps:

1. Archaeological Sites
2. Sea Ports and Royal Cities
3. Tamil and Tamil Epigraphical Sites

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study

Text Books

1. Subramaniam. N. (1924), *History of Tamil Nadu*, Vol I & II, KoodalPublications, Madurai.
2. Rajayyan. K. (1995), *History of Tamilnadu Past to present*, RatnaPublications, Madurai.
3. Swaminathan. A. (1993), *History of Tamil Nadu*, DeepaPathipagam, Madras.

Reference Books

1. Pillai. K. K. (1969), *The Social History of Tamils*, University of Madras.
2. NilakantaSastri. K.A. (2009), *History of South India (From Prehistoric Times to the fall of Vijayanagar)*, Oxford University Press.
3. Subramanian. N. (1991), *Social and Cultural History of Tamil Nadu upto 1336 A.D*, Ennes Publications, Udumalpet.

4. Noboru Karashima, A . (, 2014), *Concise History of South India: Issues and Interpretations*, Oxford University Press.

E - Resources

- <https://www.britannica.com/place/Tamil-Nadu>
- http://www.brainkart.com/article/Prehistoric-Tamilagam_35681/
- <http://www.socialvillage.in/resources/36606-sangam-age-tamil-literature-old-tamil>
- <http://ancienttamilkinglist.blogspot.com/2015/05/the-first-peasant-revolution-of-world.html>
- <https://www.historydiscussion.net/history-of-india/sangam-period-literature-administration-and-economic-condition-during-sangam-period/739>

Course Outcomes

At the end of the course, students would be able to:

CO1	Describe the Geography and sources of Tamil Country
CO2	Examine the Pre-historic period of the Tamil people
CO3	Estimate the Golden Age of Tamils
CO4	Infer the later Sangam Age
CO5	Identify the socio-religious and political conditions of Kalabhra rule

Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	1	2	3	2	0	0	2	2	3	0	2
CO2	3	2	2	2	3	2	3	3	0	2	3	3
CO3	2	1	3	2	3	1	2	2	2	2	2	2
CO4	2	0	1	0	2	1	2	2	2	2	2	2
CO5	2	2	2	1	1	1	2	2	2	2	2	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Geography of Tamil Country and Sources	1.Geographical features	2	Map study / Chalk & Talk Descriptive Method Lecture Seminar Descriptive Method / PPT
	2.Impact and influence on the History of Tamilnadu	2	
	3.Tolkappiyam	1	
	4.Sangam Literature	2	
	5.Sources Literary, Epigraphy,	3	
	6.Numismatics,		
II Pre - Historic Tamils	1. Pre Historic Period Paleolithic, Neolithic , Mesolithic, Megalithic age to Formation of States	2	Seminar Descriptive Method Lecture Descriptive Method Map study/Chalk & Talk
	2. Origin and Development of Tamil Scripts	2	
	3. The Sangam Age, Source, Literature Epigraphy	4	
	4. Theories regarding the period of Sangam Age	2	
	5. Spread of Tamil Culture in ancient countries through trade and commerce.	2	
III Golden age of Tamils	1.Sangam Period	3	Descriptive Method Lecture Map study/Chalk & Talk Seminar Lecture
	2.Karikala ,Chenkutuvan &Thalaiyalamkanathu Seruvenra Pandyan Nedunchelivan	6	
	3.Rise and development of royal cities, Madurai, Uraiyur, Korkai, Vanchi, Kanchi.	4	
	4.Social, Political, Cultural and Economic Conditions.	4	
	5.Golden age of Tamils.	1	
IV Emergence of Kalabhras	1. Advent of Kalabhras & Kalabhra interregnum	2	Descriptive Method Lecture Seminar Group discussion
	2. Velvikudigrantinscription & PulalanKuruchi Inscription	3	
	3. Literatrary Sources	2	
	4. Impacts of Kalabhra's rule	3	
V Later Sangam Age	1. Dominance of Buddhism and Jainism	4	Lecture Descriptive Method Group discussion
	2. Social, Political and Religious conditions under Kalabhras	4	
	3. Causes for its decline and fall of Tamil Culture.	2	

Course designed by : Mrs. D. Srivenidevi

Programme	B.A(History)	Programme Code	UHI
Course Code	20UHIN11	Number of Hours/Cycle	2
Semester	I	Max. Marks	50
Part	IV	Credit	2
Non-Major Elective Course I			
Course Title	Freedom Movement in India since 1885 C.E		
Cognitive Level	Up to K3		

Preamble

This course is offered for Non-Major Elective students to know about the various stages of Freedom Movement in India from 1885 C.E to 1947 C.E . It enable the students to gain knowledge about the origin of Congress, prominent nationalist of Freedom Movement, Jallian Walabagh Massacre and to provide a knowledge about the Gandhian Mass Movements and the events that upsurge the Independence

Unit I	Rise of Nationalism	5 Hours
	Causes for Rise of Nationalism - Factors - Birth of Indian National Congress - Lord Duffrein - Home Rule League	
Unit II	Prominent Nationalists	6 Hours
	Role of Moderates: G.K.Gokhale, W.C.Banerjee , DhadabhaiNaoroji - Role of Extremists :LalaLajpat Ray, Bipin Chandra Pal, Bala GangadaraThilak, V.O. Chidambaram, Subramaniam Siva, Bharathiyar - 1907 Surat Split -1916 Lucknow Pact - Congress united.	
Unit III	Aggressive Attitude of the British	7 Hours
	Minto - Morely Reforms Act - Home Rule Movement - Montague-Chelmsford Act-Rowlatt Act- Jallian Walabagh Massacre of 1919	
Unit IV	Prelude to Gandhian Era	6 Hours
	Non- Co-operation Movement - Civil Disobedience Movement - Individual Satyagraha - Dandi March- Round Table Conferences - Gandhi - Irwin Pact	
Unit V	India Wins Freedom	6 Hours
	World War and India-Quit India Movement- Cripps Mission-Cabinet Mission-Interim Government, Direct Action Day- Indian Independence Act 1947 – Partition and Pakistan- India wins Freedom.	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Case Study

Text Book

- 1 . Venkatesan. G and Dr. Chandra Prabu.P.(2013), *Indhiya Viduthalai Poratta Varalaru*, V.C. Publications, Rajapalayam.

Reference Books

1. Sen. S.N. (1997), *History of the Freedom Movement in India (1857- 1947)*, New Age International, Kochi.
2. Sir SayyidAhmad Khan.(1873),*The Causes of the Indian Revolt* ,Oxford University Press UK .
3. DesaiA.R.(1976), *Social Background of Indian Nationalism*,Popular Publications,Bombay.

E - Resources

- <https://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indian-history/648>
- <https://academicjournals.org/journal/AJPSIR/article-full-text-pdf/6DA795952944>
- <https://neostencil.com/upsc-modern-history-montague-chalmers-reforms-and-government-of-india-act-1919>
- <https://www.britannica.com/biography/Mahatma-Gandhi/Emergence-as-nationalist-leader>
- https://cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/i/Indian_independence_movement.htm

Course Outcomes

At the end of the course, students would be able to:

CO1	Examine the Rise of Nationalism
CO2	Describe about Extremists and Moderates
CO3	Estimate the Reform Acts, Home Rule League, Jallian Walabagh Massacre
CO4	Define the Non-Co-Operation Movement, Civil Disobedience, Salt Law and Dandi March
CO5	Focus the Gandhian Movements and Independence

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Either/or Choice
			No. of Questions	No. of Questions
1	CO1	Up to K1	2(K1&K1)	1(K1)
2	CO2	Up to K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2(K3&K3)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

Distribution of Section –wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	6	10	16	29.09%	29%
K2	18	10	28	50.91%	51%
K3	6	5	11	20.00%	20%
Total Marks	30	25	55	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Rise of Nationalism	1. Causes for Rise of Nationalism, Factors	2	Black & White Board activities
	2. Birth of Indian National Congress- Lord Duffrein Home Rule League	2	Chalk & Talk, Group Discussion & Seminar
		1	
II Prominent Nationalists	1. Role of Moderates: G.K.Gokhale, W.C.Banerjee, DhadabhaiNaoroji	2	Black & White Board activities
	2. Role of Extremists: LalaLajpatRay, BipinChandra Pal, BalaGangadaraThilak, V.O. Chidambaram, Subramaniam Siva, Bharathiyar	3	Chalk & Talk, Group Discussion, Seminar
	3. Surat Spilit-1916 Lucknow Pact- Congress united.	1	
III Aggressive Attitude of the British	1. Minto-MorelyReforms Act- Home Rule Movement	3	Black & White Board activities
	2. Montague-Chelmsford Act- Rowlatt Act	3	Chalk & Talk Map Study
	3. Jallian Walabagh Massacre of 1919	1	Group Discussion, Seminar
IV Prelude to Gandhian Era	1. Non- Co-operation Movement – Civil Disobedience Movement	2	Black & White Board activities
	2. Individual Satyagraha- Dandi March	2	Chalk & Talk & Map Study
	3. Round Table Conferences- Gandhi- Irwin Pact	2	Group Discussion & Seminar
V India Wins Freedom	1. World War and India	2	Black & White Board activities,
	2. Quit India Movement- Cripps Mission- Cabinet Mission		Chalk & Talk
	3. Interim Government, Direct Action Day	2	Map Study, Group Discussion & Seminar
	4. Indian Independence Act 1947 – Partition and	2	
	5. Pakistan- India wins Freedom		

Course designed by: **Dr. M. S. Fathima Begum**

Programme	B.A.History.	Programme Code	UHI
Course Code	20UHC21	Number of Hours/Cycle	4
Semester	II	Max. Marks	100
Part	III	Credit	4
Core Course III			
Course Title	History of India (320 C.E to 975 C.E.)		
Cognitive level	Up to K3		

Preamble

This course provides a strong foundation in Indian History from 325 C.E. to 975 C.E. Students gain knowledge about the disintegration of the states in northern India and the emergence of Gupta Empire Golden age of Guptas, Pushya bhuthy Dynasty, emergence of Rajputs, and it also brings to limelight the rise of Islam in India.

Unit I	Towards Early Medieval India	12 Hours
	Gupta Age: Sources - Chandra Gupta Maurya - Samudra Gupta- Chandra Gupta II - Skanda Gupta- Huns - invasions - Gupta Administration - Agrarian expansion - The Urban Settlements - Puranas incarnations- Foreign Accounts	
Unit II	Golden Age of Guptas	12 Hours
	Administration of Gupta Empire- Society- Economic condition-Hindu Renaissance - growth and development of Literature- development of Science and Medicine- Sculpture-Painting, Architecture Post Gupta period - Nalanda University- Decline and fall of Gupts.	
Unit III	Pushyabhuthy Dynasty	16 Hours
	HarshaVardhana- invasions - Religious Policy - Administration - Hieun Tsang - Contribution to Buddhism - Vatapi Chalukyas - Pulakesin II - Rastrakudas and Malkhad - Govinda III - Contribution to Art and Architecture.	
Unit IV	Rajputs	12 Hours
	Origin and Theories - Agnikunda theory - Pratiharas, Chauhans, Paramaras, Kalachuris –Administration - Contribution to Art & Architecture and their Achievements.	
Unit V	Invasion of Mohammedans in India	8 Hours
	Arabs Invasion of Sindh- Causes, Courses and Effects - Al-Hajjaj- Mohammed-Bin-Qasim - Tebal-Thahir - Effectless Victory.	

Maps:

1. Gupta Empire
2. Harsha Empire
3. Monuments of Chalukyas and Rashtrakutas

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, MapStudy

Text Book

1. Sathianathaier .R.(1952), *History of India*, Viswanathan Bros, Chennai.

Reference Books

1. Bhasam. A.L. (2000), *The Wonder that was India*, Rupa& Co New Delhi.
2. Ray Choudry.S.C (2010), *Social, Cultural and Economic History of India* (Ancient Times to 1526), Surjeet Publications, New Delhi.
3. HansRaj. (2010) , *Advanced History of India*, Surjeet Publications, New Delhi.

E - Resources

- <https://www.uio.no/studier/emner/hf/iakh/HIS2172/h10/undervisningsmateriale/HIS%202172-early%20medieval.pdf>
- <https://www.ushistory.org/civ/8e.asp>
- https://www.ancient.eu/Pushyabhuti_Dynasty/

- <http://www.indianrajputs.com/history/>
- <https://www.mapsofindia.com/history/battles/arab-invasion-of-sind-under-mohammed-bin-qasim.html>

Course Outcomes

At the end of the course, students would be able to:

CO1	Recall the Society and Culture of Guptas
CO2	Explain the Golden Age of Guptas and Post Gupta politics
CO3	Describe about Pushyabhuthy Dynasty, Harsha and Chalukyas
CO4	Illustrate about various dynasties of Rajput Kingdom
CO5	Indicate the Advent of Islam in India

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	1	2	2	2	2	3	2	2	3	3	2
CO2	2	1	2	3	2	2	3	2	2	2	3	2
CO3	2	1	2	1	0	0	2	3	2	2	2	3
CO4	3	2	2	2	2	2	1	3	1	2	1	3
CO5	2	2	2	2	2	2	2	2	1	0	2	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Towards Early Medieval India	1. Gupta Age: Sources-Chandra Gupta Maurya- Samudra Gupta-Chandra Gupta II – Skanda Gupta	5	Black & White Board activities Chalk & Talk, Map Study
	2. Huns invasions Gupta Administration- Agrarian expansion, - The Urban Settlements	5	Group Discussion, Seminar
	3. Puranas incarnations, Foreign Accounts	2	
II Golden Age of Guptas	A) Administration of Gupta Empire- Society- Economic condition	3	Black & White Board activities Chalk & Talk, Map Study
	B) Hindu Renaissance - growth and development of Literature Development of Science and Medicine - Sculpture- Painting, Architecture	5	Descriptive Method Group Discussion, Seminar
	C) Post Gupta period-Nalanda University	3	
	D) Decline and fall of Guptas.	1	
III Pushyabhuthy Dynasty	A) HarshaVardhana- invasions- Religious Policy- Administration	4	Black & White Board activities
	B) HieunTSang- Contribution to Buddhism	3	Chalk & Talk, Map Study, Descriptive Method
	C) Vatapi Chalukyas-PulakesinII	3	Group Discussion, Seminar
	D) Rastrakudas and Malkhad- Govinda III	3	
	E) Contribution to Art and Architecture	3	
IV Rajputs	A) Origin and Theories- Agnikunda theory Pratiharas, Chauhans, Paramaras, Kalachuris	4	Black & White Board activities Chalk & Talk, Map Study
	B) Administration- Contribution to Art & Architecture and their Achievements	4	Group Discussion, Seminar
		4	
V Invasion of Mohammedans in India	A) Arabs Invasion of Sindh- Causes, Courses and Effects	3	Black & White Board activities Chalk & Talk, Map Study
	B) Al-Hajjaj-Mohammed-Bin- Qasim- Tebal-Thahir	3	Group Discussion, Seminar
	C) Effectless Victory	2	

Course designed by: Dr. M. S. Fathima Begum

Programme	B.A(History)	Programme Code	UHI
Course Code	20UHIC22	Number of Hours/Cycle	4
Semester	II	Max. Marks	100
Part	III	Credit	4
Core Course IV			
Course Title	History of Tamilnadu (575 C.E – 985 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Tamilnadu History from 575 C.E to 985 C.E. It describes the emergence of First Pandiya Empire, Pallava kingdom and Illustrates about the Pallava's conflicts and Bakthi Movement and the emergence of later Cholas.

Unit I	Emergence of Pandyan Empire	12 Hours
	Emergence of First Pandyan Empire – Kadungon - Maravarma Arikesari-VaragunaPandyan- VaragunaPandya II - Causes for its decline-Society, Economic and Cultural Conditions- Contribution of Art and Architecture - Administration - Nadus and its Chieftains	
Unit II	Emergence of Pallavas	12 Hours
	Origin of Pallavas - Various theories - Sources - Archaeological Sources- Epigraphy - Literary -Simha Vishnu - MahendraVarman I - NarasimhaVarman I - Parameshwaran I - NarasimhaVarman II - NandivarmanII.	
Unit III	Conflicts for the Supremacy	14 Hours
	Pallava - Pandya Conflicts- Supremacy for the Cauveri and Kongu region – Pallava - Chalukya conflicts - supremacy for the Krishna and Thungabatra region - Causes, Course and impacts of the conflicts- causes for decline and fall of the Pallavas.	
Unit IV	Conditions under the Pallavas Rule	12 Hours
	Pallavas Administration , Society, Economic condition - Art And Architecture - cave temples- Monolithics - Temple structures - Hindu Rennaisance - Bhakti Movement: Nayanmars and Alvars - role of TamilLiterature.	
Unit V	Emergence of Later Cholas	10 Hours
	Thirupurambiam War - Vijayalaya and his wars - Adithya I - Parantaka I - Sundara Chola -Significance and rise of Medieval Cholas	

Maps

1. First Pandya Empire
2. Pallava Empire
3. Monumental sites of Pallavas

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study

Text Books

1. Subramaniam. N. (1924), *History of Tamil Nadu*, Vol I & II, KoodalPublications, Madurai.
2. Rajayyan. K. (1995) , *History of Tamilnadu Past to present*, RatnaPublications, Madurai.
3. Swaminathan. A.(1993),*History of Tamil Nadu* , DeepaPathipagamMadras.

Reference Books

1. KrishnasamyAiyangar.S.(1918), *Beginning of South Indian History*, Modern Printing works, Madras.
2. NilakantaSastri.K.A.(1932), *Studies of Chola History and Administration*, University of Madras.
3. SadasivaPandarathar.(1974), *History of the Later Cholas*, Annamalai University.
4. Kanagasabai.V.(1989), *The Tamils 1800 years ago*, Asian Educational Services, Madras.

E - Resources

- https://www.newworldencyclopedia.org/entry/Pandyan_Kingdom
- <https://www.historydiscussion.net/history-of-india/the-pallavas-kingdom-origin-and-life-under-the-pallavas/2535>
- <https://iasscore.in/upsc-prelims/the-pallavas>
- <https://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
- <https://timesofindia.indiatimes.com/blogs/desires-of-a-modern-indian/brief-history-of-chola-dynasty/>

Course Outcomes

At the end of the course, students would be able to:

CO1	Explain the emergence of Pandya Empire
CO2	Infer the emergence of Pallavas
CO3	Infer the conflicts for the supremacy of Pallavas
CO4	Identify the socio-religious and political conditions of the Pallavas
CO5	Identify the emergence of Later Cholas

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	2	2	2	2	2	2	2	2	3	3	2
CO2	3	2	2	2	2	2	2	3	3	3	3	2
CO3	2	3	2	2	1	1	1	0	0	1	2	3
CO4	3	2	2	3	2	0	2	2	2	2	1	1
CO5	3	2	2	2	2	2	2	2	2	3	3	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Emergence of Pandyan Empire	1. Emergence of First Pandyan Empire Kadungon	2	Descriptive Method Lecture
	2. Maravarma Arikesari, Varaguna Pandyan & Varaguna Pandya II	4	Group Discussion Descriptive Method /
	3. Causes for its decline	1	PPT Chalk and Talk
	4. Society, Economic and Cultural Conditions Contribution of Art and Architecture	3	Method
	5. Administration, Nadus and its Chieftains	2	
II Emergence of Pallavas	1. Origin of Pallavas Various theories Sources	2 3	Lecture Map Study /
	2. Archaeological Sources, Epigraphy, Literary	3	Descriptive Method Chalk and Talk
	3. Simha Vishnu & Mahendra Varman I		Method Chalk and
	4. Narasimha Varman I, Parameshwaran I, Narasimha Varman II & Nandivarman II.	4	Talk Method
III Conflicts for the Supremacy	1. Pallava - Pandya Conflicts	3	Chalk and Talk
	2. Supremacy for the Cauveri and Kongu region	2	Method / Group discussion
	3. Pallava- Chalukya conflicts supremacy for the Krishna and Thungabatra region	2	Descriptive Method Chalk and Talk
	4. Causes, Course and impacts of the conflicts	2 3	Method / Group discussion
	5. Causes for decline and fall of the Pallavas	2	Descriptive Method Seminar Lecture
IV Conditions under the Pallavas Rule	1. Pallavas Administration, Society, Economic condition, Art & Architecture, cave temples	4 2	Seminar Descriptive Method Lecture
	2. Monolithics, Temple structures	2	Chalk & Talk
	3. Hindu Renaissance	3	Method / Debate
	4. Bhakti Movement: Nayanmars and Alvars	1	Group discussion
	5. Role of Tamil Literature		
V Emergence of Later Cholas	1. Thirupurambiam War	2	Descriptive Method
	2. Vijayalaya and his wars	2	Lecture Descriptive
	3. Adithya I	1	Method, Map
	4. Parantaka I & Sundara Chola	3	Study/Descriptive
	5. Significance and rise of Medieval Cholas	2	Method Seminar

Course designed by: Mrs. D. Srivenidevi

Programme	B.A.History.	Programme Code	UHI
Course Code	20UHN21	Number of Hours/Cycle	2
Semester	II	Max. Marks	50
Part	IV	Credit	2
Non-Major Elective Course II			
Course Title	Introduction to Indian Constitution		
Cognitive Level	Up to K2		

Preamble

This course is offered for Non-Major Elective students to provide a strong foundation about the Indian Constitutional Development. Students gain knowledge about the origin of Indian Constitution, Fundamental rights and Duties, Law making Procedure etc and to bring to limelight the President, Prime Minister, Cabinet, Lok Sabha, Rajya Sabha, Judiciary.

Unit I	Making of Indian Constitution	5 Hours
	Formation of Constituent Assembly- Making of the Constitution - Preamble - Significance.	
Unit II	Salient Features of the Constitution	5 Hours
	Fundamental Rights- Fundamental Duties - Directive Principles of State Policy - Parliament and Law Making – Procedure of Amendment	
Unit III	Indian Executive	8 Hours
	President and His Powers - Vice-President - Prime Minister and His Cabinet - Governors of States - Chief Minister and His Powers	
Unit IV	Indian Parliament	5 Hours
	Lok Sabha: Composition- Powers and functions-Speaker- Rajya Sabha: Composition-Powers and functions- process of Law making-Committee system	
Unit V	Judiciary	7 Hours
	Supreme Court- Composition- Powers and functions-Historical Judgments - Judicial Review- High Court-District Court–Center-State Relation in India-Amendments-Civil Services.	

