

A.V.V.M. Sri Pushpam College (Autonomous), Poondi – 613 503

PG & Research Department of History

B.A. Programme in History

OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM

SCHEME OF PROGRAMME AND SYLLABUS

(For the candidates admitted from 2023-2024 onwards)

Vision and Mission of the Department

Vision

To impact the society through education to the socially weaker section.

Mission

- Addressing the educational needs of the rural students.
- Preparing the students for a wide range of career by teaching a core set of transferable skill.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- Make the learners realise the transformative power of education.
- Acquire profound disciplinary, applied, integrative knowledge and intellectual competency and domain specific and generic skills.
- Pursue lifelong learning and generate innovative solutions for the problems at individual and social level.
- Create a collaborative and inclusive environment, and serve the betterment of the society with moral integrity.
- Motivate to become a committed professional with necessary ethics as a leader as well as a team player.

PROGRAMME OUTCOMES for B.A. Programmes

On the completion of the programme, the learners will be able to

PO 1: Build creativity, critical enquiry, logical thinking and generate innovative ideas.

PO 2: Acquire ability to apply theoretical and conceptual knowledge and skills in real life situations.

PO 3: Understand and appreciate the vast gamut of diversity and creativity of human race as portrayed in the humanities.

PO 4: Gain knowledge about the social, cultural, psychological, religious, political, economic and historical impacts and responses of human kind.

PO 5: Cultivate gender, ecological, cultural, moral, human rights sensitivity to take the righteous stand and cause positive change in society.

PO 6: Develop essential skills such as communication, problem solving, interpersonal, emotional quotient, lateral thinking, leadership, and positive attitude.

PO 7: Equip themselves to qualify for the competitive examinations and job interviews.

PROGRAMME SPECIFIC OUTCOMES for B.A. History Programme

On completion of B.A. with History, Students will be acquire-

1. Understand background of our religion, customs institution, administration and so on.
2. Understand the basic themes, concepts, chronology and the scope of history.
3. Acquaint with range of issue related to Indian History that span distinct eras.
4. Understand the history of Countries other than India with Comparative approach.
5. Prepare for various types of Competitive Examinations.
6. Think and argue historically and critically in writing and discussion.
7. The study of history helps to impart moral education.

Curriculum structure for UG Programmes (OBE-CBCS) – 2023

| | Nature of Course | Total No. of Courses | Total marks | Total credits | Total credits for the Programme |
|-------------------|--|----------------------|-------------|---------------|---------------------------------|
| Part – I | Language (Tamil / Hindi) | 04 | 400 | 12 | 123 (CGPA) |
| Part – II | English | 04 | 400 | 12 | |
| Part – III | Core Courses | 14 | 1400 | 65 | |
| | Core Industry Module (CIM) | 01 | 100 | 04 | |
| | Elective Courses (Generic) - Allied | 06 | 600 | 18 | |
| | Elective Courses (Discipline Centric) | 04 | 400 | 12 | |
| Part – IV | Environmental Studies (EVS) | 01 | 100 | 02 | 17 (Non CGPA) |
| | Value Education (VE) | 01 | 100 | 02 | |
| | Gender Studies (GS) | 01 | 100 | 02 | |
| | Skill Enhancement Course – Discipline Specific (SEC) | 02 | 200 | 04 | |
| | Skill Enhancement Course - Non Major Elective (NME) | 01 | 100 | 02 | |
| | Professional Competency Skill Enhancement Course (PCSE) | 01 | 100 | 02 | |
| | Internship / Industrial Activity | -- | -- | 02 | |
| Part – V | Extension Activity (EA) | -- | -- | 01 | |
| | Total | 40 | 4000 | 140 | 140 |
| | Value Added Course (VAC) | 01 | 100 | -- | -- |
| | Extra Credit Course – MOOC / Field visit / Hands on Training | -- | -- | Max: 4 | -- |

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

B.A. History

Course Structure: B.A. History (2023)

| S. No. | Seme ster | Category | Course Code | Title of the Course | Maximum Marks | | | Minimum Marks | | | Hours/ Week | Credits |
|--------|--------------|----------------------------------|--|---|---------------|-----|-------|---------------|----|-------|-------------|---------|
| | | | | | CIA | EE | Total | CIA | EE | Total | | |
| 1. | I | Language | 23U1HYT1/H1 | Tamil – I / Hindi – I | 25 | 75 | 100 | 10 | 30 | 40 | 6 | 3 |
| 2. | | Language | 23U1HYE1 | English – I | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 3. | | Core | 23U1HYC1 | History of India upto 1206 C.E | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 4. | | Core | 23U1HYC2 | History of Tamil Nadu upto 900 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 5. | | Allied | 23U1HYA1 | Public Administration – I | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| | | Allied | 23U2HYA2 | Modern Government – I(NS) | - | - | - | - | - | - | 3 | - |
| 6. | | EVS | 23U1HYES | Environmental Studies | - | 100 | 100 | - | - | 40 | SS | 2 |
| 7. | II | Language | 23U2HYT2/H2 | Tamil – II / Hindi – II | 25 | 75 | 100 | 10 | 30 | 40 | 6 | 3 |
| 8. | | Language | 23U2HYE2 | English – II | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 9. | | Core | 23U2HYC3 | History of India 1206 C.E. to 1707 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| 10. | | Core | 23U2HYC4 | History of Tamil Nadu from 900 to 1565 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| 11. | | Allied | 23U2HYA2 | Modern Government – I(NS) | 25 | 75 | 100 | 10 | 30 | 40 | 3 | 3 |
| 12. | | Allied | 23U2HYA3 | Public Administration – II | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| 13. | | VE | 23U2HYVE | Value Based Education | 25 | 75 | 100 | 10 | 30 | 40 | SS | 2 |
| | Extra Credit | MOOC(Massive open online course) | | | - | - | - | - | - | - | | |
| 14. | III | Language | 23U3HYT3/H3 | Tamil – III / Hindi – III | 25 | 75 | 100 | 10 | 30 | 40 | 6 | 3 |
| 15. | | Language | 23U3HYE3 | English – III | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 16. | | Core | 23U3HYC5 | History of India from 1707 C.E. to 1858 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 17. | | Core | 23U3HYC6 | History of Tamil Nadu from 1565 C.E. to 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| 18. | | Allied | 23U3HYA4 | Introduction to Archaeology | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| | | Allied | 23U4HYA5 | Modern Government – II (NS) | - | - | - | - | - | - | 3 | - |
| | | Extra Credit | MOOC / Field visit / Hands on Training | | | - | - | - | - | - | - | |

B.A. History

| S. No. | Seme ster | Category | Course Code | Title of the Course | Maximum Marks | | | Minimum Marks | | | Hours/ Week | Credits |
|--------------|-----------|--|---------------------------------|--|--|-----|-------------|---------------|----|-------|-------------|------------|
| | | | | | CIA | EE | Total | CIA | EE | Total | | |
| 19. | IV | Language | 23U4HYT4/H4 | Tamil – IV / Hindi – IV | 25 | 75 | 100 | 10 | 30 | 40 | 6 | 3 |
| 20. | | Language | 23U4HYE4 | English – IV | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 21. | | Core | 23U4HYC7 | History of Tamil Nadu since 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| 22. | | Core-CIM | 23U4HYCIM | History of India from 1858 C.E. to 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| 23. | | Allied | 23U4HYA5 | Modern Government – II (NS) | 25 | 75 | 100 | 10 | 30 | 40 | 3 | 3 |
| 24. | | Allied | 23U4HYA6 | General History for Competitive Exams | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| 25. | | SEC | 23U4HYSEC1 | Digital Literacy in Introduction to Tourism | 25 | 75 | 100 | 10 | 30 | 40 | 2 | 2 |
| 26. | | GS | 23U4HYGS | Gender Studies | - | 100 | 100 | - | - | 40 | SS | 2 |
| | | Extra Credit | Field visit / Hands on Training | | | - | - | - | - | - | - | - |
| 27. | V | Core | 23U5HYC8 | Contemporary India Since 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 6 |
| 28. | | Core | 23U5HYC9 | World Civilization upto 1453 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 29. | | Core | 23U5HYC10 | History of Thanjavur upto 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 30. | | Major Elective | 23U5HYEL1A/ 23U5HYEL1B | Journalism Archives Keeping | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 31. | | Major Elective | 23U5HYEL2A/ 23U5HYEL2B | Panchayat Raj Women in Indian Society | 25 | 75 | 100 | 10 | 30 | 40 | 4 | 3 |
| 32. | | NME | 23U5HYNME | Non-Major Elective - Indian Freedom Struggle from 1885 C.E. to 1947 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 2 | 2 |
| 33. | | Core | 23U5HYC11PR | Project with Viva Voce | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 4 |
| | | Internship / Industrial Training (Carried out in II Year summer vacation – 30 hours) | | | | | | | | | | - |
| 34. | VI | Core | 23U6HYC12 | History of Europe from 1789 C.E. to 1945 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 6 | 6 |
| 35. | | Core | 23U6HYC13 | History of China from 1839 C.E. to 1950 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 36. | | Core | 23U6HYC14 | History of the U.S.A. upto 1865 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 5 |
| 37. | | Major Elective | 23U6HYEL3A/ 23U6HYEL3B | Studies in Human Rights History Of Japan From 1853 C.E. To 1945 C.E. | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| 38. | | Major Elective | 23U6HYEL4A/ 23U6HYEL4B | Museology/ Historiography | 25 | 75 | 100 | 10 | 30 | 40 | 5 | 3 |
| 39. | | SEC | 23U4HYSEC2 | Tamil Nadu Tourism | 25 | 75 | 100 | 10 | 30 | 40 | 2 | 2 |
| 40. | | PCSE | 23U6HYPSCE | Comprehensive Knowledge | - | 100 | 100 | - | 40 | 40 | 2 | 2 |
| | | | | | Extension Activities (Outside College hours) | - | - | - | - | - | - | - |
| Total | | | | | | | 4000 | | | | | 140 |

B.A. History

Internship/ Industrial Activity:

Students must complete in-plant training in any industry or organization where a programme-related procedure is being used, and this training must be done during the summer vacation at the end of II Year. A minimum of 30 hours should be spent on training. Students must submit a report on their training together with a certificate from the relevant industry or organization authority.

MOOC:

Massive Open Online Course (MOOC) is offered in the II and III Semester as an Extra Credit Course. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves. To receive the extra credit, students must provide their MOOC course completion certificate at the end of the second year.

Field visit / Hands on Training:

In order to achieve experiential learning, these programmes with a minimum of 15 hours of contact time are offered as Extra Credit Courses in the III & IV Semester.

Evaluation of visit report will be held at the end of IV Semester.

Components of Evaluation:

Internal Marks : 25

External Marks : 75

Total : 100

Skill Enhancement course (SEC) offered by the History Department

1. Digital Literacy in Introduction to Tourism
2. Tamil Nadu Tourism

Non – Major Elective (NME) Course offered by the History Department

Indian Freedom Struggle from 1885 to 1947 C.E.

B.A. History

**A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS),POONDI,
THANJAVUR DIST.**

**(NAAC Re-Accredited with A grade in 4th cycle)
Question Pattern for UG and PG Programmes
(For the students admitted from 2023 – 2024 onwards)**

Bloom's Taxonomy based Assessment pattern

| Bloom's category | Section | Choice | Marks | Total |
|------------------|---------|-------------|-------------|-------|
| K1 to K6 | A | Compulsory | 10 x 2 = 20 | 75 |
| | B | Either / Or | 5 x 5 = 25 | |
| | C | 3 out of 5 | 3 x 10 = 30 | |

OBE QUESTION PATTERN

Total Marks: 75

| SECTION – A (10 x 2 = 20) | | | |
|---|---------|-------------|-----------|
| Answer All the questions (Two Questions from each units) | | | |
| CO | K Level | Q. No. | Questions |
| | | 1. | |
| | | 2. | |
| | | 3. | |
| | | 4. | |
| | | 5. | |
| | | 6. | |
| | | 7. | |
| | | 8. | |
| | | 9. | |
| | | 10. | |
| SECTION – B (5 x 5 = 25) | | | |
| Answer All the questions (One Question from each unit) | | | |
| | | 11(a). | |
| | | (OR) | |
| | | 11(b). | |
| | | 12(a). | |
| | | (OR) | |
| | | 12(b). | |
| | | 13(a). | |
| | | (OR) | |
| | | 13(b). | |
| | | 14(a). | |
| | | (OR) | |
| | | 14(b). | |
| | | 15(a). | |
| | | (OR) | |
| | | 15(b). | |
| SECTION – C (3 x 10 = 30) | | | |
| Answer ANY THREE questions (One Question from each unit) | | | |
| | | 16. | |
| | | 17. | |
| | | 18. | |
| | | 19. | |
| | | 20. | |

Bloom's Taxonomy Action Verbs

| K1 Remember | K2 Understand | K3 Apply | K4 Analyze | K5 Evaluate | K6 Create |
|---|---|---|--|---|---|
| <ul style="list-style-type: none"> • Choose • Copy • Define • Describe • Discover • Duplicate • Enumerate • Examine • Find • How • Identify • Label • List • Locate • Match • Memorize • Name • Omit • Recall • Recognize • Relate • Select • Show • Spell • State • Tabulate • Tell • What • When • Where • Which • Who • Why | <ul style="list-style-type: none"> • Associate • Classify • Compare • Contrast • Convert • Demonstrate • Describe • Differentiate • Discuss • Distinguish • Estimate • Explain • Express • Extend • Identify • Illustrate • Indicate • Infer • Interpret • Outline • Paraphrase • Predict • Relate • Rephrase • Show • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Build • Calculate • Change • Choose • Complete • Construct • Demonstrate • Develop • Discover • Dramatize • Experiment • Identify • Interview • Interpret • Illustrate • Make use of • Manipulate • Model • Modify • Organize • Paint • Plan • Prepare • Produce • Relate • Select • Show • Sketch • Solve • Use • Utilize | <ul style="list-style-type: none"> • Advertise • Appraise • Analyze • Assume • Break down • Categorize • Classify • Compare • Conclusion • Connect • Contrast • Differentiate • Discover • Dissect • Distinguish • Discriminate • Divide • Examine • Explain • Function • Inference • Inspect • List • Motive • Order • Point out • Prioritize • Relationships • Select • Separate • Simplify • Subdivide • Survey • Take part in • Test for • Theme | <ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Convince • Criteria • Criticize • Decide • Deduct • Defend • Determine • Discriminate • Estimate • Evaluate • Explain • Find errors • Grade • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Order • Predict • Prioritize • Prove • Rank • Rate • Recommend • Reframe • Select • Summarize • Support • Value | <ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Generalize • Hypothesize • Imagine • Improve • Integrate • Invent • Make up • Maximize • Minimize • Modify • Originate • Organize • Plan • Predict • Prepare • Produce • Propose • Rearrange • Rewrite • Role-play • Solution • Solve • Substitute • Write |

B.A. History

| Semester | Subject Code | Title Of The Paper | Hours Of Teaching/ Week | No. of Credits |
|----------|-----------------|-------------------------|-------------------------|----------------|
| I | 23U1HYT1 | வாதுத் தமிழ் - 1 | 6 | 3 |

Nature of the Course

| | | | |
|---|---|---|---|
| 1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது | ✓ | 7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல் | |
| 2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது | | 8. Relevant To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது | ✓ |
| 3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது | ✓ | 9. Relevant To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது | |
| 4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல் | | 10. Relevant To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது | |
| 5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல் | | 11. Relevant To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது | |
| 6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல் | ✓ | | |

Course Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்தல்.
- மாணவர்களுக்குத் தமிழ் படைப்பாற்றலைத் தூண்டுதல்.
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.

| Unit | Details | Hours |
|---------------|---|--------|
| Unit-I | மரபுக் கவிதை 1. பெ. சுந்தரனார் - தமிழ்த் தெய்வ வணக்கம் 2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா 3. கவிமணி - புத்தரும் சிறுவனும் 4. முடியரசன் - மொழி உணர்ச்சி 5. கண்ணதாசன் - ஆட்டனத்தி ஆதிமந்தி — ஆதிமந்தி புலம்பல் 6. சுரதா - துறைமுகம் தொகுப்பிலிருந்து ஏதேனும் ஒரு கவிதை 7. தமிழ் ஒளி - கடல் | 18 Hrs |

B.A. History

| | | |
|-----------------|--|--------|
| Unit-II | <p>புதுக்கவிதை</p> <ol style="list-style-type: none"> 1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் 2. ஈரோடு தமிழன்பன் - சென்ரியூ கவிதைகள் (ஏதேனும் ஐந்து கவிதைகள்) 3. வைரமுத்து - பிற்சேர்க்கை 4. மு.மேத்தா- வாழைமரம் 5. அறிவுமதி -வள்ளுவம் பத்து 6. நா முத்துக்குமார் - ஆனந்த யாழை மீட்டுகிறாய் 7. சுகிர்தராணி - சபிக்கப்பட்ட முத்தம் 8. இளம்பிறை -நீ எழுத மறுக்கும் எனது அழகு | 18 Hrs |
| Unit-III | <p>சிறுகதைகள்</p> <ol style="list-style-type: none"> 1. வாய்ச் சொற்கள் - ஜெயகாந்தன் (மாலை மயக்கம் தொகுப்பு) 2. கடிதம் - புதுமைப்பித்தன் 3. முள்முடி - தி ஜானகிராமன் 4. சிதறல்கள் - விழி.பா.இதயவேந்தன் 5. காகித உறவு - சு.சமுத்திரம் 6. வீட்டின் மூலையில் சமையல் அறை - அம்பை 7. (மொழிபெயர்ப்புக் கதை) ஆண்டன் செக்காவ் - நாயக்காரர் சீமாட்டி, சந்தியா | 18 Hrs |
| Unit-IV | <ol style="list-style-type: none"> 1. பாடம் சார்ந்த இலக்கிய வரலாறு 2. இராகபாவம் — கேட்டிவி | 18 Hrs |
| Unit-V | <p>மொழித்திறன் போட்டி தேர்வு</p> <ol style="list-style-type: none"> 1. பொருள் பொதிந்த சொற்றொடர் அமைத்தல் 2. ஓர் எழுத்து ஒரு மொழி 3. வேற்றுமை உருபுகள் 4. திணை, பால், எண், இடம் 5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு. <p>(குறிப்பு: அலகு 4, 5 ஆகியன போட்டித் தேர்வு நோக்கில் நடத்தப்பட வேண்டும்).</p> | 18 Hrs |

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதை இலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல். | K2 |
| CO2 | புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர். | K3 |
| CO3 | இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுவர். | K4 |
| CO4 | மொழியறிவோடு சிந்தனைத்திறன் அதிகரித்தல். | K3 |
| CO5 | தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல். | K5 |

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்

B.A. History

2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooksdownloads.blogspot.com)
7. Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

| பொதுத்தமிழ் —1 | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 |
| CLO1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| CLO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CLO3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CLO4 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CLO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|--------------------------------------|---------------------------|----------------|
| I | 23U1HYE1 | PART - II GENERAL ENGLISH | 6 | 3 |

| Learning Objectives | | |
|----------------------------|---|----------------------------|
| LO1 | To enable earners to acquire self awareness and positive thinking required in Various life situations. | |
| LO2 | To help the macquire the attribute of empathy | |
| LO3 | To assist them in acquiring creative and critical thinking abilities | |
| LO4 | To enable them to learn the basic grammar | |
| LO5 | To assist the min developing LSRW skills | |
| Unit No. | Unit Title &Text | No.of Periods for the Unit |
| I | SELF-AWARENESS(WHO) & POSITIVE THINKING (UNICEF) Life Story Chapter 1 from Malala Yousafzai, I am Malala An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi Poem Where the Mind is Without Fear–Gitanjali 35– Rabindranath Tagore Love Cycle– Chinua Achebe | 20 |
| II | EMPATHY Poem Nine Gold Medals– David Roth Alice Fellor poverty–William Words worth Short Story The School for Sympathy– E.V. Lucas Barn Burning – William Faulkner | 20 |
| III | CRITICAL & CREATIVE THINKING Poem The Things That Haven't Been Done Before– Edgar Guest Stopping by the Woods on a Snowy Evening– Robert Frost Readers Theatre The Magic Brocade – A Tale of China Stories on Stage–Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar) | 20 |
| IV | Reflective Thinking The Running Rivulets of man The Lady in the Silver Coat Mr.Applebaum at Play The Feigning Brawl of an Imposter Thy Life is my Lesson | |
| V | Communication Skill Part of Speech Articles Noun Pronoun Verb Adverb Adjective Preposition | |

B.A. History

| Course Outcomes | | |
|------------------------|---|--------------|
| Course Outcomes | On completion of this course, students will: | |
| CO1 | Acquire self awareness and positive thinking required in various life situations | PO1,PO7 |
| CO2 | Acquire the attribute of empathy. | PO1,PO2,PO10 |
| CO3 | Acquire creative and critical thinking abilities. | PO4,PO6,PO9 |
| CO4 | Learn basic grammar | PO4,PO5,PO6 |
| CO5 | Development and integrate the use of four language skills i.e., listening, speaking, reading and writing. | PO3,PO8 |

| Textbooks (Latest Editions) | |
|-----------------------------|--|
| 1. | Malala Yousafzai. Iam Malala, Little, Brown and Company, 2013. |
| 2. | M.K.Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011. |
| 3. | Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913. |
| 4. | N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975. |
| 5. | Aaron Shepard. Stories on Stage, Shepard Publications, 2017. |
| 6. | J.C.Nesfield. English Grammar Composition and Usage, Macmillan, 2019. |
| 7. | Sri.KTV. Melodious Harmony, New Century Book House. 2022 |

| Web Resources | |
|---------------|---|
| 1 | Malala Yousafzai. Iam Malala (Chapter 1) https://archive.org/details/i-am-malala |
| 2 | M.K.Gandhi. An Auto biography or The Story of My Experiments with Truth (Chapter-1)- Rupa Publication, 2011 https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx |
| 3 | Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) https://www.poetryfoundation.org/poems/45668/gitanjali-35 |
| 4 | Aaron Shepard. Stories on Stage, Shepard Publications, 2017 https://amzn.eu/d/9rVzINy |
| 5 | JCNesfield. Manual of English Grammar and Composition. https://archive.org/details/in.ernet.dli.2015.44179 |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