Pedagogy

Class Room Lectures, Group Discussion, Quiz, Assignments, Experience Sharing, Brain storming, Mock Parliament

Text Book

- 1 . Gomathinayagam P.(2010), *Modern Governments*, Tensy Publications, Sivakasi.

Reference Books

- 1 Anup Chandra Kapur. (1976), *Select Constitutions*, S. Chand & Co. Pvt. Ltd, New Delhi .
2. Mahajan V.D .(1991), *Select Constitutions* S. Chand & Co. Pvt. Ltd New Delhi. 3.Jayapalan. N.(1999), *Modern Governments*, Atlantic Publishers & Dist, New Delhi .

E - Resources

- https://www.constitutionofindia.net/constitution_of_india
- <https://blog.ipleaders.in/salient-features-of-the-indian-constitution/>
- https://www.tutorialspoint.com/indian_polity/indian_polity_union_executive.htm
- https://rajyasabha.nic.in/rsnew/Parliament_of_India.pdf
- <https://www.toppr.com/guides/general-knowledge/the-judiciary-system-of-india/judiciary-system/>

Course Outcomes

At the end of the course, students would be able to:

CO1	Explain the evolution of Indian Constitution
CO2	Describe the Fundamental Rights and Duties of Indian Constitution
CO3	Estimate the powers of the President and Prime Minister
CO4	Illustrate the composition and functions of Lok Sabha and Rajya Sabha
CO5	Infer the powers of Judiciary and the Centre State Relations

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Either/or Choice
			No. of Questions	No. of Questions
1	CO1	Up to K1	2(KI&K1)	1(KI)
2	CO2	Up to K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2(K3&K3)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

Distribution of Section –wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	6	5	11	20.00%	20%
K2	18	10	28	50.91%	51%
K3	6	10	16	29.09%	29%
Total Marks	30	25	55	100%	100%

Lesson Plan

Unit	Description	Hours	Mode
I Making of Indian Constitution	1. Formation of Constituent Assembly	2	Black & White Board activities,
	2. Making of the Constitution	2	Chalk & Talk
	3. Preamble-Significance	1	Group Discussion, Seminar
II Salient Features of the Constitution	1. Fundamental Rights- Fundamental Duties	2	Black & White Board activities
	2. Directive Principles of State Policy - Parliament and Law Making	2	Chalk & Talk Lecture & Group Discussion
	3. Procedure of Amendment	1	
III Indian Executive	1. President and His Powers - Vice- President	3	Black & White Board activities
	2. Prime Minister and His Cabinet	3	Chalk & Talk
	3. Governors of States Chief Minister and His Powers	2	Descriptive Method & Group Discussion
IV Indian Parliament	1. Lok Sabha: Composition- Powers and functions Speaker	2	Black & White Board activities
	2. Rajya Sabha: Composition- Powers and functions	2	Chalk & Talk
	3. Process of Law making-Committee system	1	Group Discussion, Seminar
V Judiciary	1. Supreme Court- Composition- Powers and functions	2	Black & White Board activities
	2. Historical Judgments- Judicial Review	2	Chalk & Talk / Lecture
	3. High Court-District Court, Center-State Relation in India- Amendments –Civil Services.	3	Group Discussion, Seminar

Course Designed By: Dr. M. S. Fathima Begum

Programme	B.A .History.	Programme Code	UHI		
Course Code	20UHIC31	Number of Hours/Cycle	5		
Semester	III	Max. Marks	100		
Part	III	Credit	4		
Core Course V					
Course Title	History of India (975 to 1556 C.E)		L	T	P
Cognitive Level	Up to K3		75	-	-

Preamble

This course provides a strong foundation in Indian History from 975 - 1556 C.E and the students gain knowledge about the disintegration of the states in Northern India and advent of Islam, emergence of Turkish , Afghan and Mughal empires, origin and emergence of Vijayanagar empire and it also brings to limelight the Islamic rule in India.

Unit I	Emergence of Turkish Invasion	13 Hours
	India on the eve of Turks invasion- Hindu Afghanistan- Hindu Shahi kingdom- Muhammad of Ghazni- Indian expeditions-Effects- Muhammad of Ghur- invasions -first and second battle of Tarain importance - achievements- causes for Indian's defeat.	
Unit II	Establishment of Turkish Rule	14 Hours
	Delhi Sultanate- sources- Ilbari/Slave dynasty - Qutub -ud din- Aibak- Achievements- Iltutmish- Wars- Achievements- Sultana Razia- Rise and fall of Razia- Nazeer - ud din - Muhammed- Balban- Defacto ruler- Accession- Reforms- wars- Achievements- Khalji Imperialism- Rise of Jalal -ud din - Khalji .	
Unit III	Rise and Fall of Delhi Sultanate	19 Hours
	Ala-ud din Khalji - Domestic policy - Conquests - Malik Kafur - Estimate - The Mongol invasions during sultanate period - Tughluq Dynasty - Ghiyas-ud din Tughluq - His achievements - Muhammad - bin Tughluq - Reforms - Conquest - Character and importance - Firoz Tughluq - Wars - Reforms - Administration - Timur invasions - Causes and course - Effects - Sayyid Dynasty - The Lodi Dynasty - Ibrahim lodi - Importance - Causes for downfall of Delhi Sultanate - Art and Architecture, Socio - Economic conditions - Unrest - Bhakthi movement.	
Unit IV	Origin and Rise of Vijayanagar	14 Hours
	Origin theories of Vijayanagar Kingdom - Sangama Dynasty - Saluva Dynasty - Tuluva Dynasty - Krishnadevarayar - His achievements - Battle of Talikota - Importance - Aravidu Dynasty - Art and Architecture - Literature - Administration - The Bhamini Kingdom - Ala -ud din Bhamanshah - Muhammad Shah III - Muhammad Gawan - The five kingdoms.	
Unit V	Afghan Mughal Struggle for Supremacy	15 Hours

	India on the eve of Babur's invasion - Babur - Sources - First battle of Panipat - Conquest - Administration - Humayun - Wars - Character and importance - Shershah - Early history - Conquest - Administration - Hemu - Biram Khan - Second battle of Panipat. Maps - India under Ala-ud din Khalji - India under Muhammad - bin Tughluq - Krishnadevaraya's Kingdom	
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Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Study.

Text Book

Srivastava A.L. (1959) The Sultanate of Delhi. S.chand, Shivalal Agarwal and Co. Ltd., Agra.

Reference Books

1. Hans Raj. (2010) , Advanced History of India, Surjeet Publications, New Delhi.
2. Sathianathaiyer R. (1966) A political and cultural History of India Vol.III. S.Viswanathan private Ltd., Chennai.
3. Sharma L.P. (1987) History of Medieval India, Konark publishers, Delhi.

E-Resources

- https://en.wikipedia.org/wiki/Great_Turkish_Invasion
- <https://www.historydiscussion.net/history-of-india/establishment-of-turkish-rule-in-india-indian-history/6544>
- <https://upscfever.com/upsc-fever/en/history/ancient/en-anc-chp16.html>
- <https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646>
- <https://www.astrojyoti.com/medieval-history-47.html>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the invasion of Turkish and its Effects
CO2	Establishment of Turkey rule in India
CO3	Describe about Khalji and other dynasties
CO4	Illustrate about Vijayanagar and Bhamini kingdoms
CO5	Indicate the Advent of Mughals in India.

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	2	2	2	2	-	3	2	-	3	2
CO 2	3	3	2	2	1	1	-	3	2	-	2	2
CO 3	3	3	2	2	1	1	-	2	2	-	2	2
CO 4	3	3	2	3	2	2	2	3	2	-	2	2
CO 5	3	3	2	3	2	2	-	2	2	-	2	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I	Emergence of Turkeys invasion	13 Hours	Mode
	a. India on the eve of Turks invasion	2	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Hindu Afghanistan- Hindu Shahi kingdom	2	
	c. Muhammad of Ghazni- Indian expeditions- effects	4	
	c. Muhammad of Ghur- invasions -first and second battle of Tarain importance - achievements	4	
d. Causes for Indian's defeat	1		
Unit II	Establishment of Turkeys rule	14 Hours	Mode
	a. Delhi Sultanate- sources	1	Black & White Board activities Chalk & Talk, Map Study, Group Discussion,
	b. Ilbari/Slave dynasty - Qutub -ud din- Aibak- Achievements	2	
	c. Iltutmish- wars- Achievements	3	
	d. Sultana Razia- Rise and fall of Razia	1	
e. Nazeer - ud din - Muhammed- Balban- defacto ruler	2		

	f. Accession- Reforms- wars- Achievements	3	Seminar
	g.Khalji Imperialism- Rise of Jalal -ud din - Khalji	2	
Unit III	Rise and Fall of Delhi Sultanate	19 Hours	Mode
	a. Ala-ud din Khalji - Domestic policy - Conquests - Malik Kafur - Estimate	3	Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. The Mongol invasions during sultanate period	2	
	c.Tughluq Dynasty - Ghiyas-ud din Tughluq - His achievements	2	
	d.Muhammad - bin Tughluq - Reforms - Conquest - Character and importance	3	
	e.Firoz Tughluq - Wars - Reforms - administration	2	
	f.Timur invasions - Causes and course - Effects - Sayyid Dynasty	2	
	g.The Lodi Dynasty - Ibrahim lodi – Importance- Causes for downfall of Delhi Sultanate	2	
	h. Art and Architecture, Socio - Economic conditions - Unrest - Bhakthi movement	3	
Unit IV	Origin and Rise of Vijayanagar	14 Hours	
	a. Origin theories of Vijayanagar Kingdom Sangama Dynasty - Saluva Dynasty		2
	b.Tuluva Dynasty - Krishnadevarayar - His achievements	3	Black &White Board activities, Chalk & Talk, Map Study, Group Discussion, Seminar, Field Study
	c.Battle of Talikota - Importance - Aravidu Dynasty	2	
	d.Art and Architecture - Literature - administration	3	
	e.The Bhamini Kingdom - Ala -ud din Bhamanshah - Muhammad Shah III - Muhammad Gawan - The five kingdoms	4	
Unit V	Afghan Mughal Struggle for Supremacy	15 Hours	Mode
	a.India on the eve of Babur's invasion - Babur - Sources	2	Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b.First battle of Panipat - Conquest - Administration	2	
	c.Humayun - Wars - Character and importance	2	
	d.Sher Shah - Early history - Conquest - Administration	3	
	e.Hemu - Biram Khan - Second battle of Panipat	2	
	f.India under Ala-ud din Khalji - India under Muhammad - bin Tughluq - Krishnadevaraya's Kingdom	4	

Course designed by - Dr. P. Sangaralingam

Programme	B.A History.	Programme Code	UHI
Course Code	20UHIC32	Number of Hours/Cycle	5

Semester	III	Max. Marks	100			
Part	III	Credit	4			
Core Course VI						
Course Title	History of Tamil Nadu (985 C.E to 1310 C.E)			L	T	P
Cognitive Level	Up to K3			75	-	-

Preamble

The course provides a strong foundation in Tamil Nadu History from 985 C.E to 1310 C.E. It describes the Rise of Imperial Cholas, Chalukya Cholas, Emergence of Second Pandian Empire, illustrate about the zenith of Medieval Tamilnadu and fall and decline of the Second Pandya Empire.

Unit I	Rise of Imperial Cholas	18 Hours
	Rajaraja I –Meikirthi - Military conquests – Battle of KandalurSalai - Conquest of Kerala and the Pandyas - Conquest of Sri Lanka - Chalukyan conflict - Conquest of Kuda-malai-nadu - Naval expedition - Brihadisvara Temple– Rajendra I -Military conquests - Conquest of Sri Lanka - Pandyas and Cheras - Chalukyan conflict - Expedition to the Ganges -South East Asian expedition - Rajathirajaand his Achievements - Rajendra Chola – and his Achievements - Athi Veera Rajendra and his Achievements.	
Unit II	Emergence of Chalukya Cholas	17 Hours
	Matrimonial Alliance - Kulottunga I – Military campaigns - Western Chalukya conflicts - Pandya campaign – Vengi - Sri Lanka - Overseas contacts - Vikrama Chola – Kulottunga II – Extent of Empire - Literature – Kulottunga III – Campaigns against the Pandyas - War with Hoysalas - Wars in the Telugu country – Fall and decline of the Cholas.	
Unit III	Zenith of Medieval Tamils Culture	13 Hours
	Literature – Politics – Administration – Society – Rise of New Clauses - Economy – Religious Policy – Arts & Architecture – Tamils Culture spread in overseas.	
Unit IV	Emergence of the Second Pandyan Empire	15 Hours
	Sources – Marcopolo – JadavaramaKulasekaraPandyan I and his Wars – MaravarmaSundaraPandyan I and his Wars – MaravarmanSundaraPandyan-II-JatavarmanSundarapandya - I-MaravarmanKulasekara - I – War of Succession- SundaraPandyan – Veera Pandyan.	
Unit V	Condition of the Second Pandyan Empire	12 Hours
	Administration – Society – Economy – Religion – Art And Architecture - Fall and Decline of the Second Pandyan Empire.	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion /seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity, Field Study.

Text Book

1. Rajayyan.K. (1995), History of Tamil Nadu past to present, Ratna Publications, Madurai.

Reference Books

1. Kanga Sabai. V. (1989), the Tamils 1800 years ago, Asian Educational Services, Madras.
2. NilakandaSastriAiyangar. S. (1932),Studies of Chola History and Administration, University of Madras.
3. SadasivaPandarathar. (1974), History of Later Cholas, Annamalai University

E-Resources

- <https://www.objectiveias.in/imperial-cholas/>
- https://en.wikipedia.org/wiki/Chalukya%E2%80%93Chola_wars
- https://en.wikipedia.org/wiki/Chola_government
- <http://tnpsctutorial.blogspot.com/2013/09/the-second-pandyan-empire.html>
- <https://www.toppr.com/ask/question/what-was-the-reason-for-the-decline-of-the-second-pandyan-empire/>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Evaluate the establishment of Imperial Cholas in Medieval Tamil Nadu
CO2	Describe the Emergence of Chalukya Cholas in Tamil Nadu
CO3	Enumerate the Zenith of Medieval Tamil Culture
CO4	Discuss the Emergence of Second Pandya Empire in Tamil Nadu
CO5	Recognize the Socio, economic and religious conditions under the Second Pandya Empire

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	3	3	2	1	3	3	3	-	2	2
CO 2	3	3	3	2	2	1	3	3	2	-	2	2
CO 3	3	3	3	3	2	1	3	3	2	-	2	2
CO 4	3	3	3	2	2	1	3	2	3	-	2	2
C05	3	3	2	3	2	1	3	2	2	-	2	2

High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice

			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K2 &K2)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K2 &K2)	1(K2)
4	CO4	Up to K3	2	K1&K2	2(K2 &K2)	1(K3)
5	CO5	Up to K3	2	K1&K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I	Rise of Imperial Cholas	18 Hours	Mode
	a. Introduction of Imperial Cholas	1	Descriptive Method Lecture Chalk & Talk
	b. Rajaraja Chola I & his Achievements	7	
	c. Rajendra Chola & his Wars	7	
	d. Rajathi Raja – Rajendra Chola Devan	2	

	e. Athi Veera Rajendran	1	Seminar Field Study
Unit II	Emergence of Chalukya Cholas	17 Hours	Mode
	a. Introduction of Chalukya Cholas	1	Descriptive Method Lecture Chalk & Talk Seminar
	b.Kulottunga I and his wars	5	
	c.Vikrama Chola	1	
	b.Kulottunga II and his wars	5	
b.Kulottunga III and his wars	5		
Unit III	Zenith of Medieval Tamils Culture	13 Hours	Mode
	a.Administration	3	Descriptive Method Lecture Chalk & Talk Seminar
	b.Society	3	
	c.Economy	3	
	d.Religion	2	
e.Fall and Decline of the Cholas	2		
Unit IV	Emergence of the Second Pandyan Empire	15 Hours	Mode
	a.Introduction of Second Pandya Empire	1	Descriptive Method Lecture Chalk & Talk Seminar
	b. Sadayavarama Kulasekara Pandyan I	3	
	c. Maravarma Sundara Pandyan I	3	
	d. Sadayavarma Kulasekara Pandyan	4	
e. Maravarma Kulasekara Pandyan& War of Succession.	4		
Unit V	Condition of the Second Pandya Empire	12 Hours	Mode
	a. Administration	2	Descriptive Method Lecture Chalk & Talk Seminar Field Study
	b. Society & Economy	3	
	c. Religion	2	
	d. Art And Architecture	3	
e. Fall and Decline of the Second Pandyan Empire	2		

Course designed by: Dr. D. Srivenidevi

Programme	B.A .History.	Programme Code	UHI
Course Code	20UHIA31	Number of Hours/Cycle	6
Semester	III	Max. Marks	100

Part	III	Credit	4			
Allied Course III						
Course Title	Modern Governments - I			L	T	P
Cognitive Level	Up to K3			90	-	-

Preamble

This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime and tofamiliarize students with the basic concepts and approaches to the study of Constitution while analyzing the constitution of developed and developing countries.

Unit I	State and its Elements	16 Hours
	Concept of State-Distinction between State and Society-Theories of Origin of State-Tirukkural about the State- Thomas Hobbes-John Locke- Rousseau-Evolution of Governmental Forms-Monarchy-Dictatorship-Democracy: Direct and Indirect Democracy - Secular State- Welfare State.	
Unit II	Classification of the Constitution	18 Hours
	Written and Unwritten-Rigid and Flexible-Federal and Unitary-Parliamentary and Presidential-Uni-Cameral and bi-Cameral-Separation of Powers. Forms of Government: Unitary and Federal-Parliamentary and Presidential Form- Theory of Separation of Powers	
Unit III	Constitution of England	20 Hours
	Historical Background-Source-Magnacarta-Salient features of the constitution of UK-Constitutional Conventions and their importance-Executive: King and the Crown-Cabinet: Formation, Powers and functions- British Parliament-Composition and Powers- House of Lords-House of Commons-Prime Minister and Council of Ministers-Law making Process-Judiciary- Rule of Law- Party system- Pressure Groups	
Unit IV	Constitution of U.S.A	18 Hours
	Salient features of the Constitution of USA-Mode of Amendment-Executive-President-Election-Removal-Powers and Position-Vice President-Legislature: Composition and Powers of House of Representatives and Senate-Law Making Process-Committee System-Judiciary-Structure and Powers of the Supreme Court-Judicial Review- Party System and Pressure groups	
Unit V	Constitution of France	18 Hours
	Survey of Constitutional Development upto 1958-Constitution of V Republic- Salient Features and Amending procedures-President-Powers and Functions- Cabinet: Powers and Functions-Legislature-Composition and Powers of National Assembly and Senate-Law Making Process-Judiciary-Composition and Powers-Party System-Multi Party System.	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Mock Parliament.

Text Book

1. Kasturi, J.(2006) , Comparative Governments, Udumalpet, Ennes Publications.

Reference Books

1. Das P.G., (2011) History of Political Thought, New Central Book Agency, New Delhi.
2. Gauba. O.P., (2012) An Introduction to Political Theory, Macmillan, India.

3. Pylee, M.V., (2003) Constitution Government in India, New Delhi, Chand and Co..

E-Resources

- [.http://egyankosh.ac.in/handle/123456789/17622](http://egyankosh.ac.in/handle/123456789/17622)
- [.http://sapatgramcollegeonline.co.in/attendance/classnotes/files/1588341909.pdf](http://sapatgramcollegeonline.co.in/attendance/classnotes/files/1588341909.pdf)
- [.http://maitreyi.ac.in/Datafiles/cms/2020/eresources/pol%20sci-II.pdf](http://maitreyi.ac.in/Datafiles/cms/2020/eresources/pol%20sci-II.pdf)
- [.https://mrunal.org/2013/06/download-political-science-mains-ignou-bama-no-registration-fullsets-last-34-years-previous-question-paper-1979-2012-ncert-nios.html](https://mrunal.org/2013/06/download-political-science-mains-ignou-bama-no-registration-fullsets-last-34-years-previous-question-paper-1979-2012-ncert-nios.html)

Course Outcomes

After completion of this course, the students will be able to:

CO1	Enumerate the necessity of formation of States
CO2	Examine the principles relating to Constitutions
CO3	Recognize the salient features of constitution of England and the value of monarchy, the duties and responsibilities of the cabinet system.
CO4	Familiarize the salient features of constitution of the U.S.A to know the role the President of U.S.A. in the government.
CO5	Examine the constitutional development in France

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	2	2	-	-	2	1	-	2	1	-	1	2
CO 2	2	2	-	-	2	1	-	2	1	-	1	2
CO 3	2	-	-	-	2	1	-	2	1	-	1	2
CO 4	3	3	1	-	2	1	-	2	1	-	1	2
CO 5	2	1	-	-	2	1	-	2	1	-	1	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2(KI&K1)	1(KI)
2	CO2	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
4	CO4	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	16	20	41	41%	41%
K3	-	16	20	36	36 %	36 %
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	State and its Elements	16 Hours	Mode
Unit I	a. Unitary and Federal forms of Government	4	Lecture
	b. Merits and Demerits	3	Descriptive
	c. Conditions of Federalism	3	Method / PPT
	d. Secular State	3	Chalk & Talk
	e. Welfare State	3	Seminar
Unit II	Classification of the Constitution	18 Hours	Mode
	a. Written and Unwritten, Rigid and Flexible	4	Lecture
	b. Federal and Unitary	4	Descriptive
	c. Parliamentary and Presidential	4	Method / PPT
	d. Uni-Cameral and bi-Cameral	3	Chalk & Talk
e. Confederation, Separation of Powers	3	Seminar	
Unit III	Constitution of England	20 Hours	Mode
	a. Salient features of the constitution of UK	4	Lecture
	b. The Crown	4	Descriptive
	c. British Parliament, Prime Minister and Council of Ministers	5	Method / PPT
	d. Committee System, Judiciary, Rule of Law	4	Chalk & Talk
e. Party system, Pressure Groups	3	Seminar	
Unit IV	Constitution of U.S.A	18 Hours	Mode
	a. Salient features of the Constitution of USA	3	Lecture
	b. President, Congress	5	Descriptive
	c. Federalism, Separation of Powers	3	Method / PPT
	d. Judicial System	3	Chalk & Talk
e. Political Parties and Pressure groups	4	Seminar	
Unit V	Constitution of France	18 Hours	Mode
	a. Salient Features of the French Political System	4	Lecture
	b. Powers and Functions of Executive- Legislative and Judiciary	4	Descriptive
c. Administrative Law, Political Party	7	Method / PPT	
			Chalk & Talk
			Seminar

	d.Public Services, Local Government.	3	
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Course designed by – Dr. M.S. Fathima Begum

Programme	B.A. History	Programme Code	UHI		
Course Code	20UHIS31	Number of Hours/Cycle	2		
Semester	III	Max. Marks	50		
Part	IV	Credit	2		
Skill Based Course I					
Course Title	Archives Keeping	L	T	P	
Cognitive Level	Up to K3	30	-	-	

Preamble

The Course provided strong foundation in History of Archives Keeping during different periods and to train them in the scientific methods in the preservation of records, make the Students aware of the functions and uses of different Archives in India and other Countries and disseminate knowledge of documentation and preservation of Records.