B.A. History

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 |
|--|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 |
| Weight age | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POS | 3.0 | 3.0 | 3.0 | 3.0 |

3– Strong, 2 –Medium, 1-Low

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|---------------------------------------|---------------------------|----------------|
| I | 23U1HYC1 | History of India Upto 1206 C.E | 5 | 5 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the geographical features of India.
2. To study the Ashoka and his contribution.
3. To study the Age of Guptas and administration.
4. To know the cultural history of Pallavas and Cholas.
5. To study the Ghazni and Ghori expeditions.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Sources, Geographical factors and their influence on History – Unity in diversity – Indus Civilization –: Rig and Later Vedic Civilization – Varna system. | 15 |
| II | North India during the 6 th century B.C.E: Rise of Magatha – Jainism and Buddhism – The Mauryas : Rise and Consolidation of the Empire – Asoka-his contribution to Buddhism – Mauryan Administration and Art – Sungas and Kanvas, impact of Persian and Greek contacts. | 20 |
| III | Mahayanism - Kanishka – Gandhara Art — The Age of the Guptas: Gupta Imperialism – Administration – Society and Economy – Scientific and Cultural developments – Decline. | 15 |
| IV | The Badami Chalukyas – Harshavardhana : Political and Cultural History – Pallavas –Rashtrakutas, Sathavahans and Cholas. | 15 |
| V | Rajput's – Arab conquest of Sind – Ghazni and Ghori expeditions. | 10 |

Textbook:

1. R.C. Majumdar - Ancient India.

References:

1. S.R. Sharma - Comprehensive History of India
2. A.L. Basham - Wonder that was India.
3. Romila Thapar - Asoka and the Decline of the Mauryas.
4. R.C. Majumdar (Ed.) - History and Culture of India Culture, relevant volumes and portions
5. Hans Raj - Advanced History of India

B.A. History

Web resources:

1. [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20\(English\)_321%2011%20_%20Indian%20Civilization%20and%20Culture%20Up%20to%201206%20A.D_MA\[History\].pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20(English)_321%2011%20_%20Indian%20Civilization%20and%20Culture%20Up%20to%201206%20A.D_MA[History].pdf)

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember Indus Civilization | K1 |
| CO2 | Understanding the preaches of Jainism and Buddhism | K2 |
| CO3 | Apply The Scientific and Cultural developments during the Age of Guptas | K3 |
| CO4 | Analyze Political and Cultural History of Pallavas | K4 |
| CO5 | Evaluate Ghazni and Ghori expeditions | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|--|---------------------------|----------------|
| I | 23U1HYC2 | History of Tamil Nadu - I Upto 900 C.E. | 5 | 5 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To know about the Geographical features and sources of Tamil Civilization
2. To study the Sangam age period rulers and literatures.
3. To study the origin and spread of Kalabhras and their cultures, impact of society.
4. To study the Pallavas and their Administration and architecture.
5. To study the Pandyas Rulers and cultures.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Pre Historic Culture-Geographical features – Sources –Archeology, literary, Epigraphy, foreign accounts-Tamil Civilization-society- Roman contact. | 15 |
| II | Sangam age: Cholas-Karikalan-Battle of Venni- Cheras- Senguttuvan- conquest of north - Pandyas – Neduncheliyan-battle of Thalayalaganam –Society – literatures. | 15 |
| III | Post Sangam Age – The origin of Kalabhras and Spread – Dominance of Jainism and Buddhism – Effects of Kalabhra rule and their culture. | 15 |
| IV | The age of Pallavas: Origin of Pallavas – Simmavishnu –Mahendravarman – Chalukya war – Narashima Varman – battle of vadhabi- Administration - society - Art and Architecture. | 15 |
| V | The First Pandya Empire: Nature of the Pandya state – Kadungon – Avanisulamani – Arikesari -Art and Architecture – social and culture life, economic condition under the first Pandayan Empire. | 15 |

Text Book:

1. Chitra Mahadevan - History and Culture of Tamilnadu Vol-1
2. S.R.Balasubramanian. - Early, Middle, Later Chola Temples (Vol.3)

References:

1. M. Arunachalam - History of the Kalabhras.
2. P.N. Chopra, T.K. Ravindran, N. Subramanian - History of South India

B.A. History

3. N. Subramanian - Sangam Polity
4. T.V. Mahalingam - South India Polity
5. K.R. Srinivasan - Cave Temples of Pallavas Temples of South India Encyclopedia of Temples
6. K.A.N. Sastri. - The Cholas.

Web Resources :

https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
<https://www.google.com/search?q=sangam+age+history&oq=Sangam+age+period&aqs=chrome.5.0i512j0i22i30i625j0i390i4.16874j0j4&sourceid=chrome&ie=UTF-8>
<http://tnpsctutorial.blogspot.com/2013/09/tamil-nadu-history-kalabhras-rule.html>
<https://ia600603.us.archive.org/1/items/AdministrationAndSocialLifeUnderThePallavas/Administratio-n-And-Social-Life-Under-The-Pallavas.pdf>
<https://www.jagranjosh.com/general-knowledge/list-of-pandya-rulers-and-their-contributions-1509450706-1>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Map.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Explained the Ancient Tamilnadu Geography, culture and society | K1,K2 |
| CO2 | Illustrated the rise of Tamil rulers and economic and religious status | K2,K3 |
| CO3 | Elaborated the Kalabiras rulers and religion and their literatures | K3,K5 |
| CO4 | Understand the recognize Pallavas and his architecture. | K2,K4 |
| CO5 | Estimated the first Pandiyas and contribution of Arts and cultures | K1,K2 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|--|---------------------------|----------------|
| I | 23UIHYA1 | Allied - Public Administration –I | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1. To understand the meaning and Principles of Public Administration. 2. To study the Public Administration and its relation to social sciences. 3. To study the Organizations and various Theories. 4. To study the different forms of Executives and their functions 5. To study the aspects of Field Administration. |
|---|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Definition, Meaning, Nature and Scope – Principles of Public Administration – Public and Private administration | 15 |
| II | Public administration and its relation to other social sciences – politics, History, Economics, Law, Sociology, Geography. | 15 |
| III | Organization – Meaning, various theories – Bases. Hierarchy – Span of Control – Centralisation and de-Centralisation – Unity of Command – Organization of Home, Foreign and Defense departments. | 15 |
| IV | The Chief Executive – Different forms and their functions – Functions of Line, Staff and Auxiliary agencies – Differences of Line, Staff and Auxiliary agencies. | 15 |
| V | Field administration – Field offices – Supervision – Characteristics and qualities of supervisor. | 15 |

Textbook:

1. Laxmikanth, *Public Administration (For the UPSC Civil Services Preliminary Examination)*, Tata McGraw Hill Publishing Company, New Delhi, 2005

References:

- | | | |
|--------------------------|---|---|
| 1. C.P. Bhambri | - | Public Administration |
| 2. M.P. Sharma | - | Public Administration in Theory and Practice |
| 3. P. Sharma | - | Theory and Practice of Public Administration. |
| 4. G.Venkatesan | - | Public Administration |
| 5. Avasthi and MaheswarI | - | Public Administration |
| 6. Vishnoo Bhagwan | - | Public Administration |
| 7. Vidya Bhushan | - | Public Administration |

B.A. History

Web resources:

- <https://www.aijbm.com/wp-content/uploads/2020/09/I395661.pdf>
- https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/pol_sc-III.pdf
- <https://www.bdu.ac.in/cde/SLM/B.A.%20Political%20Science/III%20year/Elective%20Paper%20PRINCIPLES%20OF%20PUBLIC%20ADMINISTRATION/Unit%201/Chapter%201.doc>
- <http://www.jeywin.com/wp-content/uploads/2010/03/Optional-Public-Administration-3-Theories-of-Administration.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/19122/1/Unit-16.pdf>
- <https://publicadministrationtheone.blogspot.com/2012/07/organisations-theories-systems.html>
- https://www.google.com/search?sxsrf=AJOqlzW2LA8BjaPCGDPuuSNUNWS6G5trKw%3A1677389109459&lei=Ne36Y_TTG8f4z7sPmemVsA0&q=district%20administration%20hierarchy%20chart&ved=2ahUKEwi0wpOwubL9AhVH_HMBHZl0BdYQsKwBKAB6BAhcEAE&biw=1093&bih=526&dpr=1.25#imgrc=hzp8UHymMM421aM

Pedagogy: Teaching / Learning methods

Teaching / Learning methods like Lecture, Assignment, PPT , Group Discussion, Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Know the concepts of Public Administration | K1 |
| CO2 | Understand the principles and Structure of Organizations | K2 |
| CO3 | Explain the functions of corporations, commissions and boards | K4 |
| CO4 | Realize the importance of field administration in present scenario | K2 |
| CO5 | Create dialogue through field visit for further development | K6 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;

K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------------------------------|---------------------------|----------------|
| I & II | 23U2HYA2 | Allied - Modern Governments - I (NS) | 3+3 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the meaning and nature of the Modern Constitution.
2. To understand the nature of Unitary and Federal characters of the Constitution.
3. To study the Legislative aspects under a Constitution.
4. To study the executive aspects under a Constitution.
5. To study the aspects of Judiciary under a Constitution.

SYLLABUS

| Unit | Content | No. of Hours |
|------|---|--------------|
| I | Constitution – Meaning and nature – Classification of Constitutions – Usages and conventions of the Constitution | 18 |
| II | Unitary and Federal states – characteristic features – types – Merits and Demerits, Theory of separation of powers. | 18 |
| III | The Legislature – Functions – Uni-Cameral and Bi-Cameral Legislatures – Legislative dead locks – Direct Democratic devices. | 18 |
| IV | Executive – Functions of the Executive – Parliamentary, Presidential Executive, Plural Executive. | 18 |
| V | The Judiciary – Importance and functions – Independence of Judiciary – Rule of Law and Administrative Law – Party system – Pressure groups. | 18 |

Textbook:

1. J.Kasthuri - Modern Governments.

References:

1. A.C.Kapoor - Modern Constitution
2. V.C.Mahajan - Modern Constitutions
3. A.Appadorai - Substance of Politics
4. BasuDurgadas - Shorter Constitution of India
5. C.F. Strong - Modern Governments.
6. Beck James - Constitution of United States
7. Huges, Christopher - The Federal Constitution of Switzerland.

B.A. History

8. Hinton, Ike & Others - Major Governments of Asia.
9. Jennings - The British Constitution
10. J.D. Miller - Australian Government and Politics
11. K.C. Wheare - Modern Constitutions

Web resources:

1. <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
2. <https://archive.org/details/in.ernet.dli.2015.54688/page/n3/mode/2up>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Remember the Classification of Constitutions | K1 |
| CO2 | Understand the Theory of separation of powers. | K2 |
| CO3 | Apply the Legislature and its Functions. | K3 |
| CO4 | Analyze the Parliamentary and Presidential Executive | K4 |
| CO5 | Evaluate the Importance and functions of Judiciary | K5 |

Cognitive Level : **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze;
K5 – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Subject Code | Title Of The Paper | Hours Of Teaching/ Week | No. of Credits |
|-----------|-----------------|--------------------------|-------------------------|----------------|
| II | 23U2HYT2 | வயாதுத் தமிழ் - 2 | 6 | 3 |

Nature of the Course

| | | | |
|---|---|--|---|
| 1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது | ✓ | 7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல் | |
| 2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது | | 8. Relevance To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது | ✓ |
| 3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது | ✓ | 9. Relevance To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது | |
| 4. Addresses Gender Sensitization பாலின உணர்வின் பூர்த்தி செய்தல் | | 10. Relevance To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது | |
| 5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல் | | 11. Relevance To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது | |
| 6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல் | ✓ | | |

Course Objectives

| |
|---|
| 1. சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல். |
| 2. மாணவர்களுக்கு மொழித்திறனை வளர்க்கப் பயிற்சி அளித்தல். |
| 3. மாணவர்களுக்குச் சிறுகதை இலக்கிய வடிவத்தை உணர்த்துதல். |

| Unit | Details | Hours |
|-----------------|--|--------|
| Unit-I | 1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்) 2. ஆண்டாள் - திருப்பாவை (முதல் 10 பாசரம்) | 18 Hrs |
| Unit-II | 1. வள்ளலார் - அருள் விளக்க மாலை (முதல் 10 பாடல்) 2. எச். ஏ. கிருட்டிணப்பிள்ளை - இரட்சணிய மனோகரம் - பால்ய பிரார்த்தனை 3. குணங்குடி மஸ்தான் சாகிபு - பராபரக்கண்ணி (முதல் 10) | 18 Hrs |
| Unit-III | சிற்றிலக்கியங்கள் 1. தமிழ்விடு தூது (முதல் 20 கண்ணி) 2. திருக்குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறுதல் 3. முக்கூடல் பள்ளு - நாட்டு வளம் | 18 Hrs |
| Unit-IV | 1. பாடம் தழுவிய இலக்கிய வரலாறு 2. மனோரஞ்சிதம் - கேட்டிவி | 18 Hrs |
| Unit-V | மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. தொடர் வகைகள் 2. மரபுத்தொடர், பழமொழிகள் 3. பிறமொழிச் சொற்களைக் களைதல் 4. வழச்சொற்கள் நீக்குதல் 5. இலக்கணக் குறிப்பு அறிதல் | 18 Hrs |

B.A. History

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், சமய நல்லிணக்கத்தையும் தெரிந்து | K1, K2 |
| CO2 | சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர். | K2 |
| CO3 | பட்டப் படிப்பினைப் படிக்கும் போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினைப் பெறுவர். | K4 |
| CO4 | தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவர். | K3 |
| CO5 | போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் ஏற்ற பயிற்சி | K4 |

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resource

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- tamilebooksdownloads.blogspot.com
7. Tamil Books on line- books.tamilcube.com
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

| பொதுத்தமிழ் —2 | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 |
| CLO1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| CLO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CLO3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CLO4 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CLO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|--------------------------------------|---------------------------|----------------|
| II | 23U2HYE2 | PART - II GENERAL ENGLISH | 6 | 3 |

| Learning Objectives | | |
|----------------------------|---|-----------------------------|
| LO1 | To make students realize the importance of resilience | |
| LO2 | To enable them to become good decision makers | |
| LO3 | To enable them to imbibe problem-solving skills | |
| LO4 | To enable them to use tenses appropriately | |
| LO5 | To help the student use English effectively at the work place. | |
| Unit No. | Unit Title & Text | No. of Periods for the Unit |
| I | RESILIENCE Poem Don't Quit – Edgar A. Guest Still Here – Langston Hughes Short Story Engine Trouble – R.K. Narayan Rip Van Winkle – Washington Irving | 20 |
| II | DECISION MAKING Short Story The Scribe – Kristin Hunter The Lady or the Tiger – Frank Stockton Poem The Road not Taken – Robert Frost Snake – D. H. Lawrence | 20 |
| III | PROBLEM SOLVING Prose life Story How I taught My Grandmother to Read – Sudha Murthy Autobiography How frog Went to Heaven – A Tale of Angolo Wings of Fire (Chapters 1, 2, 3) by A.P.J. Abdul Kalam | 20 |
| IV | Moral Values The Stoic Penalty Nobility in Reasoning Malu, the Frivolous Freak Honesty is the Cream of Chastity A Boy in Boy's Town | 15 |
| V | Tenses Present Past Future Concord | 15 |

B.A. History

| Course Outcomes | | |
|-----------------|--|--------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Realize the importance of resilience | PO1,PO7 |
| CO2 | Become good decision-makers | PO1,PO2,PO10 |
| CO3 | Imbibe problem-solving skills | PO4,PO6,PO9 |
| CO4 | Use tenses appropriately | PO4, PO5,PO6 |
| CO5 | Use English effectively at the work place. | PO3,PO8 |

| Text Books (Latest Editions) | |
|------------------------------|---|
| References Books | |
| 1 | Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000 |
| 2 | SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019. |
| 3. | Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019. |
| 4 | Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014. |
| 5. | Phil Chambers. Brilliant Speed Reading: What every ounded to read, however. Pearson, 2013. |
| 6. | Communication Skills: Practical Approach Ed.Shaikh Moula Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020. |
| 7. | Sri.KTV.Melodious Harmony, New Century Book House. 2022 |

Web Sources

| | |
|---|--|
| 1 | LangstonHughes.StillHere https://poetryace.com/im-still-here |
| 2 | R.K. Narayan.Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf |
| 3 | Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm |
| 4 | FrankStockton. TheLadyor the Tiger https://www.gutenberg.org/ebooks/396 |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3–Strong,2–Medium,1-Low Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 |
|---|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 |
| Weight age | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--|---------------------------|----------------|
| II | 23U2HYC3 | History of India from 1206 C.E to 1707 C.E | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To Study the Socio and Economic life under Delhi Sultanates.
2. To study the administration and arts under Vijayanagar Empire.
3. To study the Mughal rule in India.
4. To study the religious policy of the Mughals.
5. To study the Maratha Administration.

| SYLLABUS | | |
|----------|--|--------------|
| Unit | Content | No. of Hours |
| I | Sources-Foundation of Turkish rule in Northern India – The Delhi Sultanate : Slave, Khilji, Tuglaq and Lodi Dynasties – Administration, Socio and Economic life under the Sultanates, Art and Architecture – Deccan Kingdoms – Pandyas of Madurai – Muslim Invasions of South India. | 15 |
| II | Establishment of Vijayanagar Empire – Krishnadevaraya - Battle of Talaikotta – Administration, Society, Arts under Vijayanagar, Bahmani Kingdom – Bhakti movement. | 15 |
| III | Establishment of Mughal rule in India: Babur – Humayun – Shershah – Akbar – Jahangir – Shajahan, Aurangzeb. Accounts of European travelers – Mughal administration – North Western frontier policy – Deccan Policy of the Mughals. | 15 |
| IV | Religious policy of the Mughals – Society, Economy and Culture – Art and Architecture – Decline of the Mughals. | 15 |
| V | Rise of the Maratha Power – Shivaji- Maratha Mughal conflicts- Maratha Administration, Rise of the Sikhs – Advent of the Europeans, Portuguese, the Dutch, the French, the British. | 15 |

Textbook:

1. Iswari Prasad - History of Medieval India, Allahabad, 1993.
2. Perceival Spear - History of India, Vol.II.

B.A. History

References:

1. G.S. Sardesai - The Main Currents of Marathas History, Calcutta, 1926.
2. Perceival Spear - History of India, Vol.II.
3. Fergusson James - History of Indian and Eastern Architecture, Vol.I and II, London, 1910.
4. Gupta, N.S. - Industrial Structure of India during the Medieval period
5. Irfan Hahib - Agrarian system of Mughal India.
6. W.H. Moreland - Agrarian system of Muslim India A study in Indian Economic History
7. J.N. Sarkar - History of Aurangzeb, Calcutta, 1922.
8. HansRaj - Advanced History of India
9. Iswari Prasad - History of Medieval India, Allahabad, 1993.
10. R. Sathianathiar - Political and Cultural History of India, Vol.II

Web resources:

1. <https://www.youtube.com/watch?v=4K47zcjnmVE>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember the Socio and Economic life under Delhi Sultanates. | K1 |
| CO2 | Understand the administration and arts under Vijayanagar Empire | K2 |
| CO3 | Apply the Mughal rule in India. | K3 |
| CO4 | Analyze the religious policy of the Mughals. | K4 |
| CO5 | Evaluate the Maratha Administration. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|---|---------------------------|----------------|
| II | 23U2HYC4 | History of Tamil Nadu from 900 C.E. to 1565 C.E. | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To study the sources of later cholas and Revenue system.
- 2.To study the Later Chola rulers and his victories.
- 3.To study the Cholas administration and economic conditions.
- 4.To understand Second Pandiyas state and architecture.
- 5.To study the Muslim Invasions and Vijayanagar empire.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Sources: Archeological, Literary and Epigraphy – Foreign accounts - Meikeeri this – Division of Tirumurais – Administration –Revenue System and Taxes. | 15 |
| II | Chola Administrators: Vijayalaya – Parantaka.I – Sundaracholan –Rajarajan.I – Rajendran I – Kulothungan,I – Battle of Thirupurambiam , Takkolam – South and Northern expeditions – Royal titles | 15 |
| III | Administration: Kudavolai system – Local self government – Divisions - concept of land categories –Vellan Vagai-Brahma Deya-Devadana - Economic Development: Agriculture and irrigation –Land Tenures – Industries and Trade – Caste system – Art and architecture. | 15 |
| IV | Society in the period of the Second Pandyan Empire: Jatavarma kulasekaran – Maravarma sundarapandiyam.I – Maravarma kulasekaran I – Civil war – Administration – Economic Development: Revenue system - Taxes and Trade - Religious condition –Art and Architecture. | 15 |
| V | Muslim invasions – Malikkafur – Mohamed –bin –Tughlaq – Madurai sultanate – formation of Vijayanagar empire – Kumarakambanna – expeditions – administration – Nayaks. | 15 |

Textbook:

1. Basham,A.L. - A Cultural History of India
2. Chopra, P.N, Ravindran, T.K. and Subramanian,N. - History of South India (Relevant volume)

B.A. History

Reference:

1. Jouveau Dubreuil,G. - Dravidian Architecture
2. Karoshima,N. - South Indian History and Society
3. NilakantaSastri, K.A. - A History of South India, The Pandyan Kingdom
4. Sivaramamurthy, C. - South Indian Bronzes.
5. Subramanian. P. - Social History of Tamils (1707-1947)
6. ChitraMahadevan - History and Culture of Tamil Nadu – Vol.2

Web Resources :