Unit I	History of Achieves	5 Hours
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	Archives Keeping – Definition and Scope – History of Archives Keeping- Establishment of National Archives - Creation of Archives	
Unit II	Organization of Archives	4 Hours
	Organization and Structure of Indian and Tamilnadu State Archives – Classification of Archives – Regulation Administration of Archives – Functions of Archives –	
Unit III	Preservation of Archives	7 Hours
	Preservation of Archives – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Atmospheric factors: Temperature, Humidity, Sunlight, Dust, Impurities, Microorganisms and Pest: Silver fish, Termites or White Ants, Wood Warm, other insects – Methods of Preservation and repair of Archival material.	
Unit IV	Administration of Archives	7 Hours
	Administration of Archives: National Archive – Tamil Nadu Archive – Functions of Archives – Uses of Archives. Uses of Archives – Rules and Regulations of Archives in India	
Unit V	Private Archives	7 Hours
	Private Archives: Categories of Private Archives Indian Historical Records Commission (IHRC) – Indian Council of Archives (ICA) - SWARBICA and ARBICA	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study.

Text Book

1. Sundara Raj. M. A.(1998) Manual of Archival System and World of Archives, Chennai

Reference Books

1. Bargava. K.D, (1958), An Introduction to National Archives, National Archives of India, Ministry of Education, Government of India.
2. Baliga.B.S (1922), Guides to Records Preserved in the Madras Record Office, Foreign and Colonial Compiling and Publishing Company, London.
3. Baliga. B.S (1947), Notes on the preservation of Archives Unknown Binding Superintendent, Govt. Press.

E-Resources

- <http://nationalarchives.nic.in/content/history>
- <http://nationalarchives.nic.in/content/organisation>
- <http://nationalarchives.nic.in/content/preservation>
- <http://www.ijonte.org/FileUpload/ks63207/File/10.senturk.pdf>
- <http://nationalarchives.nic.in/>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Enumerate about The History of Archives Keeping , definition & Scope
CO2	Explain about the Organization and Functions of Archives
CO3	Demonstrate the factors deteriorations and Preservation of Archival materials
CO4	Illustrate the Rules and Regulations of Archives
CO5	Narrate the National Archives and State Archives in India

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	2	2	1	2	1	2	2	1	1	-	1	2
CO 2	2	2	1	2	2	2	2	2	1	-	1	2
CO 3	-	-	-	3	2	1	2	1	2	-	1	2
CO 4	-	-	-	2	2	2	2	1	1	-	1	2
C05	2	2	1	2	2	2	2	2	1	0-	1	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B
			Either/ or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K1	2(K1&K1)	1(K1)
2	CO2	Up to K1	2(K1&K1)	1(K1)
3	CO3	Up to K2	2(K2&K2)	1(K2)
4	CO4	Up to K3	2(K2&K2)	1(K3)
5	CO5	Up to K3	2(K3&K3)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	15
Total marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	12	10	22	40	40%
K2	12	10	22	40	40%
K3	6	5	11	20	20%
Total Marks	30	25	55	100	100%

Lesson Plan

History of Archives	5 Hours	Mode
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Unit I	a)History of Archives	2	Descriptive Method Lecture Seminar
	b)Preservation of Records in Ancient Times	2	
	c)Creation of Archives	1	
Organization of Archives		4 Hours	Mode
Unit II	a)Organization of Archives	2	Lecture
	b)Regulations	1	Group Discussion
	c)Administration of Archives	1	Chalk and Talk method
Preservation of Archives		7 Hours	Mode
Unit III	a)Preservation of Records and Books in Modern Period	2	Chalk and Talk method Lecture Descriptive Method Field Study
	b)Scientific Methods	2	
	c)Function of Archives	3	
Administration of Archives		7 Hours	Mode
Unit IV	a)Administration of Archives: National Archive	3	Seminar Chalk and Talk method Descriptive Method
	b)Tamil Nadu Archive – Functions of Archives – Uses of Archives - Rules and Regulations	2	
	c)Uses of Archives – Rules and Regulations of Archives in India Uses of archives Archives in India	2	
Private Archives		7 Hours	Mode
Unit V	a)Contribution of the British towards Archives Keeping	2	Chalk and Talk method Lecture Seminar, Descriptive Method , Group Discussion
	b)National Archives in India	2	
	c)State Archives in Tamil Nadu	1	
	d)Functions of Private Archives	2	

Course designed by – Dr. S. Palanikumar

Programme	B.A. History	Programme Code	UHI			
Course Code	20UHIC41	Number of Hours/Cycle	5			
Semester	IV	Max. Marks	100			
Part	III	Credit	4			
Core Course VII						
Course Title	History of India (1556 to 1761 C.E)			L	T	P
Cognitive Level	Up to K3			75	-	-

Preamble

To bring in limelight the different facets of Akbar and other Mughal Emperors and to provide historical background of the emergence of Maratha power , achievements of Peshwas, the role played by the Ahmad Shah Abdali in the European powers who have ruled India.

Unit I	Emergence of Mughal Empire	14 Hours
	Akbar the Great - Rajput policy - Imperial policy - Conquests - Deccan Wars - Religious policy - Formative factors - Din-I-Ilahi - Mansabdari system - Estimate - Jahangir - Character - Nurjahan -	

	Importance - Conquests - War of succession - East India company - Role of Mahabat Khan and Asaf Khan.	
Unit II	Golden age of Mughals	18 Hours
	Shahjahan - Accession - Conquests - Deccan policy - North-West and central Asian policy - Mumtaj - Prolific builder - Golden period - War of succession - Emergence of Aurangzeb - Coronations - Frontier policy - Deccan policy - Wars - Religious policy and its effects - Relation with Shivaji- Shambuji - Rajaram and Tarabai - Rise of Sikh - Sikh Gurus - The Khalsa.	
Unit III	Later Mughals	11 Hours
	Bahadur Shah - Jahandar Shah - Farrukh-Siyar - Rise and fall of Sayyid brothers - Invasion of Nadir Shah - Effects - Ahmad Shah Abdali invasions - Effects - Causes for the decline of Mughal Empire.	
Unit IV	Significance of Mughal Administration	14 Hours
	Nature of the Mughal Government - The Emperor - The Nobility - Ministers - Provincial Government - Revenue system - Reforms - Todarmal - The army - Mansabdari system - Justice - Socio-economic conditions - Literature - Art and Architecture - Paintings and Music.	
Unit V	Rise and fall of Maratha Empire	18 Hours
	Causes for the rise of Marathas - Emergence of Maratha under Shivaji - Conquests - Coronation - Administration - Shambuji - Rajaram - Tarabai - Role of Shahu - Emergence of Peshwas - Balaji Viswanath - Bajirao - Balaji Bajirao - Third battle of Panipet - Importance - Madhavarao - Administration - Causes for the fall of Marathas. Maps - Akbar's Empire - India under Aurangzeb - Shivaji's Empire.	

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Trip.

Text Book

1. Mahajan V.D. (1959) India since 1526, S.Chand Shivalal, Agarwal and Co. Ltd., Agra.

Reference Books

1. Roychoudri S.C. (2003) History of Medieval India from 1000 to 1707, Surjeet publications, New Delhi
2. Majumtar R.C. Roychoudri S.C. and Kalkinkar datta (2016) Advanced History of India, Macmillan India, New Delhi.
3. Sathianathaiyer R. (1966) A political and cultural History of India Vol.III. S.Viswanathan private Ltd., Chennai.

E-Resources

- <https://knowindia.gov.in/culture-and-heritage/medieval-history/the-mughal-empire.php>
- <https://www.toppr.com/ask/en-in/question/the-reign-of-which-mugal-emperor-is-called-the-golden/>
- https://www.forumancientcoins.com/india/mughal/mug_later.html<https://www.history>

discussion.net/history-of-india/mughal-administration-its-culture-and-disintegration-in-india/3062

- https://en.wikipedia.org/wiki/Maratha_Empire#:~:text=

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the significance of the Mughal Empire
CO2	Explain the golden age of Mughals and causes for fall of the Mughals
CO3	Describe about later Mughals and the impact of foreign invasions
CO4	Illustrate about Mughal Administration and Art and Architecture
CO5	Indicate the Rise and fall of the Maratha powers.

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	2	2	1	1	-	2	2	-	2	2
CO 2	3	3	2	2	1	1	-	2	2	-	2	2
CO 3	3	3	2	2	2	1	-	2	2	-	2	2
CO 4	3	3	2	3	2	1	-	2	2	-	2	2
CO5	3	3	3	3	2	1	1	2	2	-	2	2

3.High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	30
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I	Emergence of Mughal Empire	14 Hours	Mode
	a.Akbar the Great - Rajput policy - Imperial policy - Conquests -Deccan Wars	4	Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Religious policy - Formative factors - Din-I-Ilahi	3	
	c. Mansabdari system - Estimate	2	
	d.Jahangir - Character - Nurjahan - Importance - Conquests - War of succession	3	
e.East India company - Role of Mahabat Khan and Asaf Khan.	2		
Unit II	Golden age of Mughals	18 Hours	Mode
	a.Shahjahan - Accession - Conquests - Deccan policy - North-West and central Asian policy	4	Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Mumtaj - Prolific builder - Golden period - War of succession	3	
	c. Emergence of Aurangzeb - Coronations - Frontier policy - Deccan policy - Wars	4	
	d.Religious policy and its effects	2	
	e.Relation with Shivaji- Shambuji - Rajaram and Tarabai	3	
f. Rise of Sikh - Sikh Gurus - The Khalsa.	2		
Unit III	Later Mughals	11 Hours	Mode
	a.Bahadur Shah - Jahandar Shah	2	Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b.Farrukh-Siyar - Rise and fall of Sayyid brothers	2	
	c.Invasion of Nadir Shah - Effects	2	
	d. Ahmad Shah Abdali invasions - Effects	2	
e. Causes for the decline of Mughal Empire.	3		
Unit IV	Significance of Mughal Administration	14 Hours	Mode
	a.Nature of the Mughal Government	2	Black &White Board activities Chalk & Talk, Map Study, Group Discussion,
	b.The Emperor - The Nobility - Ministers	3	
	c.Provincial Government - Revenue system - Reforms -Todarmal	3	
d.The army - Mansabdari system - Justice - Socio-economic conditions	2		

	e. Literature - Art and Architecture - Paintings and Music	4	Seminar
Unit V	Rise and fall of Maratha Empire	18 Hours	Mode
	a.Causes for the rise of Marathas	1	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b.Emergence of Maratha under Shivaji - Conquests - Coronation - Administration	3	
	c.Shambuji - Rajaram - Tarabai - Role of Shahu	2	
	d.Emergence of Peshwas - Balaji Viswanath - Bajirao	3	
	e.Balaji Bajirao - Third battle of Panipet - Importance	3	
	f.Madhavarao - Administration	2	
	g.Causes for the fall of Marathas.	1	
	h.Maps-Akbar's Empire - India under Aurangzeb - Shivaji's Empire	3	

Course designed by - **Dr. P. Sangaralingam**

Programme	B.A. History	Programme Code	UHI		
Course Code	20UHIC42	Number of Hours/Cycle	5		
Semester	IV	Max. Marks	100		
Part	III	Credit	4		
Core Course VIII					
Course Title	History of Tamil Nadu (1310 C.E to 1659 C.E)		L	T	P
Cognitive Level	Up to K3		75	-	-

Preamble

The course provides a strong foundation in Tamil Nadu History from 1310 C.E to 1659 C.E. It describes the major Invasions against the Tamils, Impact of Madurai Sultanate, Emergence of Vijayanagar rule in Tamil Nadu, Rule of Madurai Nayaks and the age Anarchy.

Unit I	The Crucial Invasions against the Tamils	14 Hours
	Circumstance – Malik Kafur Invasion & impacts - Chera Ravivarma Invasion - Kakathiya Invasion - Kushrukhan Invasion - Ulukkhan Invasion	
Unit II	Emergence of Madurai Sultanate	17 Hours
	Under Tughluq dynasity - Establishment of Madurai Sultanate- Jalal-ud-din Ashan Shah - Ala-ud-Din Udaui and Qutb-ud-Din Firuz -Ghiyas-ud-Din Muhammad Damghani - Nasir-ud-Din	

	Mahmud Damghan Shah - Fall and Decline of the Madurai Sultanate – Accounts of Ibinbattuda.	
Unit III	Emergence of Vijayanagar Rule	16 Hours
	Sources - Literature - Early Invasion of Vijayanagar - Bukka I invasion - Kumara Kambana's Invasion & It's impacts - Rule of Vanathirayas - Tamil Nadu under the Vijayanagar Rule.	
Unit IV	Emergence of Madurai Nayaks – UptoThirumalai Nayak	16 Hours
	Nayangara System - Krishna Devaraya - Nagama Nayak - Viswanatha Nayak and his Achievements - Poligari System - Krishnappa Nayak I- and his Achievements - Battle of Thopur-Thirumalai Nayak & his wars.	
Unit V	The Age of turmoil	12 Hours
	Circumstance - Administration - Society - Economy - Religion - Art and Architecture	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion, Seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity, Field Study.

Text Book

1. Sakkottai Krishnaswami Aiyangar(1991), South India and Her Muhammadan Invaders, Asian Educational Services, India.

Reference Books

1. Kanga Sabai. V. (1989), the Tamils 1800 years ago, Asian Educational Services, Madras.
2. Sathyanatha Aiyar (1991) – History of the Nayak of the Madura, Asian Educational Services, Chennai.
3. Krishnasamy Aiyangar.S.(1918), Beginning of South Indian History, Modern Printing Works, Madras.

E-Resources

- https://en.wikipedia.org/wiki/Malik_Kafur%27s_invasion_of_the_Pandya_kingdom
- https://en.wikipedia.org/wiki/Madurai_Sultanate
- <https://www.britannica.com/biography/Kumara-Kampana>
- https://en.wikipedia.org/wiki/Madurai_Nayak_dynasty
- https://www.tamilnadu.ind.in/tamilnadu_history/nayak_madurai/nayak.php#:~:text=According%20to%

Course Outcomes

After completion of this course, the students will be able to:

CO1	Evaluate the crucial invasion against the Tamils
CO2	Describe the Emergence of Madurai Sultanate
CO3	Explain the Emergence of Vijaya Nagar Rule in Tamil nadu
CO4	Evaluate the Emergence of Madurai Nayaks rule in Tamil Nadu
CO5	Recognize the condition of Socio, Economic, Religious, Art and Architecture styles during that period

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	3	3	3	2	2	1	3	2	1	0	2	2

CO 2	3	3	2	2	2	1	3	2	1	0	2	2
CO 3	3	3	3	2	2	1	3	2	1	0	2	2
CO 4	3	3	3	2	2	1	3	2	1	0	2	2
C05	3	3	2	3	2	1	3	2	1	0	2	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K-Level	Section A		Section B		Section C	
			MCQs		Either/ or Choice		Open Choice	
			No. of Questions	K-Level	No. of Questions	No. of Questions		
1	CO1	Up to K2	2	K1&K2	2(K1 &K1)	1(K1)		
2	CO2	Up to K2	2	K1&K2	2(K2 &K2)	1(K2)		
3	CO3	Up to K2	2	K1&K2	2(K2 &K2)	1(K2)		
4	CO4	Up to K3	2	K1&K2	2(K2 &K2)	1(K3)		
5	CO5	Up to K3	2	K1&K2	2(K3&K3)	1(K3)		
No of Questions to be asked			10		10	5		
No of Questions to be answered			10		5	3		
Marks for each Question			1		4	10		
Total marks for each Section			20		20	30		

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I	The Major Invasions against the Tamils	14 Hours	Mode
	a. Background History of Mughals invasion	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Malik Kafur's Invasion & its impacts	3	
	c. Kushrukhan Invasion	2	
	d. Ulukkhan Invasion & Other Invasions	3	
	e. Impact of Muslim Invasion in Tamil Nadu	3	

Unit II	Emergence of Madurai Sultanate	17 Hours	Mode
	a. Origin of the Madurai Sultanate	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Jalal-ud-din Ashan Shah - Ala-ud-Din Udaugi and Qutb-ud-Din Firuz	4	
	c. Ghiyas-ud-Din Muhammad Damghani -	4	
	d. Nasir-ud-Din Mahmud Damghan Shah	4	
e. Fall and Decline of the Madurai Sultanate	2		
Unit III	Emergence of Vijayanagar Rule	16 Hours	Mode
	a. Sources – Literature	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Various Theories regarding the Emergence of Vijayanagar rule	3	
	c. Kumara Kambana's Invasion & It's impacts	2	
	d. Harihara II – Devaraya II	3	
e. Battle of Thalakkottai – Battle of Thoppur 1616 - Tamil Nadu under the Vijayanagar Rule.	5		
Unit IV	Emergence of Madurai Nayaks – Upto Thirumalai Nayak	16 Hours	Mode
	a. Nayangara System	2	Descriptive Method Lecture Chalk & Talk Seminar Field study
	b. Viswanatha Nayak - Career and Achievements	3	
	c. Krishnappa Nayak I- Career and Achievements	4	
	d. Thirumalai Nayak & his wars	4	
e. Poligar System	3		
Unit V	The Age of Anarchy	12 Hours	Mode
	a. Administration	2	Descriptive Method Lecture Chalk & Talk Seminar, Field Study
	b. Society Economy	2	
	c. Economy	2	
	d. Art and Architecture	4	
e. Religion	2		

Course designed by: Dr. D. Srivenidevi

Programme	B.A. History	Programme Code	UHI		
Course Code	20UHIA41	Number of Hours/Cycle	6		
Semester	IV	Max. Marks	100		
Part	III	Credit	4		
Allied Course IV					
Course Title	Modern Governments - II	L	T	P	
Cognitive Level	Up to K3 Level	90	-	-	

Preamble

The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of the constitutional development of Switzerland, People's Republic of China, India while encouraging a specific knowledge of individual thinkers .

Unit I	Constitution of Switzerland	16 Hours
	Constitutional Development Salient features of the Constitution of Switzerland – Federalism – Mode of Amendment-Executive – Composition and Powers of Federal Assembly –Judiciary- Federal Tribunal - Direct Democracy: Instruments and Working of Direct Democracy – Party System in Switzerland	
Unit II	Constitution of people's Republic of China	17 Hours
	The Constitution of the People's Republic of China Main features of the Chinese Constitution- Rights and Duties - The Legislature - The Executive - The Judiciary- Working of Local government in	

	China	
Unit III	Historical background of Indian Constitution	17 Hours
	Introduction to Indian Polity – Tirukkural- Arthasastra-Dharmasastra -Nature of Modern Indian Political thought- Brahma Samaj – Arya Samaj-Ramakrishna-Vivekananda- Evolution of Indian Constitution - Growth of Legislature from 1861 to 1892-The Government of India Act 1909 - The Government of India Act 1919 - The Government of India Act 1935 -Indian Independence Act 1947	
Unit IV	Making of Indian Constitution	16 Hours
	Making of Indian Constitution - Constituent Assembly - The Outstanding Features of the Constitution - Nature of the Federal System - Fundamental Rights and Fundamental Duties - Directive Principles	
Unit V	Executive, Legislature and Judiciary	24 Hours
	Executive - Election of the President -The Vice-President - Prime Minister and the Council of Ministers –Legislature: Functions of the Parliament – LokSabha and RajyaSabha- Speaker of the LokSabha- Law making process-Legislature - Governor of the State - Chief Minister and the Council of Ministers - Special Status – Jammu and Kashmir - The State Legislature – Legislative Assembly and Legislative Council -Judiciary-The Supreme Court - The High Courts - Judicial Review –Party System and Pressure Groups-Centre-State Relations	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Mock Parliament.

Text Book

1. Kasturi, J.(2006) , Comparative Governments, Udumalpet, Ennes Publications.

Reference Books

1. S. Chaube, (2009) ‘The Making and Working of the Indian Constitution’, New Delhi, National Book Trust
2. G. Austin, (2010) ‘The Indian Constitution: Cornerstone of a Nation’, New Delhi, Oxford University Press, 15th print
3. B. Shankar and V. Rodrigues, (2011), ‘The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press.

E-Resources

- <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
- <http://sdeuoc.ac.in/?q=content/ma-political-science-study-material-2017-admission>
- <http://www.ignouhelp.in/ignou-mps-study-material/>
- <http://www.universityofcalicut.info/SDE/IVBAPoliticsCoreComparativePolitics.pdf>
- <https://www.scott.k12.ky.us/userfiles/2681/Classes/38363/Birdsong%20Memorial%20Review%20Pages>.

Course Outcomes

After completion of this course, the students will be able to:

CO1	Study the Federal nature of the Swiss Constitution and to familiarize the concept of referendum, initiative and recall
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CO2	Understand the nature of government in People's Republic of China
CO3	State the importance of the evolution of the constitution of India and to understand the achievement of India. i.e. the framing of a new constitution based on the ideals of justice, liberty, equality, and fraternity.
CO4	Analyze the features of a constitution and the uniqueness of our Indian Constitution and to make familiar with the fundamental rights and duties of the Indian citizens.
CO5	Help the student to face the competitive examinations..

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	2	2	-	-	1	1	-	2	1	-	1	2
CO 2	2	1	-	-	1	1	-	2	1	-	1	2
CO 3	3	3	3	-	2	1	-	2	1	-	2	2
CO 4	3	3	3	-	1	1	-	2	1	-	2	2
CO5	2	2	1	-	2	2	-	2	1	-	2	2

3-High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
4	CO4	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	16	20	41	41%	41%
K3	-	16	20	36	36%	36%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Constitution of Switzerland	16 Hours	Mode
Unit I	a. Constitutional Development Salient features of the Constitution of Switzerland , Federalism, Mode of Amendment	5	Lecture Descriptive Method / PPT Chalk & Talk Seminar
	b. Executive ,Composition and Powers of Federal Assembly	4	
	c. Judiciary, Federal Tribunal	2	
	d. Direct Democracy: Instruments and Working of Direct Democracy	2	
	e. Party System in Switzerland	3	
Unit II	Constitution of people's republic of China	17 Hours	Mode
Unit II	a. Main features of the Chinese Constitution	3	Lecture Descriptive Method / PPT, Chalk& Talk,Seminar
	b. Rights and Duties	4	
	c. The Legislature, The Executive	4	
	d. The Judiciary	3	
	e. Working of Local government in China	3	
	Historical background of Indian Constitution	17 Hours	Mode

Unit III	a. Introduction to Indian Polity , Tirukkural , Arthasastra, Dharmasastra	4	Lecture Descriptive Method / PPT Chalk & Talk Seminar
	b. Nature of Modern Indian Political thought, Brahma Samaj, AryaSamaj, Ramakrishna, Vivekananda	4	
	c. Growth of Legislature from 1861 to 1892	3	
	d. The Government of India Act 1909 ,The Government of India Act 1919	3	
	e. The Government of India Act 1935 , Indian Independence Act 1947	3	
Unit IV	Making of Indian Constitution	16 Hours	Mode
	a. Making of Indian Constitution	3	Lecture Descriptive Method / PPT Chalk & Talk Seminar
	b. Constituent Assembly	3	
	c. The Outstanding Features of the Constitution	3	
	d. Nature of the Federal System	3	
	e. Fundamental Rights and Fundamental Duties - Directive Principles of State Policy	4	
Unit V	Executive, Legislature and Judiciary	24 Hours	Mode
	a. Executive : Election of the President , The Vice-President	4	Lecture Descriptive Method / PPT Chalk & Talk Seminar
	b. Prime Minister and the Council of Ministers	4	
	c. Legislature: Functions of the Parliament , LokSabha and RajyaSabha , Speaker of the LokSabha , Law making process	5	
	d. Governor of the State , Chief Minister and the Council of Ministers - Special Status , Jammu and Kashmir , The State Legislature , Legislative Assembly and Legislative Council, Centre-State Relations	6	
	e. Judiciary-The Supreme Court , The High Courts , Judicial Review ,Party System and Pressure Groups	5	

Course designed by : Dr. M. S. Fathima Begum

Programme	B.A. History	Programme Code	UHI		
Course Code	20UHIS41	Number of Hours/Cycle	2		
Semester	IV	Max. Marks	50		
Part	IV	Credits	2		
Skill Based Course II					
Course Title	Indian Architecture	L	T	P	
Cognitive Level	Up to K3	30	-	-	

Preamble

The Course provided strong foundation in the evolution of Temple Architecture, To make students aware of the basic components of Indian Temple Architecture and highlight the different architectural styles of Indian dynasties.

Unit I	Introduction of Architecture	5 Hours
	Definition – Origin and Growth – Nature – Scope – Various Styles of Architecture – Architecture during Vedic Period	
Unit II	Various Style of Architecture	5 Hours
	Nagara Style – Vesara Style - Dravidian Style – Mauryan Architecture – Architecture during Asoka's Period	
Unit III	Buddhist & Jain Architecture	7 Hours
	Asoka Contribution – Kanishka Contribution – Ajantha & Ellora Buddhist Cave Temples - Chaityas – Viharas – Jain Architecture	
Unit IV	Tamils Architecture	7 Hours
	Pallava Architecture – Caves – Monolithic – Structural Temple	

	Architecture – Medieval Chola & Imperial Cholas Architecture The Pandiyas – Caves – Monolithic – Structural Temple Arvhitecture	
Unit V	Vijayanagar & Madurai Nayaks Architecture	6 Hours
	Rayagopuram and Structural Temples – Madurai Meenakshi Amman Temple – Theppakulam – Thirumalai Palace – Thadi kombu	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study.

Text Book

1. Venkataraman. R (1983), History of Indian Temple Architecture (Tamil), Ennes publication, Madurai.

Reference Books:

1. Sharmin Khan , (2014), History of Indian Architecture – Buddhist, Jain and Hindu Period, CBS Publishers& Distribution Pvt. Ltd, Chennai.
2. Percy Brown, Indian Architecture(2001), Hindu and Buddhist Period, Tobey Press, New Delhi.
3. Garg Maheswari, Sanjeev Maheswari, (2013) Ancient Indian Architecture, CBS Publications & Distributors, New Delhi

E-Resources

- <https://en.wikipedia.org/wiki/Architecture>
- <https://www.floma.in/interesting-reads/history/9-indian-architectural-styles-that-developed-the-course-of-history>
- https://en.wikipedia.org/wiki/Buddhist_architecture
- https://www.tamilnadu.ind.in/tamilnadu_history/chola/art_and_architecture_under_chola.php
- https://www.tamilnadu.ind.in/tamilnadu_history/nayak_madurai/art_and_architecture_under_nayaka.php

Course Outcomes

After completion of this course, the students will be able to:

CO1	Enumerate about the origin and Architecture during Vedic period
CO2	Explain the various styles of Architecture
CO3	Familiarize the Buddhist Jain and Pallava Architecture
CO4	Illustrate the importance of Chola Architecture
CO5	Narrate the Evolution of Islamic & British Architecture

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	2	2	1	2	2	1	-	2	1	-	1	2
CO 2	3	1	1	3	1	1	2	2	1	-	1	2
CO 3	3	3	2	3	2	1	2	2	1	-	1	2
CO 4	2	3	2	2	2	1	3	2	1	-	1	2

C05	3	2	2	2	1	1	1	2	1	-	1	2
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3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B
			Either/ or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K1	2(K1&K1)	1(K1)
2	CO2	Up to K1	2(K1&K1)	1(K1)
3	CO3	Up to K2	2(K2&K2)	1(K2)
4	CO4	Up to K3	2(K2&K2)	1(K3)
5	CO5	Up to K3	2(K3&K3)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	12	10	22	40%	40%
K2	12	10	22	40%	40%
K3	6	5	11	20%	20%
Total Marks	30	25	55	100%	100%

Lesson Plan

	Introduction of Architecture	5 Hours	Mode
Unit I	a.Definition	1	Descriptive Method Lecture Seminar Descriptive Method PPT
	b.Origin and Growth	1	
	c.Nature	1	
	d.Scope	1	
	e.Importance	1	
Unit II	Various Style of Architecture	5 Hours	Mode
	a.Mauyran Architecture	1	Lecture Group Discussion Chalk and Talk method Descriptive Method PPT
	b.Asoka's Contribution	1	
	c.The Stupas	1	
	d.Pillars	1	
e.Viharas and Chaithyas	1		
	Buddhist & Jain Architecture	7 Hours	Mode

Unit III	a.Guptas	2	Chalk and Talk method Lecture Descriptive Method Seminar Group Discussion
	b.Kushans	2	
	c.Gandhara	1	
	d.Mathura	1	
	e.Sanchi	1	
Unit IV	Tamils Architecture	7 Hours	Mode
	a.Temple Architecture in South India	2	Seminar Chalk and Talk method Descriptive Method Lecture PPT Field Study
	b.Chalukyas	2	
	c.Pallavas	1	
	d.Cholas	1	
	e.Pandiyas	1	
Unit V	Vijayanagar & Madurai Nayaks Architecture	6 Hours	
	a.Vijayanagara	2	Chalk and Talk method Lecture Seminar Descriptive Method
	b.Nayaka	1	
	c.Mandapas	1	
	d.Viharas	1	
	e.Prakaras	1	

Course designed by - Dr. S. Palanikumar

Value Added Courses

Programme	All	Programme Code	CHI		
Course Code	20CHIS31	Number of Hours/Cycle	2		
Semester	III	Max. Marks	50		
		Credit	2		
Value Added Course I			L	Y	P
Course Title	Human Rights and Gender		30		

Preamble

This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.

Unit I	Understanding Social Inequality	5 Hours
	Caste, Gender, Ethnicity and Class as distinct categories and their interconnection	
Unit II	Human Rights	4 Hours
	Human Rights: Meaning, Nature, Evolution and Importance of Human rights -UN Declarations	
Unit III	Human Rights and the Indian Constitution	7 Hours
	Human Rights in India-Constitutional Mandate-the role of the National Human Rights Commission- Human Rights of Marginalized Groups: Women, Minorities	
Unit IV	Contemporary issues in Human Rights	7 Hours
	Contemporary issues in Human Rights – Media and Human	

	Rights – Analysing the Violation of Human Rights –Analysis of Family Problems.	
Unit V	Gender	7 Hours
	Gender - Economic Development and Women , The issue of Women’s Political Participation and Representation in India- Women’s Rights in India - Women’s Movements in India	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity

Text Book

1. Hingorani R.C., (1985), Human Rights in India, Oxford University Press, New Delhi,

Reference Books

1. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi
2. Baxi, Upendra(2002), The Future of Human Rights, Oxford University Press, Delhi.
3. Ram Ahuja, (2003), Violence Against Women, Rawat Publications, Jaipur.

Course designed by : Dr. M. S. Fathima Begum

Programme	All	Programme Code	UHI		
Course Code	20CHIS41	Number of Hours/Cycle	2		
Semester	IV	Max. Marks	50		
Part	-	Credit	2		
Value Added Course II			L	T	P
Course Title	Introduction to Museology		30		

Preamble

This course aims to introduce the learners to the roles and responsibilities of curator and basic concepts and methods of collection and documentation of museum objects. The students gain awareness about the history, context and concepts of Museum and Museology.

Unit I	Introduction of Museum	6 Hours
	Definitions - purposes and social relevance of Museum - Functions of museum – History of Museum in India	
Unit II	Concepts of Museum	6 Hours
	Function of Museum - Types of Museum – Collection – Classification	
Unit III	Formation of Museums	6 Hours
	Formation of eco Museums - Fragmented Museums - opens air Museums - community Museums and neighbourhood Museums - Professional organizations.	
Unit IV	Museum Organizations	6 Hours
	Museum as a profession - Professional Museum Organizations - regional, national and international - Role of UNESCO in the field of culture - ICOM code of Ethics.	
Unit V	Ethics of Conservation	6 Hours

	Traditional methods of preventive Conservation - Training opportunities in the field of conservation - Professional organizations related to conservation	
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Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field

Text Book

1.Nigam M.L. (1966). Fundamentals of Museology. Navahind Prakashan

Reference Books

1. .Timothy, Ambrose and Paine, Crispin.1993. Museum Basics. ICOM. Routledge, NewYork.
2. Agrawal, Usha. Museums in India – a brief directory
3. Key concepts of Museology. ICOM Publication (online).
4. Seth, Manvi. 2012. Communication and Education in Indian Museums. Agam Kala Prakashan, New Delhi.

Course designed by: Dr. D. Srivenidevi

Programme	B.A History	Programme Code	UHI
Course Code	20UHC51	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credit	6
Core Course IX			
Course Title	History of India (1761 to 1947 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Indian History from 1761 - 1947 C.E to bring to limelight the different facets of the 1857 revolt and historical background of the conquests by the European powers and to enable the students to understand achievements , reforms oppressed activities of British governor generals and viceroys and make the students to understand the role of freedom fighters and their sacrifices.

Unit I	Advent of Europeans	15 Hours
	Advent of Europeans - Discoveries of Sea Routes to India - Portuguese - Vasco Da Gama - Albuquerque - Downfall of the Portuguese - Dutch - British East India Company - French East India Company - Anglo - French Rivalry - Career of Robert Clive - Carnatic wars - Importance- Battle of Plassey - Battle of Buxar.	
Unit II	Establishment of Company Rule	15 Hours
	Warren Hastings - Reforms - Impeachment - Lord Cornwallis - Reforms - Permanent Land Revenue Settlement - Lord Wellesley - The Subsidiary Alliance System - Conquest - Lord William Bentick - Reforms - Rise of Raja Ranjit Singh - Anlgo- Sikh wars - Anglo- Afghan Relationship- Lord Dalhousie - Reforms - Policy of Annexation - Doctrine of lapse	
Unit III	India Under the Crown	20 Hours
	The Revolt Of 1857 - Causes , Course And Results - Queen's Proclamation 1858 - India Under the Crown - Lord Canning - Lord Lytton and His Oppressive Policy - Lord Ripon - Reforms - Ilbert Bill - Lord Curzon - Policies and Administration	
Unit IV	Indian Renaissance	20 Hours
	Emergence of Socio- Religious Reform Movements - Brahma Samaj - Arya Samaj - Suddhi Movement - Prathana Samaj - Ramakrishna Mission -Swami Vivekananda - The Theosophical Society - Aligarh Movement - Emancipation Of Women - Establishment and Development of British Education and British Local Self Government.	
Unit V	India's Struggle for Freedom	20 Hours
	Causes for Rise of Indian Nationalism - Birth of Indian National Congress - Moderate and Extremists Movements - Home Rule Movement - The Role of Swaraj Party - Role of Gandhi - Non Co-operation Movement - Civil Disobedience Movement - Round Table Conferences - Quit India Movement - Role of Nehru , Subash Chandra Bose - Rise of Muslim League - Direct Action Day - Communal Riots - Partition - India wins Freedom - Impact of British Rule in India.	

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Study.

Text Book

1. Mahajan V.D., India Since 1526, S.Chand , Shivalal Agarwal &Co (Pvt) Lit . Agra-1959.
2. L.Prasad Simple History of India ,1526 - 1967 A.D Lakshmi Narain Agarwal Pub.Agra- 2014.

Reference Books

1. Sathianathaiyer R. (1966) A political and cultural History of India Vol.III. S.Viswanathan private Ltd., Chennai.
2. Sharma L.P. (1987) History of Modern India, Konark publishers, Delhi.
3. Hans Raj. (2010) , *Advanced History of India*, Surjeet Publications, New Delhi.

E-Resources

- https://en.wikipedia.org/wiki/Great_Turkish_Invasion
- <https://www.historydiscussion.net/history-of-india/establishment-of-turkish-rule-in-india-indian-history/6544>
- <https://upscfever.com/upsc-fever/en/history/ancient/en-anc-chp16.html>
- <https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646>
- <https://www.astrojyoti.com/medieval-history-47.htm>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the Advent of Europeans and their aggressions
CO2	Explain the Establishment of Company Rule and its impact
CO3	Describe how India came under the rule of British Parliament
CO4	Illustrate about the Indian Renaissance and its effects
CO5	Indicate the rise of nationalism , sacrifices of freedom fighters

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	3	2	2	2	2	0	3	2	0	3	2
CO2	3	3	2	2	1	1	0	3	2	0	2	2
CO3	3	3	2	2	1	1	0	2	2	0	2	2
CO4	3	3	2	3	2	2	2	3	2	0	2	2
CO5	3	3	2	3	2	2	0	2	2	0	2	2

4. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)

4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I Advent of Europeans	Causes for Advent of Europeans	15 Hours	Mode Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
		2	
	Discoveries of Sea Routes to India	2	
	c.Portuguese - Vasco Da Gama	2	
	d.Albuquerque - Downfall of Portuguese- Dutch	2	
	e.British East India company and French East India company	3	
	f.Anglo - French rivalry - Career of Robert Clive - Carnatic wars - Importance - Battle of Plassey, Battle of Buxer.	4	
Unit II Establishment of Company Rule	a. Warren Hastings - Reforms - Impeachment	15 Hours	Mode Black &White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar Chalk & Talk
		3	
	b.Lorn Cornwallis- Refroms - Permanent Land settlement -Lord Wellesley - The Subsidiary Alliance System - Conquests	3	
	c. Lord William Bentinck - Reforms - Rise of Raja Ranjit Singh	3	
	d. Anglo-Sikh Wars	2	
	e.Anglo- Afghan Relations	2	
	f. Lord Dalhousie - Reforms - Policy of Annexation - Doctrine of Lapse	2	
Unit III India under		20 Hours	Mode Black &White
	a. Revolt of 1857 - Causes ,Course and Results	3	
		2	

Crown	b. Queen's Proclamation 1858	2	Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	c. India under the Crown or British Parliament	3	
	d. Lord Canning - Reforms	2	
	e. Lord Lytton and his Oppressive Policy	2	Chalk & Talk
	f. Lord Ripon - Reforms - Ilbert Bill	2	
	g. Lord Curson - Policies and Administration	4	
Unit IV Indian Renaissance	a. Causes for emergence of Socio-religious reform movements	20 Hours 4	Mode
	b. Brahma Samaj - Prarthana Samaj	3	Black & White Board activities, Chalk & Talk, Map Study, Group Discussion, Seminar Chalk & Talk
	c. Arya Samaj - Suddhi movement	4	
	d. Ramakrishna Mission - Swami Vivekananda - The Theosophical Society - Aligarh Movement - Emancipation of Women	4	
	e. Establishment and Development of British Education and British Local Self Government	5	
Unit V India's Struggle for Independence	a. Causes for the rise of Indian Nationalism - Birth of Indian National Congress	20 Hours 3	Mode
	Moderate and Extremists Movements - Home Rule Movement	3	Black & White Board activities Chalk & Talk,
	The Role of Swaraj Party - Role of Gandhi - Non Cooperativon Movement - Civil Disobedience Movement - Round Table Conferences - Quit India Movement	5	
	Role of Nehru , Subash Chandra Bose	3	Map Study, Group Discussion, Seminar Chalk & Talk
	Rise of Muslim League - Direct Action Day - Communal Riots	3	
	Partition - India wins Freedom - Impact of British Rule in India.	3	
			Chalk & Talk

Course Designed By - Dr. P. Sangaralingam

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIC52	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credit	6
Core Course X			
Course Title	History of Tamilnadu (1659 to 1806 C.E)		
Cognitive Level	Up to K3		

Preamble

The course provides a strong foundation in Tamil Nadu History from 1659 to 1806 C.E. The Students will gain Knowledge about the Nayakas of Madurai and their contribution to Tamil culture , the Sethupathis of Ramnad, Marathas of Tamil country and their contribution to Tamil culture and the Nawabs and Students will be able to understand the Poligar rebellion and the South Indian rebellion of 1800-1801, Vellore Mutiny of 1806.

Unit I	The End of Madurai Nayakdom	17 Hours
	Chokkanatha Nayaka-Importance-Rani Mangammal-Vijaya Ranga Chokkanatha- Minakshi- Downfall of Madurai Nayaks-Administration- Literature- Art and Architecture-Poligari System	
Unit II	The Sethupathis of Ramnad	17 Hours
	Sadaikka Thevar Udaiyan Sethupathi- Kuttan Sethupathi - Sadaikka Sethupathi- Raghunatha Sethupathi (Thirumalai Sethupathi)- Kilavan Sethupathi - Administration- Literature- Art and Architecture Under Sethupathis	
Unit III	The Marathas of Tanjore	18 Hours
	Ekaji or Venkaji- Invasion of Sivaji-Shahji-Serfoji I-Tukkoji-Serfoji II- Administration- Art and Architecture Under Marathas of Tanjore-Society, Literature	
Unit IV	Nawab Rule and Ascendancy of British Rule in India	19 Hours
	Causes- Emergence of Nawabs of Arcot- Nevayets- Saadt Ulla Khan- Dost Ali-House of the Wallajahs -Anwaruddin-Mohammed Ali- English and the French Settlements-Struggle for Supremacy –Carnatic Wars -Khan Sahib- Hyder Ali-Tippu Sultan- Mysore Wars-Effects of MysoreWars	
Unit V	Early Rebellions against the British	19 Hours
	Pulithevan- Veera Pandya Kattabomman- Marudu Brothers-Dindigul Gopalanayak- South Indian Rebellion1800-1801- Causes, Course, Effects-Vellore Mutiny 1806- Causes, Course, Effects	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion,/seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity

Text Book

1. K.Venkatesan, History of Modern Tamilnadu, 1600-2011, V. C. Publications, Rajapalayam, 2011.

Reference Books

1. R.Sathyanatha Aiyar, History of the Nayaks of Madura, Madras, 1924
2. K.Rajayyan, Tamilnadu A Real History, Ratna publications, Trivandrum, 2005

3. V.T.Chellam, History and Culture of Tamilnadu, Manivasagar Publication, Chennai 2006
4. Nadarajan.C. Social History of Modern Tamilnadu, Ulaga Tamizhppadaippalar Nool Veliyeetagam, Trichy, 2013

E-Resources

1. [https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/__UG_B.A._History%20\(English\)_108%2051_History%20of%20Tamil%20Nadu%20\(Beginning%20to%201947%20AD\)_BA%20\(History\)_9683.pdf](https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/__UG_B.A._History%20(English)_108%2051_History%20of%20Tamil%20Nadu%20(Beginning%20to%201947%20AD)_BA%20(History)_9683.pdf)
2. <https://www.msuniv.ac.in/Download/Pdf/1f609326fa7146b>
3. <http://www.gacariyalur.ac.in/econtent/history/pg/PG-I-SOCIOCULTURALHISTORYTN.pdf>
4. https://www.bdu.ac.in/academics/equivalent-papers/courses/ug_arts/TOURISM_AND_TRAVEL_MANAGEMENT/RACTT2C.pdf
5. <https://shodhganga.inflibnet.ac.in/handle/10603/139552>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Narrate the end of Madurai Nayakdom
CO2	Describe the Emergence of Setupatis
CO3	Explain the Emergence of the Maratha Rulers of Tanjore
CO4	Evaluate the Emergence of the Nawabs and the European Settlements in the Carnatic
CO5	Illustrate the Age of Resurrection in Tamilaham

Mapping of Course Outcome (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	3	3	1	2	2	2	3	2	1	1	2	3
CO2	3	3	1	2	1	2	3	2	1	1	2	3
CO3	3	3	1	2	1	2	3	2	1	1	2	3
CO4	3	3	1	2	1	2	3	2	1	1	2	3
CO5	3	3	1	2	2	2	3	2	1	1	2	3

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I	The End of Madurai Nayakdom	17 Hours	Mode
	a. Chokkanatha Nayaka, importance	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Rani Mangammal	3	
	c. Vijaya Ranga Chokkanatha	2	
	d. Minakshi	2	
	e. Administration- Literature- Art and Architecture	4	
	f. Poligari System	3	
Unit II	The Sethupathi s of Ramnad	17 Hours	Mode
	a. Sadaikka Thevar Udaiyan Sethupathi	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Kuttan Setupati, Sadaikka Sethupathi	3	
	c. Raghunatha Sethupati (Thirumalai Setupati),	3	
	d. Kilavan Sethupathi	3	
	e. Administration- Literature- Art and Architecture Under Sethupathis	5	
Unit III	The Marathas of Tanjore	18 Hours	Mode
	a. Ekoji or Venkaji	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Invasion of Sivaji, Shahji	3	
	c. Serfoji I, Tukkoji, Serfoji II	4	
	d. Administration Under Marathas of Tanjore	4	
	e. Art and Architecture Under Marathas of Tanjore-Society, Literature	4	
Unit IV	Nawab Rule and Ascendancy of British Rule in India	19 Hours	Mode
	a. Nawabs of Arcot-Nevayets, Saadt Ulla Khan, Dost Ali	4	Descriptive Method Lecture Chalk & Talk Seminar
	b. House of the Wallajahs, Anwaruddin, Mohammed Ali	2	
	c. Dutch, French and the English Settlements	2	
	d. Struggle for Supremacy , Carnatic Wars	3	
	e. Administration-Society, Economy, Religion , Culture	2	
	f. Khan Sahib, Hyder Ali, Tippu Sultan	2	
	g. Mysore Wars , Effects of Mysore Wars	4	
Unit V	Early Rebellions against the British	19 Hours	Mode
	a. Pulithevan	4	Descriptive Method Lecture Chalk & Talk Seminar Field Study
	b. Veera Pandya Kattabomman	4	
	c. Marudu Brothers, Dindigul Gopalanayak	3	
	d. South Indian Rebellion 1800-1801- Causes, Course, Effects	4	
	e. Vellore Mutiny 1806- Causes, Course, Effects	4	

Course Designed By: Dr. M.S. Fathima Begum

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIC53	Number of Hours/Cycle	5
Semester	V	Max. Marks	100
Part	III	Credit	5
Core Course XI			
Course Title	Elements of Historiography		
Cognitive Level	Up to K3		

Preamble

The course provides a strong foundation for Elements of Historiography. The Students are expected to gain an appreciation of the broad philosophical background of historical schools and the way historical research process. This course seeks to enable the students to organize and analyze historical facts as they relate to issues of interpretation by approaching these issues from a philosophical perspective.