<https://homeoflearning.in/literary-sources-and-archaeological-sources-of-cholas/>
<https://www.britannica.com/topic/Chola-dynasty>
<https://www.jagranjosh.com/general-knowledge/chola-administration-1406105132-1>
<http://tnpsctutorial.blogspot.com/2013/09/the-second-pandyan-empire.html?m=1>
<https://www.dharmadispatch.in/history/the-vijayanagara-empire-or-the-hindu-resistance-to-islamic-expansion-in-south-india-what-europe-was-doing>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Tamilnadu map.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Briefly discussed the sources and Revenue system | K1,K2 |
| CO2 | Explained the Chola rulers and battles | K1,K4 |
| CO3 | Elaborated the Chola administration system and society | K2,K5 |
| CO4 | Illustrated the Second pandiya states, Trade and taxes, architecture | K2,K4 |
| CO5 | Build the method of Muslim invasions and Vijayanagar empire. | K2,K4,K5 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--------------------------------------|---------------------------|----------------|
| I & II | 23U2HYA2 | Allied - Modern Governments - I (NS) | 3+3 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1.To understand the meaning and nature of the Modern Constitution. 2.To understand the nature of Unitary and Federal characters of the Constitution. 3.To study the Legislative aspects under a Constitution. 4.To study the executive aspects under a Constitution. 5.To study the aspects of Judiciary under a Constitution. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------|---|--------------|
| I | Constitution – Meaning and nature – Classification of Constitutions – Usages and conventions of the Constitution | 18 |
| II | Unitary and Federal states – characteristic features – types – Merits and Demerits, Theory of separation of powers. | 18 |
| III | The Legislature – Functions – Uni-Cameral and Bi-Cameral Legislatures – Legislative dead locks – Direct Democratic devices. | 18 |
| IV | Executive – Functions of the Executive – Parliamentary, Presidential Executive, Plural Executive. | 18 |
| V | The Judiciary – Importance and functions – Independence of Judiciary – Rule of Law and Administrative Law – Party system – Pressure groups. | 18 |

Textbook:

1. J.Kasthuri - Modern Governments.

References:

1. A.C.Kapoor - Modern Constitution
2. V.C.Mahajan - Modern Constitutions
3. A.Appadorai - Substance of Politics
4. Basu Durgadas - Shorter Constitution of India
5. C.F. Strong - Modern Governments.
6. Beck James - Constitution of United States
7. Huges, Christopher - The Federal Constitution of Switzerland.

B.A. History

8. Hinton, Ike & Others - Major Governments of Asia.
9. Jennings - The British Constitution
10. J.D. Miller - Australian Government and Politics
11. K.C. Wheare - Modern Constitutions

Web resources:

1. <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
2. <https://archive.org/details/in.ernet.dli.2015.54688/page/n3/mode/2up>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Remember the Classification of Constitutions | K1 |
| CO2 | Understand the Theory of separation of powers. | K2 |
| CO3 | Apply the Legislature and its Functions. | K3 |
| CO4 | Analyze the Parliamentary and Presidential Executive | K4 |
| CO5 | Evaluate the Importance and functions of Judiciary | K5 |

Cognitive Level : **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze;
K5 – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|--|---------------------------|----------------|
| II | 23U2HYA3 | Allied - Public Administration–II | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1.To understand the meaning and types of Management. 2.To understand the Policy formation and Administration in India. 3.To understand the functions of Planning Commission in India. 4.To study the aspects of Commissions and Corporations. 5.To understand the powers of the Collectors. |
|---|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Management: Meaning, Types - (Top, Middle and Rank and file), Bureau and Board types of administration – merits and demerits. | 15 |
| II | Policy formation and decision making: Significance, Policy and Administration in India. Decision Making – meaning and nature – Problems. | 15 |
| III | Planning: Definitions, Kinds–Planning Commission in India, Composition, functions - Evaluation–Five Year Plans– National Development Council. | 15 |
| IV | Commissions and Corporations – Independent Regulatory Commission (U.S.A.) Public Services in Central and State (U.P.S.C. and T.N.P.S.C.) | 15 |
| V | Bureaucracy – Meaning, types, recruitment – training – Retirement – Control over administration – Powers of the Collectors. | 15 |

Textbook:

1. Laxmikanth, *Public Administration (For the UPSC Civil Services Preliminary Examination)*, Tata McGraw Hill Publishing Company, New Delhi, 2005

References:

1. C.P. Bhambhri - Public Administration
2. M.P. Sharma - Public Administration in Theory and Practice
3. P. Sharma - Theory and Practice of Public Administration
4. A. Simon Herbert - Public Administration
5. G. Venkatesan - Public Administration
6. Avasthi and Maheswari - Public Administration
7. Vishnoolal Bhagwan - Public Administration
8. Vidya Bhushan - Public Administration

B.A. History

Web resources:

- 1 <https://egyankosh.ac.in/bitstream/123456789/19122/1/Unit-16.pdf>
- 2 <https://publicadministrationtheone.blogspot.com/2012/07/organisations-theories-systems.html>
- 3 <https://byjus.com/free-ias-prep/planning-commission-of-india/>
- 4 <https://www.egyankosh.ac.in/bitstream/123456789/76653/1/Unit-3.pdf>
5. <https://lawtimesjournal.in/who-is-a-collector-what-are-his-powers/>
- 7 https://www.google.com/search?sxsrf=AJOqlzW2LA8BjaPCGDPuuSNUNWS6G5trKw%3A1677389109459&lei=Ne36Y_TTG8f4z7sPmemVsA0&q=district%20administration%20hierarchy%20chart&ved=2ahUKEwi0wpOwubL9AhVH_HMBHZI0BdYQsKwBKAB6BAhcEAE&biw=1093&bih=526&dpr=1.25#imgrc=hzp8UHyMM421aM
- 8 <https://egyankosh.ac.in/bitstream/123456789/19186/1/Unit-15.pdf>
- 9 https://ddceutkal.ac.in/Syllabus/MA_PUB_ADD/Public_Administration_Management.pdf

Pedagogy: Teaching / Learning methods

teaching / Learning methods like Lecture, Assignment, PPT presentation, Group Discussion, Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Understand the position and its classification in Indian civil services | K2 |
| CO2 | Understand the principles of promotion | K2 |
| CO3 | Know the retirement types and benefits | K6 |
| CO4 | Analyze the performance of UPSC and TNPSC | K4,K5 |
| CO5 | Evaluate the origin and evolution of Indian civil service | K5 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Subject Code | Title Of The Paper | Hours Of Teaching/ Week | No. of Credits |
|------------|-----------------|-------------------------|-------------------------|----------------|
| III | 23U3HYT3 | வாதுத் தமிழ் - 3 | 6 | 3 |

Nature of the Course

| | | | |
|---|---|---|---|
| 1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது | | 7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல் | ✓ |
| 2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது | | 8. Relevent To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது | ✓ |
| 3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது | ✓ | 9. Relevent To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது | |
| 4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல் | | 10. Relevent To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது | |
| 5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல் | | 11. Relevent To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது | |
| 6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல் | ✓ | | |

Course Objectives

| |
|---|
| <p>1. இலக்கியங்களின் சிறப்பினை உணர்த்துதல்.</p> <p>2. காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும், புதினத்தின் இலக்கிய வடிவத்தை மாணவர்கள் அறியுமாறு செய்தல்.</p> <p>3. யாப்பு, அணி போன்ற இலக்கிய வகைகளையும் மொழி பெயர்ப்புத் திறனையும் மாணவர்கள் அறியுமாறு செய்தல்.</p> <p>4. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p> |
|---|

| Unit | Details | Hours |
|----------------|---|---------------|
| Unit-I | <p>பெருங்காப்பியங்கள்</p> <p>1. சிலப்பதிகாரம் - வழக்குரைகாதை-இளங்கோவடிகள்</p> <p>2. மணிமேகலை ஆதிரை பிச்சையிட்ட காதை சீத்தலைச்சாத்தனார்</p> <p>3. சீவகசிந்தாமணி - பூமகள் இலம்பகம் திருத்தக்கதேவர்</p> <p>4. வளையாபதி—நாதகுத்தனார் (முழுவதும்)</p> | 18 Hrs |
| Unit-II | <p>சமயக் காப்பியங்கள்</p> <p>1. பெரியபுராணம் - பூசலார் நாயனார்புராணம்-சேக்கிழார்</p> <p>2. கம்பராமாயணம்- மந்தரை சூழ்ச்சிப் படலம்-கம்பர்</p> <p>3. வில்லிபாரதம் - மற்போர் சருக்கம்-வில்லிப்புத்தூராராழ்வார்</p> <p>4. சீறாப்புராணம் - புலி வசனித்த படலம்-உற்றுப்புலவர்</p> | 18 Hrs |

B.A. History

| | | |
|-----------------|--|---------------|
| Unit-III | புதினம் 1.வஞ்சிமாநகரம் (வரலாற்றுப் புதினம்) -நா. பார்த்தசாரதி | 18 Hrs |
| Unit-IV | 1.பாடம் தழுவிய இலக்கிய வரலாறு 2.குரல் கொடுக்கும் வானம்பாடி - கேட்டிவி | 18 Hrs |
| Unit-V | மொழித்திறன்/போட்டித் தேர்வுத் திறன் 1. நூல் மதிப்புரை 2. திறனாய்வு செய்தல் 3. கடிதம் வரைதல் 4. விண்ணப்பம் எழுதுதல் | 18 Hrs |

| CO Number | CO Statement | Cognitive Level |
|------------------|---|------------------------|
| CO1 | காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல். | K1, K2 |
| CO2 | தமிழ்ப் புதினங்களின்வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர். | K2 |
| CO3 | நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத்திறன் வளர்தல். | K4 |
| CO4 | யாப்பு, அணி இலக்கணங்கள், மொழிபெயர்ப்புத்திறன் ஆகியவற்றைக் கற்பதன் மூலம் போட்டித் தேர்வுகளை எதிர் கொள்ளுதல். | K3 |
| CO5 | காப்பியங்கள் அறிமுகப்படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும் சிறப்பையும் உணர்தல். | K4 |

Text Books:-

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ் பார்வை நூல்கள்.

1. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்.
2. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்.
3. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி.

Web Resources:-

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/ library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- [tamale books downloads. blogspot.com](http://tamalebooks.blogspot.com)
7. Tamil Books on line- [books. tamil cube.com](http://books.tamilcube.com)
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

| பொதுத்தமிழ் —3 | | | | | | | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 |
| CLO1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| CLO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| CLO3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CLO4 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| CLO5 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|--------------------------------------|---------------------------|----------------|
| III | 23U3HYE3 | PART - II GENERAL ENGLISH | 6 | 3 |

| Learning Objectives | | |
|----------------------------|--|-----------------------------|
| LO1 | To make students realize the importance of resilience | |
| LO2 | To enable them to become good decision makers | |
| LO3 | To enable them to imbibe problem-solving skills | |
| LO4 | To enable them to use tenses appropriately | |
| LO5 | To help the student use English effectively at the work place. | |
| Unit No. | Unit Title & Text | No. of Periods for the Unit |
| I | ACTIVE LISTENING Short Story Ina Grove–Akutagawa Ryunosuke Translated from Japanese by Takashi Kojima The Gift of the Magi – O’ Henry Prose Listening – Robin Sharma Nobel Prize Acceptance Speech – Wangari Maathai | 20 |
| II | INTERPERSONAL RELATIONSHIPS Prose Telephone Conversation–Wole Soyinka Of Friendship – Francis Bacon Songon (Motivational/ Narrative) Ulysses–Alfred Lord Tennyson And Still IRise– Maya Angelou | 20 |
| III | COPING WITH STRESS Poem Leisure– W.H. Davies Anxiety Monster– Rhona McFerran Readers Theatre The Forty Fortunes: A Tale of Iran Where there is a Will–Mahesh Dattani | 20 |
| IV | Grammar Phrasal Verb & Idioms Modals and Auxiliaries Verb Phrases–Gerund, Participle, Infinitive | 15 |
| V | Composition/Writing Skills Official Correspondence–Leave Letter, Letter of Application, Permission Letter Drafting Invitations Brochures for Programmes and Events | 15 |

B.A. History

| Course Outcomes | | |
|------------------------|--|--------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Listen actively | PO1,PO7 |
| CO2 | Develop interpersonal relationship skills | PO1,PO2,PO10 |
| CO3 | Acquire self-confidence to cope with stress | PO4,PO6,PO9 |
| CO4 | Master grammar skills | PO4,PO5,PO6 |
| CO5 | Carryout business communication effectively | PO3,PO8 |

Text Books (Latest Editions)

| | |
|----------|---|
| 1 | Wangari Maathai–Nobel Lecture. Nobel Prize Outreach AB 2023.Jul 2023. |
| 2 | Mahesh Dattani, Where there is W ill. Penguin, 2013. |
| 3 | Martin Hewings, Advanced English Grammar, Cambridge University Press,2000 |
| 4 | Essential English Grammar by Raymond Murphy |

Web Resources

| | |
|----------|---|
| 1 | WangariMaathai–NobelLecture.NobelPrizeOutreachAB2023.Mon.17Jul 2023. https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/ |
| 2 | TelephoneConversation-Wole Soyinka https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html |
| 3 | AnxietyMonster- RhonaMcFerran- www.poetrysoup.com |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3– Strong, 2– Medium, 1 -Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 |
|--|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 |
| Weight age | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|---|---------------------------|----------------|
| III | 23U3HYC5 | History of India from 1707 C.E. to 1858 C.E. | 5 | 5 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To study the Anglo-French rivalry.
- 2.To understand the Subsidiary System.
- 3.To study the socio- religious reform Movements.
- 4.To understand the upheaval of 1857.
- 5.To study the Queens Proclamation.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | The Peshwas – The British rule in Bengal – Robert Clive, British relations with native states. Anglo – French Rivalry – Third Battle of Panipat. | 15 |
| II | Governor Generals : Warren Hastings, Cornwallis and Revenue settlement and Wellesley and Subsidiary System. | 15 |
| III | Lord Hastings – Lord William Bentinck and his relations with Indian states – Socio-religious reform movements. | 15 |
| IV | The British Occupation of Punjab – Ranjit Singh – Lord Dalhousie – The Upheaval of 1857 – nature, Causes and results. | 15 |
| V | Constitutional developments upto 1858: Regulating Act of 1773 and Pitt’s India Act, Charter Acts- Queens Proclamation. | 15 |

Textbook:

1. S. Grover - A New Look on Modern Indian History
2. R. SathianathiaAyyer - Political and Cultural History of India, Vol.III

References:

1. Perceival Spear - History of India, Vol.I
2. R.C. Majumdar & Others- (Ed.) History and Culture of the Indian people (Relevant Volume)
3. Choabra - A History of India
4. S. Grover - A New Look on Modern Indian History
5. V.N. Hari Rao - A History of India – Vol.II
6. R. SathianathiaAyyer - Political and Cultural History of India, Vol.III

B.A. History

7. R.C. Majumdar - Advanced History of India, Vol.III

Web resources:

- <https://www.youtube.com/watch?v=k2Q0IWxgcmU>
- [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/UG_B.A._History%20\(English\)_108%2023_History%20of%20India%20\(from%201707%20to%201947%20AD\).pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/UG_B.A._History%20(English)_108%2023_History%20of%20India%20(from%201707%20to%201947%20AD).pdf)

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Remember the Anglo-French rivalry. | K1 |
| CO2 | Understand the Subsidiary System. | K2 |
| CO3 | Apply the socio- religious reform Movements. | K3 |
| CO4 | Analyze the upheaval of 1857. | K4 |
| CO5 | Evaluate the Queens Proclamation. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO \ CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|------------|-----------------|--|---------------------------|----------------|
| III | 23U3HYC6 | History of Tamil Nadu from 1565 C.E. to 1947 C.E. | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To understand the Tamil Nadu under Nayaks.
- 2.To study the Maratha rule in Thanjavur.
- 3.To study the Advent of Europeans.
- 4.To Know about the Education development under the Company.
- 5.To study the Freedom Struggle in Tamilnadu.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Tamil Nadu under Nayaks : Nayaks of Madurai – Viswanatha Nayak - Muthu Virappa Nayak - Thirumala Nayak –Rani Mangammal – Meenakshi - Nayaks of Tanjore - Sevappa Nayak – Rangunatha Nayak – Vijayaraghava Nayak - Nayaks of Senji- Vaiyappa - Tubaki Krishnappa, Krishnappa I, Krishnappa Nayak II – Nayak Administration – Socio-Economic conditions under the Nayaks – Language and Literature – Art and Architecture | 15 |
| II | Maratha rule in Thanjavur and Sethupathi of Ramnad– Venkoji (1674–1684 CE) – Shahuji–Serfoji I (1712–1728 CE) – Tukkoji (1728–1736 CE) – Pratapsingh (1739 -1763 CE) – Thuljaji (1773 – 76 CE) - Serfoji II (1787–1832 CE) – Shivaji II (1832 – 1855 CE) – end of Maratha rule – Administration – Economic condition – Literature, Arts and Paintings - Sethupathis of Ramnad – Rangunatha Sethupathi I – Kilavan Sethupathi. | 15 |
| III | Advent of Europeans: Advent of the Europeans – The Portuguese – The Dutch – The French – The English – The Anglo-French conflict – Tamil Nadu under the Arcot Nawabs – The Carnatic Wars and Effects – Mysore Wars– Poligari System - South Indian Rebellion, 1801 – Vellore Mutiny, 1806 | 15 |
| IV | Tamil Nadu under the British : Land Revenue Administration – Zamindari – Ryotwari - Famine and Relief Measures - Education under the Company – Organisations of Judiciary under the Company. | 15 |
| V | Tamil Nadu in Freedom Struggle : The Madras Mahajana Sabha – The Indian National Congress – Swadesi Movement -Home Rule Movement –Justice Party – Non Cooperation Movement –Civil Disobedience Movement and March to | 15 |

B.A. History

| | | |
|--|--|--|
| | Vedaranyam– Freedom fighters in Tamil Nadu The Early Phase - V.O.C - Subramania Bharathi - Vanchinathan - Subramania Siva - The Later Phase - Rajaji - Sathiamurthy - Kamraj - Achievements and Failures of Congress Ministry. | |
|--|--|--|

Textbook:

1. Dr.K.Rjayyan, - History of Tamil Nadu
2. V.T. Chellam - A History and culture of Tamilnadu.

References:

1. AlalaSundram - History of Tamilnadu.
2. NambiArooran - Tamil Renaissance – Non Brahmin movement social conflict in south India.
3. P.N.Chopra, T.K. Ravindran
N.Subramaniam - History of South India.
4. K.A. NilakantaSastri - A History of South India.
5. Subramanian.P. - Social History of Tamils (1707-1947)
6. Chitra Mahadevan - History and Culture of Tamil Nadu – Vol.2
7. A.K. Pillai - Tamil Country under Vijayanagar.

Web resources:

Pedagogy: Teaching / Learning methods : Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Remember the Tamil Nadu under Nayaks | K1 |
| CO2 | Understand the Maratha art and architecture | K2 |
| CO3 | Apply the Advent of Europeans. | K3 |
| CO4 | Analyze the education development during Europeans | K4 |
| CO5 | Evaluate the Freedom Struggle in Tamilnadu | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|-----------------------------|---------------------------|----------------|
| III | 23U3HYA4 | Introduction to Archaeology | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the definition and scope of Archaeology.
2. To study the History of Archaeology.
3. To understand the Stone Age Cultures.
4. To study the Harappan Cultures.
5. To study the Archaeological sites in Tamil Nadu

SYLLABUS

| Unit | Content | No. of Hours |
|------|---|--------------|
| I | Archaeology: Definition and Scope –Kinds- Field Archaeology – Exploration and Excavation methods – Dating the past-methods. | 15 |
| II | History of Archaeology in India –Alexander Cunningham –Curzon- Survey of Major explorations and excavations in India – Indian pottery types and their importance. | 15 |
| III | Stone Age Cultures: A Brief Survey of Paleolithic, Mesolithic and Neolithic Cultures of India. | 15 |
| IV | Harappan Culture – Chalcolithic Culture of Western and Central India and the Deccan. Early Iron age Cultures – Painted Grey ware and Northern Black polished ware cultures. | 15 |
| V | Megalithic, Black and red ware cultures of South India – Archaeological sites in Tamil Nadu: Arikamedu, Adichanallur, Uraiyur, Kanchipuram, Kodumanal and Keezhadi Excavation and its Importance. | 15 |

Textbook:

1. K.V. Raman - Principles and Methods of Archaeology
2. R. Venkatraman - Indian Archaeology (a Survey)

References:

1. William S.Dancey - Archaeological field methods, An Introduction
2. G. Chilide - Introduction to Archaeology.

B.A. History

3. R.E.M. Wheeler - Archaeology from the Earth.
4. H.D. Sankalia - Indian Archaeology Today.
5. Bhaskarraor,Throat - Principles of Musicology, Archaeology, Archival & Library Science.

Web resources:

1. <https://www.youtube.com/watch?v=YT-STmr3OSs>
2. https://en.wikipedia.org/wiki/Alexander_Cunningham
3. <https://www.careerlauncher.com/upsc/prehistoric-india/>
4. <https://en.wikipedia.org/wiki/Harappa>
5. https://www.asichennai.gov.in/sites_full_list.html

Pedagogy: Teaching / Learning methods

1. Tutorial, Assignment, PPT Presentation, Quiz, Group Discussion ,e-content ,Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Apply the method of Exploration and Excavation in their Research. | K3 |
| CO2 | Understand the importance of Archaeology | K2 |
| CO3 | Evaluate the stone age culture of India | K5 |
| CO4 | Analyze the Archaeological Artefacts. | K4 |
| CO5 | Create more Interest on Archaeological sites of Tamil Nadu. | K6 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|---------------------------------------|---------------------------|----------------|
| III & IV | 23U4HYA5 | Allied - Modern Governments - II (NS) | 3+3 | |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To understand the features of the constitution of India. 2. To understand the features of the constitution of England. 3. To understand the features of the constitution of U.S.A. 4. To study the features of constitutions of Switzerland and France. 5. To understand the features of the constitution of the U.S.S.R. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------|--|--------------|
| I | Constitution of India: Preamble of the Constitution – Salient features of the Constitution. Fundamental rights – Directive principles of state policy – Executive –President-Vice President-Prime Minister – Council of Minister-Cabinet- State –Executive, Legislature, Judiciary– Powers and functions of Lok Sabha and Rajya Sabha – Independence of Judiciary. | 18 |
| II | Constitution of England: Salient features – Powers and Prerogatives of the Crown – Powers and functions of Prime Minister, House of Lords and House of Commons – Judiciary. | 18 |
| III | Constitution of the United States of America: Salient features of the Constitution – Powers and functions of the President-Powers and functions of the Congress-Committee system – Judiciary. | 18 |
| IV | Constitution of Switzerland: Features – Direct Democratic devices – Federation of Swiss – Constitution of France: Constitution of 5 th Republic – French legislature, executive and judiciary – political parties. | 18 |
| V | Constitution of Russia: Salient features of Russia-Constitution–Federalism–The Presidium of the Supreme Soviet–Judiciary. | 18 |