Unit I	Introduction of Historiography	15 Hours
	Meaning-Definition-Nature and Scope of History-Meaning of Historiography- History and Allied Subjects: Geography, Politics, Economics, Sociology, Literature- Kinds of History: Political, Social, Economical, Cultural and Constitutional	
Unit II	History: Science or Art	13 Hours
	History: Science or Art- History as a Social Science- Uses and Abuses of History-Lessons of History-Limitations of History- Causation and Change	
Unit III	Eminent World Historians	15 Hours
	Eminent World Historians and their Contributions: Herodotus- Thucydides-Polybius-Livy-St.Augustine-Machiavalli-Montesquie- Edward Gibbon- A.J.Toynbee -Hegel-Karl Marx	
Unit IV	Eminent Indian Historians	15 Hours
	Eminent Indian Historians and their Contributions: Kautilya- Banabhatta -Kalhana-Alberuni-Ibn Battuta-Abul Fazl- Jadunath Sarkar-R.C.Majumdar- Nilakanda Sastri- Ranajit Guha- D.D.Kosambi- Romila Thapar	
Unit V	Research Methodology	17 Hours
	Pre-Requisites of Research Scholar-Selection of Topic-Hypothesis- Collection of Data- Heuristic-Sources: Primary and Secondary- Criticism-Synthesis-Exposition-Objectivity in Historical Writing- Arrangement of Thesis-Foot Notes-Bibliography- Appendices- Plagiarism	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion,/seminar, Quiz, Assignment, Experience Sharing, Brain Storming Activity

Text Book

- 1.K.Rajayyan, History in Theory and Method: A Study in Historiography,Raj Publishers, Madurai, 1982
- 2.G.Venkatesan , *Historiography(Tamil)* , Professional Book Publishers;, Chennai, 2018

Reference Books

1. N.Subramanian, *Historiography*, Ennes Publication, Udumalaipettai,1982
2. B.Sheik Ali, *History: Its Theory and Method*, Macmillan India Ltd., Delhi,1984
3. Michael Bentley, *Modern Historiography, An Introduction*, Routledge, New York,1999

E-Resources

1. <http://kamarajcollege.ac.in/Department/History/III%20Year/001%20Core%2011%20-%20Elements%20of%20Historiography%20-%20V%20Sem.pdf>
2. https://www.pacc.in/e-learning-portal/ec/admin/contents/45_MHI33_2020110404213942.pdf
3. <https://www.msuniv.ac.in/Download/Pdf/f2dfe5b12dd0413>
4. https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf

Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand the importance of history as a discipline and its fundamental tenets, meaning definitions and scope
CO2	Analyze the Uses and Abuses of History, Limitations of History and Lessons of History
CO3	Illustrate the Eminent Historians of Foreign Countries
CO4	Evaluate the Eminent Indian Historians and their Contributions
CO5	Explain the Methodology of History

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO1	2	2	1	0	3	3	0	1	2	0	3	3
CO2	2	2	0	0	3	3	1	3	2	0	3	3
CO3	3	2	0	0	3	3	0	3	3	0	3	3
CO4	2	3	1	0	2	3	1	3	3	0	3	3
CO5	3	0	1	1	3	3	0	3	1	0	3	3

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I Introduction of Historiography	a. Meaning, Definition, Nature, Scope of History Meaning of Historiography	15 Hours	Mode
		5	Descriptive Method Lecture Chalk & Talk Seminar
	b. History and Allied Subjects: Geography, Politics, Economics, Sociology, Literature-	5	
c.Kinds of History: Political, Social, Economic, Cultural and Constitutional.	5		
Unit II History: Science or Art	a. History: Science or Art-History as a Social Science	13 Hours	Mode
		3	Descriptive Method Lecture Chalk & Talk Seminar
	b.Uses and Abuses of History	3	
	c.Lessons of History	2	
	d.Limitations of History	2	
e.Causation and Change	3		
Unit III Eminent World Historians	a. Eminent World Historians and their Contributions	15 Hours	Mode
		3	Descriptive Method Lecture Chalk & Talk Seminar
	b.Herodotus- Thucydides-Polybius	3	
	c.Edward Gibbon-Livy-St.Augustine-	3	
	d.Machiavalli- Montesquie	3	
	e.Hegel-Karl Marx	3	
f.A.J.Toynbee			
Unit IV Eminent Indian Historians	a. Eminent Indian Historians and their Contributions	15 Hours	Mode
		3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Kautilya- Banabhatta -Kalhana	3	
	c. Alberuni- Ibn Battuta-AbulFazl	3	
	d. JadunathSrkar-R.C.Majumdar- NilakandaSastri	3	
e. RanajitGuha- D.D.Kosambi- RomilaThapar	3		
Unit V Research Methodology	a. Pre-Requisites of Research Scholar-	17 Hours	Mode
		5	Descriptive Method Lecture Chalk & Talk Seminar Field Study
	b.Selection of Topic-Hypothesis-Collection of Data- Heuristic	3	
	c.Sources: Primary and Secondary- Criticism-Synthesis-Exposition	3	
	d.Objectivity in Historical Writing- Arrangement of Thesis	3	
e.Foot Notes-Bibliography- Appendices- Plagiarism	3		

Course designed by: **Dr. P.Balagurusamy**

Programme	B.A. History	Programme Code	UHI
Course Code	20UHC54	Number of Hours/Cycle	5
Semester	V	Max. Marks	100
Part	III	Credits	5
Core Course XII			
Course Title	History of Europe (1453 – 1789 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in History of Europe from 1453 C.E – 1789 C. E to enable students can understand the importance of the fall of Constantinople in 1453 C.E, the Geographical discoveries, Renaissance, Religion reformation, Global Trade, Military revolutions, the war of Religion and the emergence of enlightened despots.

Unit I	Transition From Medieval to Modern Age	15 Hours
	Europe at the End of the Middle Ages- Effects of Crusade- Fall of Constantinople – Maritime Discoveries – Causes- Henry the Navigator -Hernando Cortez -Bartholomew Diaz -Vasco-da-Gama - Christopher Columbus - Ferdinand Magellan - Results-Modern World - Exploration and Colonization	
Unit II	Renaissance	14 Hours
	Renaissance in Italy -Literacy Renaissance - Francesco Petrarche, Giovanni Boccaccio –Dante- High Renaissance Art- Leonardo - Da -Vinci - Raphael - Michale Angelo - Effects of Renaissance - Reformation – Flourishment of the Vernacular Literature - Rise of National States.	
Unit III	The Reformation in Europe	16 Hours
	Stages of Reformation -Causes- Wickliffe-John Calvin- Zwingli-Martin Luther-Diet of Worm – Peasant’s War - Hentry VIII of England - Charles V - Phillip II- Thirty Years War – Causes, Course- Peace of Westphalia – Results and Effects- Counter Reformation-Society of Jesus-Inquisition-Index.	
Unit IV	Enlightened Despots-I	16 Hours
	Louis XIV - Achievements - Centralization of Power - Edict of Nantes- Foreign Policy - The Dutch War - Causes and Course of the War - Treaty of Ryswick- Spanish War of Succession - Charles II - Maria Therasa - Achievements - Foreign Policy - Diplomatic Revolution - Austrian war of Succession – Seven years war - Treaty of Hubertus burg - Impact .	
Unit V	Enlightened Despots -II	14 Hours
	Frederick the Great -Domestic and Foreign Policy – Peter the Great -Reforms -Modernizing Russia - Maritime power - Grand Embassy -Great Northern War - Electorate of Hanover - Catherine II – Coronation- Foreign Policy- Russo-Turkish Wars- Russo-Persian War - Relations with Western Europe - Partition of Poland - Unrest in Europe - Louis XV and Louis XVI of France .	

Maps:

1. Geographical Discoveries (Megallan, India, America)
2. Thirty Years War
3. Frederick the Great

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Books

1. Rao.B.V, History of Europe (1453 – 1815), Sterling Publishers, New Delhi,1988
2. Dharmaraj. J , History of Europe (1789 – 1945), Tensi Publication,Sivakasi,2020

Reference Books

1. Dr. Ishwari Prasad, A History of Modern Europe From 1453 to 1789 A. D. Surjeet Publications, NewDelhi,2019
2. KhuranaHans Raj.K.L, Modern Europe (1453-1789), lakshmi Narain agarwal Publications, Uttar Pradesh,2010
3. Arockkia Samy.M , History of Europe (1500 – 1815), Amutha Nilayam Ltd, Chennai, 1963
4. Fisher H. A. L, History of Europe, Edward Arnold (Publishers) Ltd., London, 1969

E - Resources

1. https://en.wikipedia.org/wiki/Middle_Ages#:~:text=The%20most%20commonly%20given%20starting,universally%20agreed%20upon%20end%20date.
2. <https://www.historyhit.com/reasons-why-the-renaissance-began-in-italy/>
3. <https://www.britannica.com/place/Germany/The-Reformation>
4. <https://www.newstatesman.com/politics/2013/04/reviewed-europe-struggle-supremacy-brendan-simms>
5. <https://www.britannica.com/summary/Frederick-II-king-of-Pr>

Course Outcomes

At the end of the course, students would be able to:

CO1	Illustrate the Process of transition Medieval to Modern Age
CO2	Explain the Renaissance in Italy
CO3	Identify the Reformation in Germany and Outside Germany
CO4	Indicate the Struggle for Supremacy
CO5	Focus the Enlightened Despots

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO1 0	PSO1 1	PSO1 2
CO 1	3	3	2	1	1	3	0	2	1	1	3	2
CO 2	3	3	2	1	1	2	0	2	1	2	3	2
CO 3	3	3	2	1	2	1	0	3	1	2	3	2
CO 4	3	3	3	2	1	0	0	3	0	3	2	2
CO 5	3	3	3	2	1	0	0	3	0	3	2	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	15 Hours	Mode
I Transition from Medieval to Modern Age	Europe at the End of the Middle Ages	4	Black & White
	Fall of Constantinople	4	Board activities
	Maritime Discoveries -Causes	3	Map Study, Chalk & Talk
	Henry the Navigator -Hernando Cortez - Bartholomew Diaz -Vasco-da-Gama - Christopher Columbus - Ferdinand Magellan - Results	2	Group Discussion and Seminar
	Modern World - Exploration and Colonization	2	
II Renaissance	Renaissance in Italy	14 Hours	Mode
		2	Black & White
	Literacy Renaissance	2	Board activities
	Francesco, Petrac, Giovanni Boccascio-Dande	3	Map Study, Chalk & Talk
	High Renaissance Art	3	Group
	Leonardo - Da -Vinci - Raphel, Michcale Angelo & Effects of Renaissance	2	Discussion and Seminar
III The Reformation in Europe	Reformation - Flourishment of the Vernacular Literature - Rise of National States.	2	
	Stages of Reformation -Causes	16 Hours	Mode
		4	
	Wickliffe-John Calvin- Zwingli-Martin Luther- Diet of Worm – Peasant’s War	4	Black & White Board activities
	Hentry VIII of England - Charles V - Phillip II	2	Map Study, Chalk & Talk
	Thirty Years War – Causes, Course- Peace of Westphalia – Results and Effects	2	Group Discussion and Seminar
IV Enlightened Despots -I	Counter Reformation-Society of Jesus- Inquisition-Index.	4	
	Louis XIV - Achievements - Centralization of Power	16 Hours	Mode
		4	
	Edict of Nantes- Foreign Policy - The Dutch War - Causes and Course of the War - Treaty of Ryswick- Spanish War of Succession -	4	Black & White Board activities Map Study, Chalk & Talk
	Charles II - Maria Therasa - Achievements - Foreign Policy - Diplomatic Revolution	4	Group
V Enlightened Despots -II	Austrian war of Succession – Seven years war - Treaty of Hubertus burg - Impact	4	Discussion and Seminar
	Frederick the Great – Domestic and Foreign Policy	14 Hours	Mode
		4	Black & White
	Joseph II – Reforms	2	Board activities
	Catherine II – Reforms and Foreign Policy	4	Map Study, Chalk & Talk
V Enlightened Despots -II	Partition of Poland - Unrest in Europe – Louis XVI of France .	4	Group Discussion

Course Designed By : Dr. D.Srivenidevi

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIE51	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credits	5
Core Elective Course I A			
Course Title	Elements of Tourism		
Cognitive Level	Up to K3		

Preamble

To enable the students to understand the origin and basic components of Tourism, the development of Tourism through the ages and to highlight the perspectives of Tourism in India and to enable the students to understand various Tourist centres and to Hotel Industries in India.

Unit I	Introduction of Tourism	20 Hours
	Origin, Nature , Meaning and Definition of Tourism - Kinds of Tourism - Basic Components: Locale, Accommodation, Transport - Attractions of Tourism	
Unit II	Tourism through the Ages	20 Hours
	Tourism through the ages - Pre-historic and Historic Period- Early Pleasure Tours - Religious Travel - The Grand Tour and the Renaissance - Impact of Industrial Revolution - Emergence of Modern Transport Systems - Advent of High Speed Trains - Airways and Sea Routes - Significance.	
Unit III	Tourism in India	20 Hours
	Tourism in India- Early History - Travel through the ages - Accounts of Early Travellers - India a Land of all Seasons - Pre and Post Independent India- The Sargent Committee - Tourist Information Offices in India and abroad- Ministry of Tourism - ITDC-TTDC.	
Unit IV	Emergence of Hotels	15 Hours
	Accommodation- Early History- Emergence of Hotels- Types of Hotels - Supplementary Accommodation- Time Share and Resorts - Grading Systems	
Unit V	Tourism Today	15 Hours
	Types of Tourism- Regional and Domestic - International Tourism- Forms of Tourism- Pleasure Travel- Holiday Tour- Cultural and Heritage Tourism- Mass Tourism- Religious Tourism - Health Tourism- Eco Tourism- Sports Tourism- Merits , Demerits and impact of Tourism-Travel Formalities-Visa-Passport	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Books

1. A.K.Bhatia, Tourism Development: Principles and Practices, Sterling Publishers, Bombay, 2002.

2. M.Rajasekara Thangamani, Tourism (Tamil),Kongu Pathippaham, Karur, 1995

Reference Books

1. S.M. Jha , Tourism Marketing, Himalaya Publishing, Bombay
2. Pran Nath Seth , Successful Tourism: Fundamentals of Tourism, Vol I, Sterling Publishers, Bombay, 1993
3. A.K.Bhatia, International Tourism, Sterling Publishers, New Delhi, 1994
4. 4. A. K.Bhatia, Tourism in India: History and Development, Sterling Publishers, New Delhi, 1994
5. 5. G.S.Batra, Tourism in the 21st Century, Anmol Publications, New Delhi , 1996

E - Resources

1. <https://dreamdth.com/community/threads/introduction-to-tourism-in-india.2074/>
2. <https://www.opentextbooks.org.hk/ditopic/36928>
3. https://en.wikipedia.org/wiki/Tourism_in_India#:~:text=Tourism%20in%20India%20is%20important,economy%20and%20is%20growing%20rapidly.&text=Over%2017.9%20million%20foreign%20tourists,8th%20in%20Asia%20and%20Pacific%20.
4. <https://tourismnotes.com/hotels/>
5. <https://www.eoiriyadh.gov.in/page/types-of-tourism-in-india/>

Course Outcomes

At the end of the course, students would be able to:

CO1	Illustrate the Introduction of Tourism
CO2	Explain the Tourism through the Ages
CO3	Identify the Tourism in India
CO4	Indicate the Emergence of Hotels
CO5	Focus the Types of Tourism

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	2	1	0	2	1	1	2	2	1	2	1	2
CO2	2	1	0	2	1	1	2	2	1	2	1	2
CO3	2	1	0	2	1	1	2	2	1	2	1	2
CO4	2	1	0	2	1	1	2	2	1	2	1	2
CO5	2	1	0	2	1	1	2	2	1	2	1	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)

2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	20 Hours	Mode
I Introduction of Tourism	A. Origin,Nature,Meaning and Definition of Tourism	5	Black & White Board activities Chalk & Talk Group Discussion & Seminar
	B. Kinds of Tourism	5	
	C. Basic components Locale, Accommodation, Transport	5	
	D. Attractions of Tourism	5	
II Tourism through the Ages	A. Tourism through the ages - Pre-historic and Historic Period	5	Black & White Board activities Chalk & Talk & Group Discussion Seminar
	B. Early Pleasure Tours - Religious Travel - The Grand Tour and the Renaissance	5	
	C. Impact of Industrial Revolution - Emergence of Modern Transport Systems	5	
	D. Advent of High Speed Trains - Airways and Sea Routes - Significance.	5	
		15 Hours	Mode
	A. Tourism in India- Early History - Travel	4	Black & White Board

III Tourism in India	through the ages		activities
	B. Accounts of Early Travellers - India a Land of all seasons	4	Chalk & Talk, Lecture Group Discussion, Seminar
	C. Pre and Post Independent India- The Sargent Committee	4	
	D. Tourist Information Offices in India and abroad- Ministry of Tourism - ITDC- TTDC	3	
IV Emergence of Hotels	A. Accommodation- Early History- Emergence of Hotels-	15 Hours	Black & White Board activities,
	B. Types of Hotels	4	
	C. Supplementary Accommodation- Time Share and Resorts	4	
	D. Grading Systems	3	
V Tourism Today	Types of Tourism	20 Hours	Mode
		5	Black & White Boar activitiesChalk & Talk Group Discussion Seminar
	A. Regional and Domestic – International Tourism- Forms of Tourism – Pleasure Travel- Holiday Tour	6	
	B. Cultural and Heritage Tourism- Mass Tourism- Religious Tourism – Health Tourism- Eco Tourism	6	Black & White Board activities,Chalk & Talk Group Discussion, Seminar
	C. Sports Tourism- Merits , Demerits and impact of Tourism- Travel Formalities- Visa-Passport	3	

Course Designed by : Dr. S.Palanikumar

Programme	B.A.History	Programme Code	UHI
Course Code	20UHIE52	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credit	5
Core Elective Course I B			
Course Title	History of World Civilizations		
Cognitive Level	Up to K3		

Preamble

The course explains the changing geopolitical structures of world civilizations, the importance of key individuals and developments in world civilizations and help the students to identify the social, economic and political forces at work in the evolution of the world's early civilizations

Unit I	Origin of Civilizations	14 Hours
	Meaning and Definition-Causes for the growth of Civilization- Difference between Civilization and Culture-Features of Civilizations	
Unit II	Early Civilizations	20 Hours
	Egyptian Civilization-Egpt-The Gift of Nile-Political History- Socio-Economic condition- Art and Architecture – Sculpture- Religion and Literature. Babylonian Civilization- Early Polity: Hammurabi- King Nebuchadnezzar- Economy- Code of Hammurabi- Religion-Literature-Women- Art and Architecture	
Unit III	Indus Valley Civilization	16 Hours
	Indus Valley Civilization- Date of the Civilization- Harappa and Mohenjodaro- Town Planning-Great Bath- Social Life- Art and Architecture- Economic Condition- Art of Writing.	
Unit IV	Classical Civilization	20 Hours
	Greek Civilization :Geography- Transition to Democracy- Rise of City states- Political Experiment- The Age of Pericles- Greek Philosophy, science, Art and Architecture- Contribution of Greek Culture- Legacy of Greece to the world.Origin and Growth of Rome – Political Structure- Struggle Between Patricians and Plebians- Comitia Centuriata, Concilium Plebis- Punic wars- Julius Caesar- the age of Augustus- Judicial System- Economy- Social Structure- Religion- Legacy of Rome to the world.	
Unit V	Byzantine Civilization and Early Medieval Europe	20Hours
	Fall of Roman Empire- Emergence of Byzantine Empire- Geography-Political History-Emperor Constantine- Emperor Justinian- Socio and Economic Conditions- Contribution to Art and Architecture- Religion Legacy to the world- Feudalism- Features- Merits and Demerits- Manorial System.	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion,/seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity

Text Book

1. Dharmaraj J. , History of World Civilizations, (Tamil), Tensy Publications Sivakasi, 2015.

Reference Books

1. Swain J.E. , A History of Civilization, Eurasia Publishing House, New Delhi, 1938
2. Gokale B.K., Introduction to western civilization, S. Chand & Co., New Delhi, 1999
3. R.K. Majumdar & A.N. Srivastva, History of World Civilizations, Delhi, 2002
4. Manoj Sharma, History of World Civilizations, Anmol Publications Pvt. Limited, New Delhi, 2005
5. Shara S.K. , Five Great Civilizations of Ancient World, Education Pub.2017