Textbook:

1. J.Kasthuri - Modern Governments.
2. A.C.Kapoor - Modern Constitution

B.A. History

References:

1. V.C.Mahajan - Modern Constitutions
2. A.Appadorai - Substance of Politics
3. BasuDurgadas - Shorter Constitution of India
4. C.F. Strong - Modern Governments.
5. Beck James - Constitution of United States
6. Huges, Christopher - The Federal Constitution of Switzerland.
7. Hinton, Ike & Others - Major Governments of Asia.
8. Jennings - The British Constitution
9. J.D. Miller - Australian Government and Politics
10. K.C. Wheare - Modern Constitutions

Web resources:

1. <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
2. <https://archive.org/details/in.ernet.dli.2015.54688/page/n3/mode/2up>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember the Fundamental rights in Indian Constitutions | K1 |
| CO2 | Understand the Powers and Prerogatives of the British Crown | K2 |
| CO3 | Apply the Powers and functions of the USA President | K3 |
| CO4 | Analyze the Direct Democratic devices in Swiss | K4 |
| CO5 | Evaluate the Presidium of the Supreme Soviet | K5 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Subject Code | Title Of The Paper | Hours Of Teaching/ Week | No. of Credits |
|-----------|-----------------|-------------------------|-------------------------|----------------|
| IV | 23U4HYT4 | வாதுத் தமிழ் - 4 | 6 | 3 |

Nature of the Course

| | | | |
|---|---|---|---|
| 1. Employability Oriented வேலை வாய்ப்புச் சார்ந்தது | | 7. Addresses Professional Ethics தொழில் நெறிமுறைகளை நிறைவு செய்தல் | |
| 2. Entrepreneurship Oriented தொழில் முனைவு சார்ந்தது | | 8. Relevent To Local Need உள்ளூர் தேவைகளோடு தொடர்புடையது | ✓ |
| 3. Skill Development Oriented திறன்மேம்பாடு சார்ந்தது | ✓ | 9. Relevent To Regional Need மண்டல அளவிலான தேவைகளோடு தொடர்புடையது | |
| 4. Addresses Gender Sensitization பாலின உணர்திறன் பூர்த்தி செய்தல் | | 10. Relevent To National Need தேசிய அளவிலான தேவைகளோடு தொடர்புடையது | |
| 5. Addresses Environment and Sustainability சுற்றுச் சூழல் மற்றும் நிலைத் தன்மை நிறைவு செய்தல் | ✓ | 11. Relevent To Global Development Need உலக அளவிலான தேவைகளோடு தொடர்புடையது | |
| 6. Addresses Human Values மனித மதிப்புகளை நிறைவு செய்தல் | ✓ | | |

Course Objectives

| |
|---|
| <p>1. சங்க இலக்கியத்தின் சிறப்பையும், நாடகம் என்னும் இலக்கிய வகையின் தன்மையையும் அகத்திணை, புறத்திணை இலக்கணங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.</p> <p>2. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்பக் கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.</p> <p>3. சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வார்.</p> <p>4. தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல்.</p> |
|---|

| Unit | Details | Hours |
|-----------------|--|---------------|
| Unit-I | எட்டுத்தொகை 1 நற்றிணை (10, 14, 16), குறுந்தொகை (16, 17, 19, 20, 25, 29, 38, 440) கலித்தொகை (38, 51), அகநானூறு (15, 33, 55), புறநானூறு (37, 86, 112), பரிபாடல் —55 | 18 Hrs |
| Unit-II | எட்டுத்தொகை 2 நெடுநல்வாடை-நக்கீரர் | 18 Hrs |
| Unit-III | நாடகம் - சபாபதி-பம்மல் சம்பந்த முதலியார் | 18 Hrs |
| Unit-IV | 1. பாடம் தழுவிய இலக்கிய வரலாறு 2. பயணங்கள் தொடரும் - கேட்டிவி | 18 Hrs |

B.A. History

| | | |
|---------------|---|---------------|
| Unit-V | 1. மொழிபெயர்ப்பு / கலைச்சொற்கள் 2. கொடுக்கப்பட்டுள்ள ஆங்கிலப்பகுதியைத் தமிழில் மொழிபெயர்த்தல் 3. அலுவலகக் கடிதம் - தமிழில் மொழிபெயர்த்தல் | 18 Hrs |
|---------------|---|---------------|

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர். | K1, K2 |
| CO2 | தமிழின் தொன்மையையும், செம்மொழித் தகுதியையும் அறிந்து கொள்ளுதல். | K2 |
| CO3 | நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும், கலைத்தன்மையையும், படைப்பாற்றலையும் வளர்த்தல். | K4 |
| CO4 | தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைப் பெறுவர். | K3 |
| CO5 | மொழியறிவோடு வேலை வாய்ப்பினைப் பெறுதல். | K4 |

Text Books

1. தமிழ் இலக்கிய வரலாறு -செம்பதிப்பு- பெ.சுபாஷ் சந்திரபோஸ்

பார்வை நூல்கள்.

2. தமிழ் இலக்கிய வரலாறு - சிற்பி.பாலசுப்பிரமணியன்.
3. புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
4. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - எஃப்.பாக்கியமேரி

Web Resources

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>> Tamil virtual University Library-
2. www.tamilvu.org/ library
3. <http://www.virtualvu.org/library> Project Madurai - www.projectmadurai.org.
4. Chennai Library- www.chennai.library.com <<http://www.chennai.library.com>>.
5. Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
6. Tamil E-Books Downloads- tamilebooks.com downloads.blogspot.com
7. Tamil Books on line- books.tamilcube.com
8. Catalogue of the Tamil books in the Library of British Congress archive.org
9. Tamil novels on line - books.tamilcube.com

| பொதுத்தமிழ் —4 | | | | | | | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 |
| CLO1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| CLO2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CLO3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| CLO4 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| CLO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|--------------------------------------|---------------------------|----------------|
| IV | 23U4HYE4 | PART - II GENERAL ENGLISH | 6 | 3 |

| Learning Objectives | | |
|----------------------------|--|----------------------------|
| LO1 | To make students realize the importance of resilience | |
| LO2 | To enable them to become good decision makers | |
| LO3 | To enable them to imbibe problem-solving skills | |
| LO4 | To enable them to use senses appropriately | |
| LO5 | To help the use English effectively at the work place. | |
| Unit No. | Unit Title &Text | No.of Periods for the Unit |
| I | GOALSETTING(UNICEF) Life Story From Chinese Cinderella–Adeline Yen Mah Why I Write- George Orwell Short Essay On Personal Mastery–Robin Sharma On the Love of Life – William Hazlitt | 20 |
| II | INTEGRITY Short Story The Taxi Driver – K.S. Duggal Kabuliwala -Rabindranath Tagore A Retrieved Reformation –O Henry Extract from a play The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare) | 20 |
| III | COPING WITH EMOTIONS Poem Pride – Dahlia Ravikovitch Phenomenal Woman – Maya Angelou Reader’s Theatre The Giant’s Wife A Tall Tale of Irel and–William Carleton The Princess and the God :A Tale of Ancient India | 20 |
| IV | Language Competency Sentences Simple Sentences Compound Sentences Complex Sentences Direct and Indirect Speech | 15 |
| V | Report Writing Narrative Report Newspaper Report Drafting Speeches Welcome Address Vote of Thanks | 15 |

B.A. History

Course Outcomes

| | | |
|------------------------|--|--------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Determine their goals | PO1,PO7 |
| CO2 | Identify the value of integrity. | PO1,PO2,PO10 |
| CO3 | Deal with emotions. | PO4,PO6,PO9 |
| CO4 | Frame grammatically correct sentences | PO4,PO5,PO6 |
| CO5 | Write cohesive reports. | PO3,PO8 |

Text Books (Latest Editions)

| | |
|-----------|--|
| 1 | Oxford Practice Grammar, John Eastwood, Oxford University Press |
| 2 | Cambridge Grammar of English, Ronald Carter and Michael McCarthy |
| 3. | George Orwell Essays, Penguin Classics |

Web Resources

| | |
|---|---|
| 1 | http://www.gradesaver.com/George-orwell-essays/study/summary |
| 2 | O' Henry. A Retrieved Reformation. https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf |
| | Maya Angelou. Phenomenal Woman. https://www.poetryfoundation.org/poems/48985/phenomenal-woman |
| 3 | TheQuality of Mercy, https://poemanalysis.com |
| 4 | https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-WilliamHazilitt |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3–Strong, 2–Medium, 1–Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 |
|--|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 |
| Weight age | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 |

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|--|---------------------------|----------------|
| IV | 23U4HYC7 | History of Tamilnadu Since 1947 C.E | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the sources for the study.
2. To study the development of Tamilnadu under congress rule.
3. To know about the rise of DMK and ADMK in Tamilnadu.
4. To study about educational, socio – economic development after Independence.
5. To study about the political history of Tamilnadu since 1947 C.E.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Sources – Literary sources – Archival sources – Gazetteers, Manuals and Legislative proceedings – Development of Tamilnadu under congress rule – K.Kamaraj – Educational Development : Mid- day Meals scheme, Industrial and agrarian development – Bakthavatchalam – Anti Hindi Agitation. | 15 |
| II | DMK rule – Chief Ministership of C.N.Annadurai – Administration – socio cultural development – Chief Ministership of M.Karunanidhi – development of Tamil and culture – split in DMK – Emergency rule. | 15 |
| III | AIADMK rule – Chief Ministership of M.G.Ramachandran (1977 – 1980), (1980 – 1984), (1984 -1988) – Educational progress: Noon meal scheme – socio economic development. | 15 |
| IV | Chief Ministership of M.Karunanithi (1989 – 1991) – J.Jayalalitha (1991 – 1996) – schemes for socio, cultural and women development – All Women Police Station – M.Karunanithi (1996 – 2001): SHG, Samathuvapuram, Farmers market – J.Jayalalitha (2001- 2006) – Welfare schemes – M.Karunanithi (2006 – 2011) – J.Jayalalitha (2011 – 2016), (2016 – 2017) – Amma Unavagaman, Amma Marunthagam and other schemes-Edappadi K. Palanichamy. | 15 |
| V | Development of Industries – Progress of Higher education – development of Dramas, Films, Press and Media press and media – women development – Socio cultural development- Family system – Jallikattu of Tamils. | 15 |

B.A. History

Textbook:

1. Sirajudeen - Tamilnadu History -
2. N.Subramanian - Tamilnadu History

References:

1. Rajayyan. K. - History of Tamilnadu
2. Chellam V.T. - History of Tamilnadu
3. Subramanian. N - History of Tamilnadu
4. NuborKarashima - A concise history of south India.