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1. https://ddceutkal.ac.in/Syllabus/MA_History/Paper_1_Ancient_Civilisations_N.pdf
2. <https://www.ushistory.org/civ/>
3. <https://www.youtube.com/watch?v=7Rp4rOtUv0s>
4. <https://files.eric.ed.gov/fulltext/ED486043.pdf>
5. <https://www.cwu.edu/history/sites/cts.cwu.edu.history/files/documents/marilyn-levine/World%20History%20101%20Study%20Guide.pdf>

Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand the significance of civilizations
CO2	Find out the greatness of ancient River Valley civilizations and the contributions of the peoples
CO3	Estimate the Legacy of Greece to the world
CO4	Evaluate the Contribution of Rome to the World
CO5	Determine the Development and contributions of Byzantine Civilization and Early Medieval Europe to the world

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

3. High; 2. Moderate ; 1. Low

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	0	3	2	3	0	2	1	1	3	3
CO 2	3	3	0	3	2	3	0	2	1	1	3	3
CO 3	3	3	0	3	2	0	0	2	1	1	3	3
CO 4	3	3	0	3	2	1	0	2	1	1	3	3
CO5	3	3	0	3	2	3	0	2	1	1	3	3

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)

4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Content	Hours	Mode
Unit I Origin of Civilizations	a. Meaning and Definition	4	Descriptive Method Lecture, Chalk & Talk, Seminar
	b. Causes for the growth of Civilization	4	
	c. Difference between Civilization and Culture.	3	
	d. Features of Civilizations	3	
Unit II Early Civilization	a. Egypt: The Gift of Nile, Political History,	3	Descriptive Method Lecture, Chalk & Talk, Seminar
	b. Socio-Economic condition	3	
	c. Art and Architecture, Sculpture, Religion and Literature	2	
	d. Babylonian Civilization: Early Polity: Hammurabi, King Nebuchadnezzar	3	
	e. Economy, Code of Hammurabi	3	
	f. Religion, Literature	3	
	g. Women, Art and Architecture	3	
Unit III Indus Valley Civilization	a. Indus Valley Civilization- Date of the Civilization	5	Descriptive Method Lecture Chalk & Talk, Seminar
	b. Harappa and Mohenjodaro, Town Planning, Great Bath	6	
	c. Social Life, Art and Architecture, Economic Condition, Art of Writing	5	
Unit IV Classical Civilization	a. Greek Civilization :Geography, Transition to Democracy	4	Descriptive Method Lecture Chalk
	b. Rise of City states, Political Experiment	2	
	c. The Age of Pericles	2	

	d. Greek Philosophy, science, Art and Architecture	2	& Talk, Seminar
	e. Contribution of Greek Culture, Legacy of Greece to the world	2	
	f. Julius Caesar, the age of Augustus	2	
	g. Judicial System, Economy, Social Structure, Religion-	4	
	h. Legacy of Rome to the world	2	
Unit V Byzantine Civilization and Early Medieval Europe		20 Hours	Mode
	a. Fall of Roman Empire, Emergence of Byzantine Empire, Geography	3	Descriptive Method Lecture Chalk & Talk Seminar
	b. Political History, Emperor Constantine, Emperor Justinian	3	
	c. Socio and Economic Conditions	3	
	d. Contribution to Art and Architecture, Religion, Legacy to the world	5	
	e. Feudalism: Features, Merits and Demerits	3	
	f. Manorial System	3	

Course Designed By: Dr. M.S. Fathima Begum

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIE53	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credit	5
Core Elective Course I C			
Course Title	History of USA (1860 - 1945 C.E)		
Cognitive Level	Up to K3		

Preamble

The course provides a strong foundation about the History of USA from 1860 to 1945 C.E to limelight the role of American President in the Civil war , reconstruction works and enable the students to understand how America became a strong power in the world .

Unit I	Civil war : Dawn of New era	18 Hours
	Difference between North and South - The growth of slavery - Abolition of Slavery- Kansas Nebraska Act 1854 - Course of the Civil War - Declaration of Lincoln - Abraham Lincoln	
Unit II	Reconstruction and Rise of Big Business	20 Hours
	Presidential Stage- Lincoln's - Johnson's - Congress reconstruction - Black's - Impact - Causes for rise of big business - Oil, Steel, Finance, Railway - Petroleum - Electrical - Banking - Emergence of Trusts - Anti Trust - Sherman Anti Trust Act	
Unit III	Problems of Farmers	18 Hours
	Farmers Movements - Granger Movement - Problem of Farmers - Important Strikes- Emergence of Populism- Labour Movement - The American Federation of Labour - Labour Protest Movement	
Unit IV	Rise of America as World Power	14 Hours
	Spanish-American war 1898 - Causes, Course, Effects - Theodore Roosevelt -Square Deal - Big Stick Policy - Roosevelt Corollary - William Taft and Dollar Diplomacy	
Unit V	America and World War	20 Hours
	Woodrow Wilson - New Freedom - Foreign Policy - First World War - Wilson's 14 points - League of Nations - The Great Economic Depression 1929 - Franklin D Roosevelt - New Deal - Foreign Policy of America-Second World War- Establishment of UNO.	

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Study.

Text Books

- 1.R.Alala Sundaram , C.P .Hill , A History of the united states of America ,VOI I (Tamil) Pothigai Pathipagam ,Pondicherry ,1978 .
- 2.N.Jeyabalan , History of the United States of America ,Atlantic Press ,Chennai 1999.

Reference Books

1. C.P.Hill, A History of the united states of America , Hoddu , Stoughton ,1974
2. K.Rajayyan ,History of the United States of America , Madurai Kamaraj University, Madurai ,1976

- K.Nambi Arooran , History of the United States of America ,Madurai Kamaraj University ,Madurai , 1976

E-Resources

- [1.https://en.wikipedia.org/wiki/Great_Turkish_Invasion](https://en.wikipedia.org/wiki/Great_Turkish_Invasion)
- [2. https://www.historydiscussion.net/history-of-india/establishment-of-turkish-rule-in-india-indian-history/6544](https://www.historydiscussion.net/history-of-india/establishment-of-turkish-rule-in-india-indian-history/6544)
- [3. https://upscfever.com/upsc-fever/en/history/ancient/en-anc-chp16.html](https://upscfever.com/upsc-fever/en/history/ancient/en-anc-chp16.html)
- [4. https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646](https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646)
- [5.https://www.astrojyoti.com/medieval-history-47.htm](https://www.astrojyoti.com/medieval-history-47.htm)

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the Civil war and reconstruction
CO2	Explain the Big business era
CO3	Describe the Farmers and Labours Movement
CO4	Illustrate how America become World Power
CO5	Indicate the emergence of America as World leader

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	2	2	2	2	0	3	2	0	3	2
CO 2	3	3	2	2	1	1	0	3	2	0	2	2
CO 3	3	3	2	2	1	1	0	2	2	0	2	2
CO 4	3	3	2	3	2	2	2	3	2	0	2	2
C05	3	3	2	3	2	2	0	2	2	0	2	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels (Model)

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I Civil war: Dawn of new era		18 Hours	Mode
	a. Difference between North and South	5	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. The growth of slavery - Abolition of Slavery	5	
	c. Kansas Nebraska Act 1854 - Course of the Civil War - Declaration of Lincoln	5	
d. Abraham Lincoln	3		
Unit II Reconstruction and Rise of Big Business		20 Hours	Mode
	a. Presidential Stage- Lincoln's - Johnson's - Congress reconstruction -	5	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Black's - Impact - Causes for rise of big business	5	
	c. Oil, Steel, Finance, Railway - Petroleum - Electrical - Banking	5	
d. - Emergence of Trusts - Anti Trust - Sherman Anti Trust Act	5		
Unit III Problem of Farmers		18 Hours	Mode
	a. Farmers Movements - Granger Movement	5	Black & White Board activities Chalk & Talk, Map Study Board activities Group Discussion, Seminar
	b. - Problem of Farmers - Important Strikes-	5	
	c. Emergence of Populism	3	
d. Labour Movement - The American Federation of Labour - Labour Protest Movement	5		
Unit IV Rise of		14Hours	Mode
	a. Spanish-American war 1898 - Causes, Course, Effects	4	Black & White Board

America as world power	b. Theodore Roosevelt	2	activities, Chalk & Talk, Map Study, Group Discussion, Seminar, Field Study
	c. Square Deal - Big Stick Policy - Roosevelt Corollary	4	
	d. William Taft and Dollar Diplomacy	4	
Unit V America and World War	a. Woodrow Wilson - New Freedom - Foreign Policy - First World War - Wilson's 14 points	20 Hours	Mode
	b. - League of Nations - The Great Economic Depression 1929 -	6	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	c. Franklin D Roosevelt - New Deal - Foreign Policy of America	5	
	d Second World War- Establishment of UNO.	4	
	5		

Course Designed By - Dr. P. Sangaralingam

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIS51	Number of Hours/Cycle	2
Semester	V	Max. Marks	50
Part	III	Credits	2
Skill Based Course III			
Course Title	Introduction to Archaeology		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Archaeology to enable students to understand and gain knowledge about the humanities and social sciences, examining human history over millions of years and equips students with a concentrated set of skills and knowledge, which is imperative in an archaeology-based profession.

Unit I	Introduction to Archaeology.	5 Hours
	Nature, Scope and Purpose of Archaeology - Value of Archaeology - Pre Historic archaeology - New Archaeology - Under Water Archaeology	
Unit II	Kinds of Archaeology	5 Hours
	Pre-Historic-Historic-Classical Archaeology-New Archaeology-Underwater Archaeology	
Unit III	Eminent Archaeologists in India	8 Hours
	William Jones and Asiatic Society of Bengal- Alexander Cunningham - Robert Bruce Foote - Sir John Marshall – Maritime Wheeler- S.R.Rao - T.V.Mahalingam -K.V.Raman-Rajan	
Unit IV	Exploration and Excavation Methods	8 Hours
	Electro Magnetic Survey - Excavation Methods - Aerial Photo-Gridding System- Dating Methods - Radio Carbon Methods (C14)-Dendrochronology - Thermoluminescence	
Unit V	Prominent Archaeological sites in India	4 Hour
	Harappa - Mohen-ja-daro - Adhichanallur- Arrikkamaedu - Keeladi Kodumanal- Kaveripumpattinam	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Book

1. Mari Samy.N , Archaeology, Pavaai Publication, Chennai, 2010

Reference Books

- 1.Joshi.V.C, India - An Archaeological History: Paleolithic Beginnings to Early, Oxford University Press, New Delhi, 2010
- 2.Raman.K.V, Principles of Archaeology, Parthajan Publications, Chennai, 1986

E - Resources

1. <https://en.wikipedia.org/wiki/>
2. <https://www.livehistoryindia.com/story/people/indians-who-discovered-indias-past>
3. <http://www.archaeologyexpert.co.uk/TypesOfArchaeology.html>
4. https://www.conservation-wiki.com/wiki/Archaeological_Conservation
5. https://en.wikipedia.org/wiki/Category:Archaeological_sites_in_India

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Illustrate the Introduction to Archaeology
CO2	Explain the Eminent Archaeologists
CO3	Identify the Kinds of Archaeology
CO4	Indicate the Methods & Preservations in Archaeology
CO5	Focus the Indian Archaeological sites

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO1 0	PSO1 1	PSO1 2
CO 1	3	3	2	2	3	2	2	3	1	1	2	2
CO 2	3	3	2	2	3	2	2	3	1	1	2	2
CO 3	3	3	2	2	3	2	2	3	1	1	2	2
CO 4	3	3	2	2	3	2	2	3	1	1	2	2
CO 5	3	3	2	2	3	2	2	3	1	1	2	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K2	2(KI&K1)	1(KI)
2	CO2	Up to K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2(K3&K3)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section –wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	6	5	11	20.00%	20%
K2	18	10	28	50.90%	51%

K3	6	10	16	29.09%	29%
Total Marks	30	25	55	100%	100%

Lesson Plan

Unit	Description	5 Hours	Mode
I Introduction to Archaeology	1.Nature, Scope and Purpose of Archaeology - Value of Archaeology	2	Black & White Board activities Chalk & Talk
	2. Pre Historic archaeology	2	Group Discussion
	3. Under Water Archaeology	1	Seminar
II Kinds of Archaeology	1. Pre-Historic-Historic-Classical Archaeology	5 Hours	Black & White Board activities
	2.New Archaeology-Underwater Archaeology	3	Chalk & Talk , Lecture Group Discussion, Seminar and Map Study
III Eminent Archaeologists	1.William Jones and Asiatic Society of Bengal	8 Hours	Mode
	2.Alexander Cunningham - Robert Bruce Foote	2	Black & White Board activities Chalk & Talk , Map Study
	3. Sir John Marshall – Maritime Wheeler-	2	Group Discussion
	4.S.R.Rao-T.V.Mahalingam-K.V.Raman-Rajan	2	
IV Methods & Preservations in Archaeology	1. Electro Magnetic Survey - Excavation Methods	8 Hours	Mode
	2. Aerial Photo- Gridding System-Dating Methods -	3	Black & White Board activities, Chalk & Talk, Map Study, Group Discussion, Seminar
	3. Radio Carbon Methods(C14)-DendrochronologyThermoluminiscence)	2	
V Indian Archaeological Sites	Harappa - Mohen-ja-daro -	4 Hours	Mode
	Adhichanallur- Arrikkamaedu -	2	Field Study & Chalk and Talk
	Keeladi Kodumanal- Kaveripumpattinam	1	

Course Designed By : Dr. D.Srivenidevi

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIC61	Number of Hours/Cycle	5
Semester	VI	Max. Marks	100
Part	III	Credit	5
Core Course XIII			
Course Title	History of India (1947 - 2020 C.E.)		
Cognitive Level	Up to K3		

Preamble

The courses provide detailed information from 1947 - 2020 C.E and enable the students to understand the history of post colonial India and the foreign policy of India. To analyse the Political Movements, Policies, Economical and Social Development of Contemporary India. And make them to understand the present India as developed country of the world.

Unit I	India at the Dawn of Indian Independence	14 Hours
	The Land and the People - National Symbols - Problems of Partition - Making of Indian Constitution - Indian Administrative System - Sardar Vallabhai Patel - Integration of Indian States - State Reorganization	
Unit II	Development of Economy and Communication	18 Hours
	Planned Economy of India- Five Year Plans - Policies and Welfare Programmes in Economy - Transport and Communication Development - Information Technology - Promotion of Cultural Activities - Labour - Sports.	
Unit III	Development of Education and Social Welfare	11 Hours
	Educational Development- Radhakrishnan Commission- LakshmanaSamy Mudaliar Commission 1953- Dr. Kothari Commission 1964- New Educational Policy 1986- Navodaya Vidyalaya- NCERT- University Education- Welfare of SC & ST - Constitutional Safeguards - Welfare of Minorities - Welfare of the Aged - Women development.	
Unit IV	Foreign Policy of India	14 Hours
	Policy of Non - Alignment – Aims and Objectives- Relationship with U.S.A , U.S.S.R, China, Pakistan and the U.N.O- Participation of India in UNO- India and the SAARC, ASEAN.	
Unit V	Sculptors of Modern India	18 Hours
	Jawaharlal Nehru - Lal Bahadur Sashtri - Indhira Gandhi -The rule of Janata party - Rajiv Gandhi - National Front Government - Narasimha Rao - United Front Government - Atal Bihaari Vajpayee - Dr.Manmohan Singh - Narendra Modi.	

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Trip.

Text Book

1. Mahajan V.D. (1959) India since 1526, S.Chand Shivalal, Agarwal and Co. Ltd., Agra.
2. L.Prasad History of India ,1526 - 1967 A.D Lakshmi Narain Agarwal Pub.Agra-2014.

Reference Books

4. Sathianathaiyer R. (1966) A political and cultural History of India Vol.III. S.Viswanathan private Ltd., Chennai.
5. L.Prasad Simple History of India ,1526 - 1967 A.D Lakshmi Narain Agarwal Pub.Agra- 2014.
6. Majumtar R.C. Roychoudri S.C. and Kalkinkar datta (2016) Advanced History of India, Macmillan India, New Delhi.

E-Resources

- <https://knowindia.gov.in/culture-and-heritage/medieval-history/the-mughal-empire.php>
- <https://www.toppr.com/ask/en-in/question/the-reign-of-which-mugal-emperor-is-called-the-golden/>
- https://www.forumancientcoins.com/india/mughal/mug_later.html#:~:text=THE%20MUGHALS,of%20the%20f%20Delhi.
- <https://www.historydiscussion.net/history-of-india/mughal-administration-its-culture-and-disintegration-in-india/3062>
- https://en.wikipedia.org/wiki/Maratha_Empire#:~:text=The%20empire%20formally%20existe%20Indian%20subcontinent.

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the challenges and responsibilities of Independent India
CO2	Explain about the sculptors or Prime ministers of India
CO3	Describe the economical ,scientific and technical development of India.
CO4	Illustrate the development of education , social welfare and women development
CO5	Indicate the foreign policy of India and its merits , demerits.

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10	PSO 11	PSO 12
CO 1	3	3	2	2	1	1	0	2	2	0	2	2
CO 2	3	3	2	2	1	1	0	2	2	0	2	2
CO 3	3	3	2	2	2	1	0	2	2	0	2	2
CO 4	3	3	2	3	2	1	0	2	2	0	2	2
CO5	3	3	3	3	2	1	1	2	2	0	2	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. Of Question	K-Level
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)

2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I India at the Dawn of Indian Independence	a. The Land and the People - National Symbols -	14 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Problems of Partition - Making of Indian Constitution -	4	
	c. Indian Administrative System	3	
	d. Sardar Vallabhai Patel - Integration of Indian States	2	
	e. State Recognition	3	
Unit II Development of Economy and Communication	.Planned Economy of India- Five Year Plans	18 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Policies and Welfare Programmes in Economy	4	
	c. Transport and Communication Development -	3	
	d. Information Technology -	4	
	e. Promotion of Cultural Activities	2	
	f. - Labour - Sports	3	
Unit III Development of Education and Social Welfare	a. Educational Development- Radhakrishnan Commission-	11 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. LakshmanaSamy Mudaliar Commission 1953- Dr. Kothari Commission 1964-.	2	
	c. New Educational Policy 1986- Navodaya Vidyalaya- NCERT	2	
	d. - University Education- Welfare of	2	

	SC & ST - Constitutional Safeguards		
	e. - Welfare of Minorities - Welfare of the Aged - Women development	3	
Unit IV Foreign Policy of India	a. Policy of Non - Alignment – Aims and Objectives-	14 Hours	Mode
	b. Relationship with U.S.A , U.S.S.R, China, Pakistan and the U.N.O-	2	Black & White
	c. Participation of India in UNO-	3	Board activities
	d. India and the SAARC,	3	Chalk & Talk,
	e. India and the ASEAN	2	Map Study,
		4	Group Discussion, Seminar
Unit V Sculptors of India	a. Jawaharlal Nehru - Lal Bahadur Sashtri	18 Hours	Mode
	b. Indhira Gandhi -The rule of Janata party	2	Black & White
	c. Rajiv Gandhi - National Front Government Narasimha Rao-	3	Board activities
	d. United Front Government	4	Chalk & Talk,
	e. Atal Bihaari Vajpayee	2	Map Study,
	f. Dr.Manmohan Singh	2	Group Discussion, Seminar
	g. Narendra Modi	2	Chalk & Talk, Chalk & Talk,
		3	

Course Designed By - Dr. P. Sangaralingam

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIC62	Number of Hours/Cycle	5
Semester	VI	Max. Marks	100
Part	III	Credit	5
Core Course XIV			
Course Title	History of Tamil Nadu (1806 to 2020 C.E)		
Cognitive Level	Up to K3		

Preamble

The course provides a strong foundation in Tamil Nadu History from 1806 to 2020 C.E. The Students will be able to understand the Dravidian movement and make them to evaluate and assess the works of the freedom fighters of Tamil Nadu and the industrial development of Tamil Nadu.

Unit I	British Rule in Tamilnadu	15 Hours
	Establishment of Company Rule in Tamil Nadu-Land Revenue Administration of the British-Permanent Land Revenue Settlement-Zamindari System- Sir Thomas Munro and Ryotwari System-Evolution of Judiciary- Introduction of Western Education	
Unit II	Tamil Renaissance and Reform Movements in Modern Tamil Nadu	15 Hours
	Socio - Religious Reform Movements in Tamil Nadu- Vaikunda Swamigal- Vallalar- Ayoti Dass-Theosophical Society- Temple Entry Movement-the Rise and Fall of Justice party- E.V. Ramasamy - Self Respect Movement- Development of Tamil Literature in Modern Tamil Nadu	
Unit III	Tamil in Indian Freedom Struggle	13 Hours
	Early Phase: V.O. Chidambaram Pillai - Subramania Bharathi - Vanchinathan - Subramania Siva- Gandhian Mass Movements in Tamilnadu Later Phase: Rajaji - Satya Moorthy- Kamaraj-	
Unit IV	Tamil Nadu After Independence	16 Hours
	Tamilnadu under Congress rule - Rajaji - Kamaraj - Administration - Re-Organisation of States- Formation of Tamilnadu-Frontier Issues-Industrial Development - Educational Development - Bhaktavatsalam - The Anti-Hindi Agitation of 1965- C.N. Annadurai- M. Karunanidhi - M.G. Ramachandran- J. Jayalalitha- O. Panneer Selvam - Edapadi Palanisamy	
Unit V	Inclusive Growth of Tamilnadu	16 Hours
	Development of Industries - Agriculture - Progress of Education- Commissions on Education- School Education- Samacheer Kalvi Higher Education- Origin and Growth of press- Social Welfare Measures- Sanitation-Family Welfare- Women and Child Development	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion,/seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity.

Text Book

1. K.Venkatesan, History of Modern Tamilnadu, 1600-2011, V. C. Publications, Rajapalayam, 2011.

Reference Books

- 1.K.Rajayyan, Tamilnadu A Real History, Ratna publications, Trivandrum, 2005
2. V.T.Chellam, History and Culture of Tamilnadu, Manivasagar Publication, Chennai 2006
- 3.Ganesan, P.C., Dravida Iyyakamum Tamilaga Arasiyalum (Tamil), Chennai: Arunthathi Nilayam, 2005
- 4.Nadarajan.C. Social History of Modern Tamilnadu, Ulaga Tamizhppadaippalar Nool Veliyeetagam, Trichy, 2013

E-Resources

1. [http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20\(1800%20-%201967%20A.D.\)%20-%20III%20Sem.pdf](http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20(1800%20-%201967%20A.D.)%20-%20III%20Sem.pdf)
2. [https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/_UG_B.A._History%20\(English\)_108%2051_History%20of%20Tamilnadu%20\(Beginning%20to%201947%20AD\)_BA%20\(History\)_9683.pdf](https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/_UG_B.A._History%20(English)_108%2051_History%20of%20Tamilnadu%20(Beginning%20to%201947%20AD)_BA%20(History)_9683.pdf)
3. <https://www.msuniv.ac.in/Download/Pdf/1f609326fa7146b>
4. <https://gascnagercoil.in/wp-content/uploads/2020/12/Core-8-History-of-Tamilnadu-1800-1967-AD-III-Semester-converted.pdf>
5. https://www.bdu.ac.in/academics/equivalent-papers/courses/ug_arts/TOURISM_AND_TRAVEL_MANAGEMENT/RACTT2C.pdf

Course Outcomes

After completion of this course, the students will be able to:

CO1	Evaluate the establishment of the British rule in Tamil Nadu
CO2	Narrate and Identify the Tamil Renaissance and Social Reform Movements in Modern Tamil Nadu
CO3	Describe the role of Tamilnadu in Indian Freedom Struggle
CO4	Evaluate the condition of Tamilnadu during 20 th and 21 st Centuries
CO5	Examine the Development after Independence in Tamilnadu upto 2020

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	3	3	3	2	1	2	3	3	1	2	3	3
CO 2	3	3	3	2	1	2	3	3	1	2	3	3
CO 3	3	3	3	2	1	2	3	3	1	2	3	3
CO 4	3	3	3	2	1	2	3	3	1	2	3	3
CO5	3	3	3	2	1	2	3	3	1	2	3	3

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions

1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels (Model)

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit I British Rule in Tamilnadu	a. Expansion of English East India Company Power in Tamil Nadu	15 Hours	Mode	
		4	Descriptive Method Lecture, Chalk & Talk, Seminar	
b. Land Revenue Administration of the British, Permanent Land Revenue Settlement, Zamindari System	4			
c. Sir Thomas Munro and Ryotwari System	3			
d. Evolution of the Judiciary	2			
e. Introduction of Western Education	2			
Unit II Tamil Renaissance and Reform Movements in Modern Tamil Nadu	a. Socio - Religious Reform Movements in Tamil Nadu	15 Hours	Mode	
		2	Descriptive Method Lecture Chalk & Talk, Seminar	
		b. Vaikunda Swamikal, Vallalar, Ayoti Dass-Theosophical Society		2
		c. The Rise and Fall of Justice party		2
		d. Temple Entry Movement		3
		e. E.V. Ramasamy, Self Respect Movement		3
f. Development of Tamil Literature in Modern Tamil Nadu	3			
Unit III Tamilnadu in Freedom	. Early Phase: V.O. Chidambaram Pillai	13 Hours	Mode	
		3	Descriptive Method Lecture Chalk & Talk,	
b. Subramania Bharathi, Vanchinathan, Subramania Siva	4			

Struggle	c. Gandhian Mass Movements in Tamilnadu	3	Seminar
	d. Later Phase: Rajaji , Satya moorthy , Kamaraj	3	
Unit IV Tamil Nadu After Independence		16 Hours	Mode
	a. Tamilnadu under Congress rule	2	Descriptive Method Lecture Chalk & Talk, Seminar
	b. Rajaji, Kamaraj-. administration	2	
	c Re-Organisation of States, . Formation of Tamilnadu,	3	
	d. Frontier Issues Industrial development, educational development under Kamaraj ,Bhaktavatsalam	1	
	e. The Anti-Hindi Agitation of 1965	3	
	f. C.N. Annadurai , M. Karunanidhi	2	
	g. M.G. Ramachandran , J. Jayalalitha	2	
h. O.Panneer Selvam , Edapadi Palanisamy	1		
Unit V Inclusive Growth of Tamilnadu		16 Hours	Mode
	a. Development of industries , Agriculture	4	Descriptive Method Lecture Chalk & Talk Seminar
	b. Progress of education, Commissions on Education, School Education , Navodaya Schools , Samacheer Kalvi, Higher Education	4	
	c. Origin and Growth of press	2	
	d. Social Welfare Measures, Sanitation, Family Welfare	3	
	e. Women and Child Development	3	

Course Designed By: Dr. M.S. Fathima Begum

Programme	B.A. History	Programme Code	UHI
Course Code	20UHC63	Number of Hours/Cycle	4
Semester	VI	Max. Marks	100
Part	III	Credits	4
Core Course XV			
Course Title	History of Europe (1789 to 1945 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in History of Europe from 1789 C.E – 1945 C.E to enable students to understand and gain knowledge about rise and fall of Napoleon Bonaparte, Vienna Congress, unification movements, Eastern Question and the world wars .

Unit I	French Revolution and After	13 Hours
	French Revolution – Causes, Courses and Results of the Revolution – Era of Napoleon - Wars– Brumier-Reforms- Continental System-Fall of Napoleon.	
Unit II	The Era of Reactions	12 Hours
	Metternich Era – The Congress of Vienna - Holy Alliance - Concert of Europe -1830 London Conference- Louis XVIII , Charles X of France -1830 July Revolution - Louis Philippe 1848 – February Revolution- Comparison of the 1830 and 1848 Revolutions	
Unit III	Unification of Italy and Germany	13 Hours
	Napoleon III of France- Domestic and Foreign Policies - Unification of Italy - Garibaldi - Young Italy Cavour and Carbonari Movement, Mazzini, Victor Immanuel - Roman Question - Unification of Germany - Kaiser William II -Bismarck - Foreign policy of Bismarck - War between Austria and Prussia, 1866 - the North German Confederation.	
Unit IV	The Eastern Question	12 Hours
	Eastern Question : Crimean War, Berlin Congress - Greek war of Independence - Greek Revolution of 1821 - First Balkan War - Second Balkan War - Young Turk Movement -Mustafa Kamal Basha - Italo-Turkish War -Turkish War of Independence - Formation of Balkan League	
Unit V	Europe between World Wars	10 Hours
	First World War : Causes, Course - Sarajevo assassination - Results- Paris Peace Conference- Bolsheivk Revolution of 1917 -United States enters the War - French Army Mutinies - League of Nations - Second World War : Causes, Courses and Results - Facisim-Nazisim	

Maps: 1. Napoleonic Empire 2. Unification Of Italy 3. Unification Of Germany

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Books

1. Arockkia Samy.M , History of Europe (1500 – 1815), Amutha Nilayam Ltd, Chennai, 1963
2. Dharmaraj. J. , History of Europe (1789 – 1945), Tensi Publication,Sivakasi,2020

Reference Books

1. Davis, H.A. Revised by D.H.C. Blount An Outline History of the World. New Delhi, 1968
2. Hobsbawm, E.J. The Age of Revolution, 1789-1848. London., 1977
3. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn. World History Vol I & II. New Delhi, 199

E - Resources

<https://www.britannica.com/event/French-Revolution>
<https://opil.ouplaw.com/page/congress-vienna-1814-1815>
<https://www.britannica.com/place/Italy/Unification>
<https://www.britannica.com/event/Eastern-Question>
<https://www.britannica.com/event/World-War-II>

Course Outcomes

At the end of the course, students would be able to:

CO1	Illustrate the Europe on the eve of the French Revolution
CO2	Explain the Era of Reactions
CO3	Identify the Unification Movement in Europe
CO4	Indicate the Rise of Eastern Question
CO5	Focus the world wars and The revolution

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	3	2	1	1	3	0	2	1	1	3	2
CO2	3	3	2	1	1	2	0	2	1	2	3	2
CO3	3	3	2	1	1	1	0	3	1	2	3	2
CO4	2	2	2	1	1	1	0	3	0	3	2	2
CO5	2	2	2	1	1	1	0	3	0	3	2	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1 (K3)

4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	13 Hours	Mode
I French Revolution and After	a. French Revolution - Causes, Courses and Results	4	Black & White Board activities, Chalk & Talk Map Study , Group Discussion Seminar
	b.Era of Napoleon - Wars.	3	
	c.Brumer-Reforms	3	
	d.Continental System- Fall of Napoleon	3	
II The Era of Reactions	.a.Metternich Era – The Congress of Vienna - Holy Alliance	12 Hours 3	Black & White Board activities Group Discussion, Seminar,
	b. Concert of Europe -1830 London Conference	3	
	c. - Louis XVIII , Charles X of France -1830 July Revolution -	3	
	d. Louis Philippe 1848 - February Revolution- Comparison of the 1830 and 1848 Revolutions	3	
	a.Napoleon III of France- Domestic and	13 Hours	Mode

III Unification of Italy and Germany	Foreign Policies	3	Black & White Board activities Chalk & Talk, Lecture Group Discussion, Seminar Map Study
	b.Unification of Italy - Garibaldi - Young Italy Cavour and Carbonari Movement, Mazzini, Victor Immanuel - Roman Question	4	
	c. Unification of Germany - Kaiser William II	3	
	d. Bismarck - Foreign policy of Bismarck - War between Austria and Prussia, 1866 - the North German Confederation	3	
IV Eastern Questions	a.Eastern Question : Crimean War, Berlin Congress - Greek war of Independence - Greek Revolution of 1821	12 Hours	Mode
	b. First Balkan War - Second Balkan War	4	Black & White Board activities, Black & White Board activities, Chalk & Talk Map Study, Chalk & Talk
	c. Young Turk Movement -Mustafa Kamal Basha - Italo-Turkish War - Turkish War of Independence - Formation of Balkan League	4	
V Europe between World Wars	a.First World War : Causes, Course - Sarajevo assassination - Results- Paris Peace Conference-	10 Hours	Mode
	b. Bolsheivk Revolution of 1917 - United States enters the War - French Army Mutinies -	3	Black & White Board activities Chalk & Talk Group Discussion Map Study Black & White Board
	c.League of Nations - Second World War : Causes, Courses and Results -	3	
	d.Facisim-Nazisim	2	
	2		

Course Designed By : Dr. D.Srivenidevi

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIC64	Number of Hours/Cycle	4
Semester	VI	Max. Marks	100
Part	III	Credit	4
Core Course XVI			
Course Title	History of Science and Technology		
Cognitive Level	Up to K3		

Preamble

Through studying Science and Technology students explore scientific and technological concepts and gain knowledge and understanding of the world. They develop their skills by studying the scientific investigations and designing and producing solutions through learning about the Living World, Material World, Physical World, Earth and Space, and Digital Technologies.

Unit I	The Renaissance and the Birth of Modern Science	15 Hours
	Astronomy: Copernicus - Johannes Kepler- Galileo- Leonardo-da-vinci - John Gutenberg Medical Science- Andreas Vesalius- Ambroise Parae -William Harvey - Marcello Malpige 17thCentury : A Century of Genius - Isaac Newton - Robert Boyle	
Unit II	Science and Technology in 18th Century	10 Hours
	Chemistry - Henry Cavendish - Joseph Priestly – Lavoisier Medical Science- John Hunter - Edward Jenner	
Unit III	Science and Technology in 19th Century	10 Hours
	Biology -Charles Darwin - Michael Faraday Chemistry: John Dalton - Mendeleev Medical Science: Louis Pasteur- Joseph Lister- Alfred Nobel- Thomas Alva Edison	
Unit IV	Science and Technology in 20th Century	15 Hours
	Atomic Science :Albert Einstein and Theory of Relativity - Lord Rutherford - History of Atom Bomb -Rontgen and X-ray - Marie Curie - Marconi- Sigmend Freud and Psychology-Radar- Computers - Information Technology :Internet - Email -Wifi and its uses.	
Unit V	Pioneers of Modern Science in India	10 Hours
	H.J. Bhabha- J.C. Bose - P.C. Roy- Srinivasa Ramanujam - Sir. C.V. Raman - Dr. S. Chandrasekar- Dr. A. P.J. Abdul Kalam	

Pedagogy

Class Room Lecture, Power Point Presentation, Group Discussion,/seminar, Quiz, Assignment, Experience Sharing, Brain Storming, Activity

Text Book

1. J. Dharmaraj, History of Science and Technology,(Tamil), Tensy Publications, Sivakasi, 2017.

Reference Books

1. R. Venkatraman, - History of Science and Technology, Ennes Publications Udumalpet, 1988.
2. Varghese Jeyaraj.S- History of Science and Technology, Anns Publ., Uthamapalayam ,1997
3. ManoharBhardwaj - History of Science and Technology, Cybertech Publication, New Delhi, 2000
4. Kohli G.R. - History of Science and Technology, Surjeet Publication, Delhi, 2007.

E –Source:

1. https://mathshistory.st-andrews.ac.uk/HistTopics/Science_17C/
2. https://en.wikipedia.org/wiki/Science_and_technology_in_India
3. https://margheritacollege.in/admin_portal/all_mrgclg_files/department_studymat/History%20of%20science%20and%20technology%20in%20India9577.pdf
4. <http://www.biyolojiigitim.yyu.edu.tr/ders/btpdf/hst.PDF>
5. https://www.ntm.cz/data/veda-a-vyzkum/publikace/what_to_do_20_century.pdfhttps://archives.history.ac.uk/makinghistory/resources/History_of_Science_fullversion.pdf

Course Outcomes

After completion of this course, the students will be able to:

CO1	Recall the Renaissance and the Birth of Modern Science
CO2	Outline the development of Science and Technology in 18th and 19th Century
CO3	Illustrate the impact of Science and Technology in the 20th century
CO4	List out the contribution of prominent scientists to Modern science
CO5	Explain the Western Science in India

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PS O2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PS O 11	PSO 12
CO1	3	1	1	1	2	3	0	2	1	2	1	3
CO2	3	1	1	1	2	3	0	2	1	1	1	3
CO3	3	1	1	1	2	3	0	2	1	3	1	3
CO4	3	1	1	1	2	3	0	2	1	2	2	3
CO5	3	1	1	1	2	3	0	2	1	3	2	3

3.High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

		15 Hours	Mode
Unit I The Renaissance and the Birth of Modern Science	a. Astronomy: Copernicus , Johannes Kepler, Galileo	3	Descriptive Method Lecture, Chalk & Talk, Seminar
	b. Leonardo-da-vinci, John Gutenberg	3	
	c. Medical Science- Andreas Vesalius- Ambroise Parae -William Harvey - Marcello Malpige	3	
	d. Medical Science, William Harvey , Marcello Malpige	3	
	e. 17thCentury : A Century of Genius - Isaac Newton - Robert Boyle	3	
Unit II Science and Technology in 18th Century	a.Chemistry, Henry Cavendish , Joseph Priestly , Lavoisier	10 Hours 5	Mode Descriptive Method Lecture Chalk & Talk, Seminar
	b. Medical Science, John Hunter , Edward Jenner	5	
Unit III Science and Technology in 19th Century	a. Biology :Charles Darwin, Physics :Michael Faraday	10 Hours 2	Descriptive Method Lecture Chalk & Talk, Seminar Descriptive Method
	b. Chemistry: John Dalton, Mendeleev	2	
	c. Medical Science: Louis Pasteur , Joseph Lister	2	
	d. Alfred Nobel	2	
	e. Thomas Alva Edison	2	
Unit IV Science and Technology in 20th Century	a. Atomic Science :Albert Einstein and Theory of Relativity, Lord Rutherford	15 Hours 3	Descriptive Method Lecture Chalk & Talk, Seminar
	b. History of Atom Bomb	2	
	c. Rontgen and X-ray , Marie Curie , Radar, Marconi	4	
	d. Sigmend Freud and Psychology	2	
	e. Computers, Information Technology :Interne , Email , Wifi and its uses.	4	
Unit V Pioneers of Modern Science		10 Hours	Descriptive Method Lecture Chalk & Talk Seminar
	b. Homi Jahangir Bhaba	2	
	c. J.C. Bose , P.C. Roy,	3	
	d. Srinivasa Ramanujam , Sir. C.V. Raman	2	
	e. Dr. S. Chandrasekar- Dr. A. P.J. Abdul Kalam	3	

Course Designed By: Dr. M.S. Fathima Begum

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIE61	Number of Hours/Cycle	6
Semester	VI	Max. Marks	100
Part	III	Credits	5
Core Elective Course II			
Course Title	International Relations (1945 to 2020 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation of International Relations Since 1945 -2020 C.E to enable the students to understand and gain knowledge about to learn about the different governing policies and political systems around the world. The course enables the students to relation between the various nations of the world and to identify the wide range of international issues

Unit I	United Nations Organizations	20 Hours
	UNO -Origin and Establishment – Composition -Functions - Specialized Agencies - Achievements - Estimation of the Activities	
Unit II	Cold War ant it's Various Phases	15 Hours
	Cold War -Causes - Various Phases -NATO, SEATO, CENTO, East-West detente - Warsaw Pact - End of the Cold War - Effects of Cold War.	
Unit III	Disarmaments & Regional Organizations	20 Hours
	Disarmaments – Definition - Nuclear disarmament - SALT I and SALT II -Conferences and Treaties - Regional Organizations – OAS – OAU – The Arab League - OPEC.	
Unit IV	Middle East Problems	20 Hours
	Palestine Question - Background - British mandate - The Peace Process of the 1990s - Israel-Arab Conflict - Oil Diplomacy- Gulf War - Afghan Issues .	
Unit V	Foreign Policies of important Countries	15 Hours
	Foreign Policy of U.S.A - Foreign Policy of U.K, Foreign Policy of Russia , Foreign Policy of China .	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming

Text Books

1.U.Sharma, *International Relations*, Lakshmi Naraian Agarwal Educational

Publishers, Agra, 2001

2. Thiagarajan, J. - *International Relations*, Pawai Pathippagam, Madurai, 2002.

Reference Books

1. Pavneet Singh, *International Relations*, Educational Publishers, Agra, 2017

2. Palmer and Perkins, *International Relations*, CBS; 3 edition , Scientific Book, Agencies, New Delhi,2001

E - Resources

1. <https://www.un.org/en/about-us/history-of-the-un>

2. https://en.wikipedia.org/wiki/Cold_War

3. https://en.wikipedia.org/wiki/Regional_organization

<https://www.britannica.com/event/World-War-II>

4. https://en.wikipedia.org/wiki/List_of_modern_conflicts_in_the_Middle_East

5. https://en.wikipedia.org/wiki/Foreign_policy

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Illustrate the Emergence of UNO and it's Organizations
CO2	Explain the Cold War ant it's Various Phases
CO3	Identify the Disarmaments & Regional Organizations
CO4	Indicate the Middle East Problems
CO5	Focus the Foreign Policies of the important countries

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO1 0	PSO1 1	PSO1 2
CO 1	3	3	1	0	2	2	0	2	3	0	3	3
CO 2	2	2	1	0	3	2	0	3	3	0	3	3
CO 3	2	3	1	0	3	2	0	3	3	0	3	3
CO 4	2	2	1	0	3	2	0	3	3	1	2	3
CO 5	3	3	1	0	3	3	0	3	3	3	3	3

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	20 Hours	Mode
I United Nations Organizations	a.UNO -Origin and Establishment - Composition -Functions	7	Black & White Board activities
	b.Specialized Agencies - Achievements	7	Map Study , Chalk & Talk,
	c. Estimation of the Activities	6	Group Discussion Seminar
II Disarmament & Regional Organizations	a.Cold War -Causes - Various Phases -	15 Hours 5	Mode
	b. NATO, SEATO, CENTO	2	Black & White Board activities
	c. , East-West detente - Warsaw Pact -.	4	Chalk & Talk , Map Study
	d. End of the Cold War - Effects of Cold War	4	Group Discussion, Seminar
III Disarmaments & Regional Organizations		20 Hours	Mode
	a.Disarmaments - Definition -	5	Black & White Board
	b. Nuclear disarmament - SALT I and SALT II	5	activitiesChalk & Talk , Lecture
	c. Conferences and Treaties	5	Group Discussion, Seminar
	d.Regional Organizations - OAS- OAU - The Arab League - OPEC	5	
IV Middle East Problems		20 Hours	Mode
	a.Palestine Question - Background	5	Black & White Board
	b. - British mandate - The Peace Process of the 1990s	5	activities, Chalk & Talk Group
	c.. Israel-Arab Conflict - Oil Diplomacy	5	Discussion, Seminar
	d. Gulf War - Afghan Issues	5	
V Foreign Policies of Important Countries		15 Hours	Mode
	a.Foreign Policy of U.S.A	4	Black & White Board activities
	b. Foreign Policy of U.K	5	Chalk & Talk Map Study
	c.Foreign Policy of Russia , d.Foreign Policy of China	6	Group Discussion Seminar

Course Designed By : Dr. P.Balagurusamy

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIE62	Number of Hours/Cycle	6
Semester	V	Max. Marks	100
Part	III	Credits	5
Core Elective Course II A			
Course Title	Constitutional History of India since 1773 C.E		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Constitutional History of India and explain the importance of Acts passed by the British in India and make them to study the main Charter Acts passed by the British in India and to understand the significant features of the Reform Acts, the importance of the making of Indian constitution, the salient features of the Indian constitution

Unit I	The Regulating Act	15 Hours
	The Regulating Act of 1773 and its Importance- Provisions - Defects – Bengal Judicatory Act- Pitt’s India Act of 1784 - Circumstances - Provisions - Significations.	
Unit II	The Charter Acts	15 Hours
	The Charter Act 1793,1813,1833,1853 - Circumstances - Provisions - Merits, Demerits, Importance- The Act of 1857 - Queen’s Proclamation	
Unit III	Indian Council Acts	20 Hours
	Indian Council Act of 1861 & 1892 - Minto-Morely Reforms of 1909 - Background – Communal Representation-Montague Chelmsford Reforms 1919 - Circumstance - Provisions - Significations – Provincial Dyarchy .	
Unit IV	The Making of Constitution	20 Hours
	The Government of India Act of 1935 - Circumstance - provisions - Significations -The Constitutional Development between 1935 and 1950 – Constituent Assembly - The Act of 1947 - The Making of Constitution.	
Unit V	Indian Constitution	20 Hours
	The Salient Features of the Indian Constitution - The Sources - Preamble- Federation - Fundamental Rights - Fundamental Duties - Directive Principles - The Party System - Emergency -Amendments.	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Books

1. R.C. Agarwal , *Constitutional Development and National Movement of India* , S.Chand Publisher is a leading publishing company in India, New Delhi, 2005
2. Pon Thangamani ,*Indian Constitutional History – A. D 1773 to 1950*, Ponnaiah Pathipakam, Chennai, 2001.

Reference Books

1. D.C. Gupta , *Indian National Movement and Constitutional Development*, Vikas Publishing House Pvt.Ltd ,India. 1973
2. Bibin Chandra, *Modern History of India*, Orient Blackswan, New Delhi ,2009
3. S.C. Raychoudhary, *History of Education in Modern India*, Surjeeth Publication, New Delhi,2013.
4. D.D. Basu , *Introduction to the Constitution of India*, Lexis Nexis, 2015

E - Resources

2. <https://byjus.com/free-ias-prep/ncert-notes-regulating-act-1773/#:~:text=The%20Regulating%20Act%20was%20passed,respect%20to%20its%20Indian%20possessions.>
3. <https://www.insightsonindia.com/modern-indian-history/political-policies/charter-acts-of-1784-1793-18131833-1853/>
4. <https://www.insightsonindia.com/polity/indian-constitution/historical-underpinnings-and-evolution/crown-rule-1858-1947/indian-councils-act-1861-1892/>
5. https://en.wikipedia.org/wiki/Constitution_of_India#:~:text=The%20constitution%20was%20drafted%20by,Dr.%20B.%20R.
6. <https://prepp.in/news/e-492-salient-features-of-the-indian-constitution-indian-polity-upsc-notes>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Illustrate the Regulation Act
CO2	Explain the Charter Acts
CO3	Identify the Indian Council Acts
CO4	Indicate the making of Constitution
CO5	Focus the salient features of the Indian Constitution

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO1 0	PSO1 1	PSO1 2
CO 1	CO1	2	2	0	0	1	0	0	2	3	0	2
CO 2	CO2	2	2	0	0	1	0	0	2	3	0	2
CO 3	CO3	2	2	0	0	1	0	0	2	3	0	2
CO 4	CO4	2	2	0	0	1	0	0	2	3	0	2
CO 5	CO5	2	2	0	0	1	0	0	2	3	0	2

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice

			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit	Description	15 Hours	Mode
	a. The Regulating Act of 1773 and its Importance- Provisions - Defects.	5	Black & White Board activities Chalk & Talk

I The Regulating Act	b. Bengal Judicatory Act- Pitt's India Act of 1784	5	Group Discussion Seminar
	c. Circumstances - Provisions - Significations	5	
II The Charter Acts	a. The Charter Act 1793,1813,1833,1853 - Circumstances	15 Hours 5	Mode Black & White Board activities
	b. Provisions - Merits, Demerits, Importance	5	Chalk & Talk , Map Study
	c. The Act of 1857 - Queen's Proclamation	5	Group Discussion, Seminar
III Indian Council Acts	a. Indian Council Act of 1861 & 1892	20 Hours 4	Black & White Board activities Chalk & Talk , Lecture Group Discussion, Seminar
	b. Minto-Morely Reforms of 1909 - Background	4	
	c. Communal Representation -Montague Chelmsford Reforms 1919 - Circumstance - Provisions - Significations	8	
	d. Provincial Dyarchy .	4	
IV The Making of Constitution	a. The Government of India Act of 1935 - Circumstance - provisions - Significations	20 Hours 5	Black & White Board activities, Chalk & Talk, Group Discussion, Seminar
	b. The Constitutional Development between 1935 and 1950	5	
	c. Constituent Assembly - The Act of 1947	5	
	d. The Making of Constitution	5	
V The Salient Features of the Indian Constitution	a. The Salient Features of the Indian Constitution	20 Hours 6	Black & White Board activities Chalk & Talk Group Discussion Seminar
	b. The Sources - Federation - Fundamental Rights	6	
	c. Fundamental Duties - Directive Principles	5	
	d. The Party System - Emergency - Amendments.	3	

Course Designed By : Dr. S.Palanikumar

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIE63	Number of Hours/Cycle	6
Semester	VI	Max. Marks	100
Part	III	Credit	5
Core Elective Course II C			
Course Title	History of Dindigul Region (Sangam to Zamindari Period)		
Cognitive Level	Up to K3		

Preamble

The course provides a strong foundation about History of Dindigul region (Sangam - Downfall of Poligar) and to enable the students to understand the local history of

Dindigul region, ancient political movements ,policies , economical and social development of Dindigul region . To understand the development of local history or regional history which helps to write the modern history of Tamilnadu.

Unit I	Ancient Period	18 Hours
	Pre History - Sources - Megalithic Culture - Sangam Age Hero Stone - Sangam Age Inscription - Dindigul Region and Sangam Age - Khalabras – Importance	
Unit II	Age of early Pandyas and Second Pandian Empire	19 Hours
	Period of Early Pandyas - Pallinadu - Maravarman - Varagunan I - Sri Maara Sri Vallabhan - Varaguna II - The age of Chola Pandyas - Sadayavarman srivallabhan - Sadayavarman Kulasekaran - Sadayavarman Sundarapandyan I - Sadayavarman Veerapandyan - The Role and Importance of Merchant Guilds	
Unit III	Advent of the Islamic invasions and Establishment of Vijayanagara Rule	18 Hours
	Invasion of Malik Kafur - Invasion of Chera king Ravi Varman - Kushru Khan Invasions - Ulu khan invasions - Islamic New Settlements - Vijayanagara invasions - Vanadhirayas - The direct rule of Vijayanagar	
Unit IV	Under the Madurai Nayaks	19 Hours
	Establishment of Palayams - Vishwanatha Nayakar - Veerapa Nayakar - Muthuveerapa Nayakar - Thirumalai Nayakar - Muthuveerapa Nayakar II	
Unit V	Rise and Fall of Palayams	16 Hours
	Introduction to Palayams and Poligars - Abolition of nadu - Velan - Virupatchi Palayam - Kannivadi Palayam - Ayakudi Palayam - Dindigul Seermai - 18 Palayams - Dindigul Adhigaram - Role of Hyder and Tippu in Dindigul Region - Poligars rebellion and fall of Palayams	

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Map Study, Field Trip.

Text Book

1. Dr.P.Sangaralingam , Dindigul Through the Ages, Shanlax Publications 2022.

Reference Books

1. Sitaram Gurumoorthy Dindigul District Archeological Handbok (pub) Tamilnadu State ARcheological Department 2007.
2. Dr.V.Vedachalam Society and culture of Pandya country .Dhanalakshmi Publisher ,Thanjavur 2018
3. Dr.V.Vedachalam History of Pandya Towns. Dhanalakshmi Publisher ,Thanjavur 2019 .

E-Resources

- <https://knowindia.gov.in/culture-and-heritage/medieval-history/the-mughal-empire.php>
- <https://www.toppr.com/ask/en-in/question/the-reign-of-which-mugal-emperor-is-called-the-golden/>
- https://www.forumancientcoins.com/india/mughal/mug_later.html#:~:text=THE%20MUGHALS,of%20the%20f%20Delhi.
- <https://www.historydiscussion.net/history-of-india/mughal-administration-its->

culture-and-disintegration-in-india/3062

- https://en.wikipedia.org/wiki/Maratha_Empire#:~:text=The%20empire%20formally%20existed%20Indian%20subcontinent.

Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the sources and ancient period of Dindigul
CO2	Explain the condition of Dindigul under Pandyas
CO3	Describe the islamic invasions and Vijayanagara Rule
CO4	Illustrate the establishment of Madurai Nayakas and Dindigul Seermai
CO5	Indicate the Rise and Fall of Palayams

Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	2	2	1	1	0	2	2	0	2	2
CO 2	3	3	2	2	1	1	0	2	2	0	2	2
CO 3	3	3	2	2	2	1	0	2	2	0	2	2
CO 4	3	3	2	3	2	1	0	2	2	0	2	2
CO5	3	3	3	3	2	1	1	2	2	0	2	2

3. High; 2. Moderate ; 1. Low

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 &K2	2 (K1 & K1)	1 (K1)
2	CO2	Up to K2	2	K1 &K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 &K2	2 (K2 & K2)	1 (K3)
4	CO4	Up to K2	2	K1 &K2	2(K2 & K2)	1 (K2)
5	CO5	Up to K3	2	K1 &K2	2 (K3 & K3)	1 (K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3	-	8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

Lesson Plan

Unit		18 Hours	Mode
Unit I Ancient Period	a.Pre History - Megalithic culture	4	Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
	b. Sources	4	
	c.Sangam Age Hero Stone - Sangam Age Inscription	4	
	d.Dindigul region and Sangam Age	4	
	e.Khalabras - Importance	2	
Unit II Age of early Pandyas and Second Pandian Empire	a. Period of Early Pandyas - Pallinadu - Maravarman	19 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
		3	
	b.Varagunan I - Sri maara Sri Vallabhan	3	
	c.Varaguna II - The age of Chola Pandyas	3	
	d.Sadaya Varman Sri Vallabhan - Sadaya varman Kulasekaran	3	
	e.Sadayavarman Sundarapandyan I - Sadayavarman Veerapandyan	3	
f. The Role and Importance Merchant Guilds	4		
Unit III Advent of the Islamic invasions and Establishment of Vijayanagar Rule	a. Invasion of Malik Kafur - Invasion of Chera king Ravi varman	18 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
		4	
	b.Kushru Khan invasions - Ulu khan invasions	4	
	c.Islamic New Settlements	4	
	d.Vijayanagara invasions	2	
e.Vanadhirayas - The direct rule of Vijayanagar	4		
Unit IV Under the Madurai Nayaks	a.Establishment of Palayams - Vishwanatha Nayakar	19 Hours	Mode Black & White Board activities Chalk & Talk, Map Study, Group Discussion, Seminar
		4	
	b.Veerapa Nayakar	4	
	c.Muthuveerapa Nayakar	4	
	d.Thirumalai Nayakar	4	
e.MuthuveerapaNayakar II	3		
Unit V Rise and Fall	a.Introduction to Palayams and Poligars	16 Hours	Mode Black & White Board activities
		2	
	b.Abolition of Nadu - Velan	2	
	c.Virupatchi Palayam - Kannivadi	3	

of Palayams	Palayam		Chalk & Talk, Map Study, Group Discussion, Seminar
	d.Ayakudi Palayam - Dindigul Seermai	2	
	e.18 Palayams - Dindigul Adhigaram	3	
	f.Role of Hyder and Tippu in Dindigul Region	2	
	g.Poligars Rebellion and Fall of Palayams	2	

Course Designed By - Dr. P. Sangaralingam

Programme	B.A History	Programme Code	UHI		
Course Code	20UHIC6P	Number of Hours/Cycle	4		
Semester	V	Max. Marks	100		
Part	III	Credit	4		
Core Project I					
Course Title	Project		L	T	P
Cognitive Level	Up to K3		-	-	-

L-Lecture Hours, T-Tutorial Hours, P-Practical Hours

Course Objective

The object of the Project in the Department of History is to enable students to pursue independent historical research on a topic of their own choosing and to report their findings and to explore independently an historical topic of their own choosing, understand the views expressed by historians about their topic, and craft their own interpretation of their chosen subject in a substantial paper.

Course Outcomes

Upon successful completion of this project work the student:

CO1	Remember the significance of the History of Dindigul Region
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CO2	Learn about the architecture and sculpture of the Temples in Dindigul Region and in Tamil Nadu.
CO3	Highlight the significance of socio, economic , political and cultural condition of Tamil Nadu.
CO4	Get motivated to determine the role of patriots in freedom movement of their region.
CO5	Gain a knowledge of the diverse sources available and understand skills that historians uses in research and writing.

Project work:

- Each faculty will be allotted a group of (3-5) students for their research project in any one of the areas of History and interdisciplinary of any science subject in consultation with their guide and the Head of the Department.
- Each of the group has to undertake a topic individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Project Work has to be English. The Dissertation must be typed and hard bound
- The project report should be submitted to the Head of the Department of History through the Guide one week prior to the commencement of the summative examination.
- They shall submit **two** copies of their project report for valuation.
- The choice of the topic for the project can be from a wide range of subjects, but a text or topic prescribed in the syllabi should be strictly avoided.
- Failure to submit the Dissertation or failure to appear at the Viva-voce Examination will be treated as “Absent” in the Examination. He /she has to submit the Dissertation and appear at the Viva-Voce Examination in the subsequent years
- Evaluation of the Project Work to be done jointly by one internal expert
- Write clearly and persuasively, building historical arguments and narratives based on judicious use of secondary literature and primary sources that have been analyzed using appropriate methodologies; follow sound ethical standards in all aspects of their work.

Steps of the Project Work

Step I: Selection of the topic should be made keeping the following points into consideration:

- Suitability of the topic.
- Relevance of the topic
- Time available at the disposal.
- Feasibility of data collection within the given time limit.

Step II: Finalization of the Topic and preparation of Dissertation Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the dissertation dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual and Theoretical Framework

Chapter 3: Analysis & Findings

Chapter 4: Conclusions.

Chapter 5: Bibliography

- The project should be at least 25 pages excluding bibliography and appendices.
- The maximum marks for the project work shall be 100.

The marks will be allotted on the prescribed basis as given below:

A. Continuous Internal Assessment

Regularity	15 Marks
Strength of the independent work (utilizing theory and methodology)	25Marks
Total	40 Marks

B. End Semester Examination (Viva Voce)

Individual Presentation	30 Marks
Answering the queries	30 Marks
Total	60 Marks

Programme	B.A. History	Programme Code	UHI
Course Code	20UHIS61	Number of Hours/Cycle	2
Semester	VI	Max. Marks	50
Part	III	Credits	2
Skill Based Course IV			
Course Title	Introduction to Epigraphy		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Epigraphy to enable students to understand and gain knowledge about the antiquity of Tamil Nadu and to study the political, social and economic development of Tamil Nadu using epigraphical sources and explore the sites of archaeological importance to augment the cultural history of Tamil Nadu

Unit I	Introduction to Epigraphy	6 Hours
	Meaning - Definition - Scope and Purpose- Importance of Epigraphy -Kinds of Inscriptions - Literary Inscriptions - Political Inscriptions - Religious Inscriptions -Memorial Inscriptions - Royal Inscriptions - Welfare Inscription -Commerative Inscriptions-Spurious Inscriptions	
Unit II	Eminent Epigraphists	6 Hours
	Eminent Epigraphists - George Buhler - James Burgess- H.Krishna Sastri - V.Venkaya -Robert Sewell - K.V.Subramaniya Iyer - Y. Subbarayalu	
Unit III	Epigraphical forms and Contents	6 Hours
	Epigraphical Forms and Contents - Epigraphical Conventions - Dating of Inscriptions	
Unit IV	Tamili (Tamil Brahmi Inscriptions)	6 Hours

	Tamil Brahmi Inscriptions - Pulimankombai- Mangulam - Sittanvasal - Alagarmalai- Pugalur- Archchalur - Historical Importance .	
Unit V	Growth of Vatteluthu	6 Hours
	Three Stages - Importance of Grantha Inscriptions - Estampaging and Preservation - Sample Study of Select Tamil Inscriptions - Kuram Copper Plate- Velvikudi Copper Plate - Uttiramerur Copper Plate - Kannanur Inscription -Kanniyakumari Inscription	

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming.

Text Book

1. Mari Samy.N , Archaeology, Pavaai Publication, Chennai, 2010

Reference Books

1. Nadana Kasinathan, Art of Epigraphy, Mancavasagar Publication, 1989
2. Raman.K.V, Principles of Archaeology, Parthajan Publications, Chennai, 1986

E – Resources

1. <https://www.britannica.com/topic/epigraphy>
2. <https://www.worldhistory.org/script>
3. [https://en.wikipedia.org/wiki/Iravatham_Mahadevan#:~:text=Iravatham%20Mahadevan%20\(2%20October%201930,of%20the%20Indus%20Valley%20Civilisation.](https://en.wikipedia.org/wiki/Iravatham_Mahadevan#:~:text=Iravatham%20Mahadevan%20(2%20October%201930,of%20the%20Indus%20Valley%20Civilisation.)
4. <https://www.newworldencyclopedia.org/entry/epigraphy>
5. <https://www.tnarch.gov.in/excavation>

Course Outcomes

At the end of the course, students would be able to:

CO1	Illustrate the Introduction to Epigraphy
CO2	Explain the Evolution of Scripts
CO3	Identify the Eminent Epigraphist
CO4	Indicate the Epigraphical forms and Contents
CO5	Focus the Field Epigraphy

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 0	PSO1 1	PSO1 2
CO 1	3	3	2	2	3	2	2	3	1	1	2	3
CO 2	3	3	2	2	3	2	2	3	1	1	2	3
CO 3	3	3	2	2	3	2	3	3	1	1	2	3
CO 4	3	3	2	2	3	2	2	3	1	1	2	3
CO 5	3	3	2	2	3	2	3	3	1	1	2	3

1 – Low, 2 – Medium & 3- High

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Either/or Choice
			No. of Questions	No. of Questions
1	CO1	Up to K2	2(KI&K1)	1(KI)
2	CO2	Up to K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2(K3&K3)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

Distribution of Section –wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	6	5	11	25	25%
K2	18	10	28	50.5	51%
K3	6	10	16	24.5	24%
Total Marks	30	25	55	100%	100%

Lesson Plan

Unit	Description	6 Hours	Mode
I Introduction to Epigraphy	A. Meaning - Definition - Scope and Purpose	2	Black & White Board activities Chalk & Talk Map Study , Group Discussion Seminar
	B. Importance of Epigraphy -Kinds of Inscriptions - Literary Inscriptions - Political Inscriptions	2	
	C. Religious Inscriptions - Memorial Inscriptions - Royal Inscriptions	1	
	D. Welfare Inscription - Commerative Inscriptions - Spurious Inscriptions - Historical Inscriptions	1	
II	A. Eminent Epigraphists - George Buhler - James Burgess	6 Hours	Mode
		3	Black & White Board

Eminent Epigraphists	B. H.Krishna Sastri - V.Venkaya - Robert Sewell	2	activities, Chalk & Talk , Map Study Group Discussion
	C. K.V.Subramaniya Iyer - Y. Subbarayalu	1	
UNIT III Epigraphical Forms and Contents	A. Epigraphical Forms and Contents	6 Hours	Mode
	B. Epigraphical Conventions - Dating of Inscriptions	3	Black & White Board activities, Chalk & Talk , Lecture, Group Discussion
IV Tamil (Tamil Brahmi Inscriptions)	a. Mangulam - Sittanvasal	6 Hours	Mode
	b.Alagarmalai - Pugalur- Archchalur - Historical Importance	3	Black & White Board activities,Black &White Board activities,Chalk & Talk
	c.Tamil Brahmi Inscriptions	1	
		2	
V Growth of Vatteluthu	a.Three Stages - Importance of Grantha Inscriptions - Estampaging and Preservation	6 Hours	Mode
	b. Sample Study of Select Tamil Inscriptions - Kuram Copper Plate - Velvikudi Copper Plate	2	Black & White Board activities, Chalk & Talk, Field Study
	c.Kannanur Inscription - Kannyakumari Inscription	2	
		2	

Course Designed By : Dr. D.Srivenidevi

Value Added Courses

Programme	All	Programme Code	UHI
Course Code	20CHIS51	Number of Hours	30
Semester	V	Max. Marks	50
		Credit	2
Value Added Course III			
Course Title	Introduction to Tourism and its Organisations		

Preamble

This course provides a strong foundation in Tourism and explain the International Tourism. The students to understand the origin and basic components of Tourism. The students gain awareness about International Tourism and the chance to get a deep understanding of global affairs and international relations.

Unit I	Introduction of Tourism	7
	Origin - Nature, Meaning and Scope of Tourism - Various definitions - Basic components and Attractions of Tourism.	
Unit II	Types and Forms of Tourism	6
	Types and Forms of Tourism - Regional, Domestic and International Tourism - Pleasure & Holiday Tours - Mass Tourism - Package Tourism - Historical, Cultural, Religious, Health, Sports and Eco Tourism.	
Unit III	Emergence of Modern Tourism	5
	Emergence of Modern Tourism - Impact of the Modern Transports- Advent of Trains - Airways, Sea routes and Motor ways.	
Unit IV	Tourism Organisation	7
	Need for Organisation - Type of Organisations - UNO Recommendations	
Unit V	International Tourism Organisations	5
	International Tourism Organisations – WTO- IATO- PATA-ETC.	

Text Books

1. Arjun Kumar Bhatia, Tourism in India: History and Development, Sterling Publishers, New Delhi
2. A.K.Bhatia, International Tourism, Sterling Publishers, New Delhi, 1994
3. G.S.Batra, Tourism in the 21st Century, Anmol Publications, New Delhi, 1996
4. M.Rajasekara Thangamani, Tourism (Tamil),Kongu Pathippaham, Karur, 1995
5. S.A.Thangasamy, Tourism (Tamil), Pannai Pathippaham, Madurai,1998

Programme	All	Programme Code	UHI
Course Code	20CHIS61	Number of Hours	30
Semester	VI	Max. Marks	50
Part	-	Credit	2
Value Added Course IV			
Course Title	Hotel and Travel Management		

Preamble:

This course provides a strong foundation in Hotel and Travel Management and the evolution of Hotel industry and its classifications and various sections of a Hotel and Job opportunities. The Students make students aware of sales and promotions of Tourism.

Unit I	Types and Forms of Hotels	6
	Definition - Early History - Origin of Hotels - Types and forms of Hotels - International Hotels - Resorts - Commercial - Residential - Floating Hotels - Heritage Hotels.	
Unit II	Classifications of Tourism	7
	Supplementary Accommodation - Motels -Youth Hostels -Caravan and Camping Sites -Pension - Bed and Breakfast- Tourist Holiday Village -Classification and Grading	
Unit III	Function of Travel Agency	5
	Sale of Travel - The Grand Circular Tour -Thomas Cook and Sons - The American Express Company - Modern Travel Agency - Function of Travel Agency	
Unit IV	Marketing of Tourism	7
	Marketing - Meaning and Scope - Marketing Concept- Mass Production and the Markets -The Marketing Evolution- Tourism Marketing.	
Unit V	Promotions of Tourism	5
	Sales and Promotions of Tourism - Role of the Travel Agency - Tour Operators - Tourist Guides and the Hotel Industry	

Text Books:

1. William S. Gray ,Hotel and Motel Management and Operations, Pearson; 4 edition , New Delhi , 2002
2. Md. Abu Barkat Ali, Travel and Tourism Management, Prentice Hall India Learning Private Limited ,2015
3. Sushil Masih, Hand Book of Travel, Tourism and Hospitality Management, Global India Publications, New Delhi, 2011