Web resources:

1. <https://www.akshayapatra.org/>
- 2 <https://www.endpoverty.org.in/>
- 3 <https://www.britannica.com/biography/Muthuvel-Karunanidhi>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | They would have understood Kamaraj educational development | K2 |
| CO2 | The student understood rises of DMK Party | K3 |
| CO3 | They would know the Noon Meal Scheme | K4 |
| CO4 | The Student understood All Women Police Station, Amma Unavagam, Amma Marunthagam | K5 |
| CO5 | They would have understood Progress of Higher Education | K1 |

Cognitive Level: K1 - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze;

K5 – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|---|---------------------------|----------------|
| IV | 23U4HYCIM | Industry Module - History of India from 1858 C.E. to 1947 C.E. | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the Local Self Government.
2. To study the Rise of National Movement in India.
3. To study the Constitutional development.
4. To study the Socio-Religious Reform Movements in India.
5. To study the growth of Industries and Agriculture in India.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | British India – Lord Canning – Lytton – Ripon- Local Self Government – Dufferin – Curzon – Policy towards Afghanistan and Burma. | 15 |
| II | Rise of the National Movement, Pre-Gandhian Era, 1885-1920. G.K. Gokhale and B.G.Tilak – Gandhian Era – 1920-1947, Partition and Independence – Role of Tamilnadu in the Freedom struggle. | 15 |
| III | Constitutional development: 1861 – 1947- Growth of Legislatures upto 1909 – Minto – Morley – Montague Chelmsford reforms– The Government of India Act of 1935 –Indian Independence Act of 1947. | 15 |
| IV | 19 th Century development: Social – religious reform movements – Economic conditions Western Education. | 15 |
| V | Social condition– Growth of Major Industries – Development of Agriculture and Irrigation. | 15 |

Textbook:

- 1. Grover** - A New look on Modern Indian History

References:

1. G.S. Choabra - Advanced history of Modern India.
2. Grover - A New look on Modern Indian History
3. T.G.P. Spear - The Oxford History of Modern India – 1840-1947
4. V.D. Mahajan - Fifty Five Years of Modern India
5. R.C. Majumdar & others - Advanced History of India.

B.A. History

- | | | |
|-------------------------|---|--|
| 6. S.R. Sharma | - | Constitutional History of India |
| 7. K.K. Datta | - | Dawn of Renascent India |
| 8. Prasad Bisheswar | - | Changing modes of Indian National Movement |
| 9. Hiren Mukerjee | - | Indian Struggle for Freedom |
| 10. Thompson and Garret | - | Rise and fulfillment of British rule in India. |
| 11. Hansraj | - | Advanced History of India. |

Web resources:

1. [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/UG_B.A._History%20\(English\)_108%2023_History%20of%20India%20\(from%201707%20to%201947%20AD\).pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/UG_B.A._History%20(English)_108%2023_History%20of%20India%20(from%201707%20to%201947%20AD).pdf)

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember Local Self Government | K1 |
| CO2 | Understanding Rise of the National Movement | K2 |
| CO3 | Apply Constitutional development: 1861 – 1947 | K3 |
| CO4 | Analyze religious reform movements | K4 |
| CO5 | Evaluate Development of Agriculture and Irrigation. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO \ CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|------------------------------|---------------------------|----------------|
| III & IV | 23U4HYA5 | Modern Governments - II (NS) | 3+3 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To understand the features of the constitution of India. 2. To understand the features of the constitution of England. 3. To understand the features of the constitution of U.S.A. 4. To study the features of constitutions of Switzerland and France. 5. To understand the features of the constitution of the U.S.S.R. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------|--|--------------|
| I | Constitution of India: Preamble of the Constitution – Salient features of the Constitution. Fundamental rights – Directive principles of state policy – Executive –President-Vice President-Prime Minister – Council of Minister-Cabinet- State –Executive, Legislature, Judiciary– Powers and functions of Lok Sabha and Rajya Sabha – Independence of Judiciary. | 18 |
| II | Constitution of England: Salient features – Powers and Prerogatives of the Crown – Powers and functions of Prime Minister, House of Lords and House of Commons – Judiciary. | 18 |
| III | Constitution of the United States of America: Salient features of the Constitution – Powers and functions of the President-Powers and functions of the Congress-Committee system – Judiciary. | 18 |
| IV | Constitution of Switzerland: Features – Direct Democratic devices – Federation of Swiss – Constitution of France: Constitution of 5 th Republic – French legislature, executive and judiciary – political parties. | 18 |
| V | Constitution of Russia: Salient features of Russia-Constitution–Federalism–The Presidium of the Supreme Soviet–Judiciary. | 18 |

Textbook:

1. J.Kasthuri - Modern Governments.
2. A.C.Kapoor - Modern Constitution

B.A. History

References:

1. V.C.Mahajan - Modern Constitutions
2. A.Appadorai - Substance of Politics
3. BasuDurgadas - Shorter Constitution of India
4. C.F. Strong - Modern Governments.
5. Beck James - Constitution of United States
6. Huges, Christopher - The Federal Constitution of Switzerland.
7. Hinton, Ike & Others - Major Governments of Asia.
8. Jennings - The British Constitution
9. J.D. Miller - Australian Government and Politics
10. K.C. Wheare - Modern Constitutions

Web resources:

1. <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
2. <https://archive.org/details/in.ernet.dli.2015.54688/page/n3/mode/2up>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion,

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember the Fundamental rights in Indian Constitutions | K1 |
| CO2 | Understand the Powers and Prerogatives of the British Crown | K2 |
| CO3 | Apply the Powers and functions of the USA President | K3 |
| CO4 | Analyze the Direct Democratic devices in Swiss | K4 |
| CO5 | Evaluate the Presidium of the Supreme Soviet | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO \ CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-----------------|--|---------------------------|----------------|
| IV | 23U4HYA6 | General History for Competitive Exams | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | √ | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To know about the Indian History 2. To know about the European arrivals. 3. To study the Indian freedom struggle. 4. To study the Indian Geography. 5. To know about the Indian Constitution. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Indus Valley Civilization – Vedic Civilization – Mauryas – Buddhism – Jainism – Guptas – Delhi Sultans, Mughals – Marathas – Age of Vijayanagaram. | 15 |
| II | European arrivals – Portuguese – Dutch – French – Danish – English – Arcot Nawabs. | 15 |
| III | Indian freedom struggle – Indian National Congress – Tamil Nadu; Sources – Chera – Chola – Pandiya – Freedom Struggle in Tamil Nadu – Justice Party, - Self Respect Movement, Dravidian movement. | 15 |
| IV | Indian Geography: Location - Physical features – Monsoon, rainfall, weather and climate – Rivers in India – Soil – Forest – Agricultural – Population density – Environment – Climate change. | 15 |
| V | Indian Polity : Origin and Growth of Indian Constitution – Making of Indian Constitution – Constitution Parts, Schedules, and Articles – Judiciary in India – Lokpal and Lok Ayukta – Five year plan – Planning Commission – Reserve Bank of India. | 15 |

B.A. History

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Described the Indian History | K1,K2 |
| CO2 | Explained the European arrivals. | K2,K4 |
| CO3 | Elaborate the Indian freedom struggle. | K1,K2 |
| CO4 | Elaborate the Indian Geography. | K2 |
| CO5 | Analyzed for Indian Constitution. | K3,K4 |

Cognitive Level : **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|---|---------------------------|----------------|
| IV | 23U4HYSEC1 | Skill Enhancement course – I Digital Literacy in Introduction to Tourism | 2 | 2 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to

- | |
|---|
| <ol style="list-style-type: none"> 1.To understand the definition of Tourism. 2.To Know about the Types of Tourism 3.To understand the importance of Tourism. 4.To study the World Heritage Sites in India. 5.To study the works of ITDC and TTDC. |
|---|

SYLLABUS

| Unit | Content | No. of Hours |
|-----------|--|--------------|
| I | Definition of the term Tourism - Growing Importance of Tourism - Meaning of a Tourist - Types of tourism – Reasons for the growth of Tourism in Recent times | 15 |
| II | Incredible India – Land of Pluralism –Music and Dance – Art and Architecture – World Heritage Sites in India. Growth of Tourism in India – Sargeant Committee – ITDC, TTDC – Popular Tourist Centres –Tourist Organization: National and International – e-ticket. | 15 |

Textbook:

1. A.K. Bhatia - Tourism in India

References:

1. Ram Acharya - Tourism in India
2. P.N. Sethi - Successful Tourism Planning and Management
3. Krishnalal and Gupta - Tourism, Museums and Monuments in India
4. M. RajasekaraThangamani - Suttrulaviyal (Tamil)
5. Bidyadhar Beheran - Culture and Tourism
- 6.G.Sethuraman - Museology, museum and its Techniques

B.A. History

Web resources:

1. https://en.wikipedia.org/wiki/Tourism_in_India
2. https://en.wikipedia.org/wiki/List_of_World_Heritage_Sites_in_India
3. <https://www.javatpoint.com/25-tourist-places-in-india>
4. https://en.wikipedia.org/wiki/Culture_of_India
5. <http://ugcnettourism.in/different-tourism-organizations/>

Pedagogy: Teaching / Learning methods

Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content ,Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Understand the component and types of Tourism | K2 |
| CO2 | Understand the rules and regulation in tourism management. | K2 |
| CO3 | Apply the Travel documents like Visa, Passport to travel abroad. | K3 |
| CO4 | Explain the transportation and accommodation facilities in India. | K4 |
| CO5 | Evaluate the functions of Tourist organizations, Travel Agencies and Tourist Guide | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|---|---------------------------|----------------|
| V | 23U5HYC8 | Contemporary India Since 1947 C.E. | 5 | 6 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | ✓ | Relevant to Local need | ✓ | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | ✓ | Relevant to national need | ✓ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | | Addresses Human Values | ✓ |
| | | Relevant to Global development need | ✓ | Addresses Professional Ethics | ✓ |

Course Objectives

The main objectives of this course are to:

1. To understand the Integration of Indian States.
2. To know the Era of Nehru.
3. To know the 20 Points Programme.
4. To understand the Amendments to the Constitution.
5. To understand the Globalization.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | India on the eve of Independence: Partition of India – Integration of Indian states – Kashmir problem. | 15 |
| II | Era of Nehru – Reorganization of States and Five Year Plannings- Planning Commission – Industrialization–Development of Science and Technology–Green Revolution–Foreign Policy- Lal Bahadur Shastri Domestic Policy and Foreign Policy | 15 |
| III | Indira Gandhi – White Revolution – 20 points programme- Emergency – J.P.'s Movement – Janatha Party and Moraji Desai – Rolling Plan – Separatist Movement –Operation Blue Star – New Education policy and Technology – Foreign Policy – P.V.Narashimarao- Emergence of Coalition Government – V.P. Singh and Mandal Commission. | 15 |
| IV | The Amendments to the Constitution – 42 nd and 44 th , 73 rd and 74 th Amendments – Emergence of Caste-based parties and its impact on the society – Deva Gauda- I.K. Gujaral- Chandra Shekar- A.B. Vajpayee Governments- Narendra Modi. | 15 |
| V | Socio-Economic Movements: Peasant Movement: Tamil Nadu– Labour Movement : Bombay – Tribal Movement – Jharkand – Chipko Movement – Eco-Movement, Globalization – Market Economy –Agriculture- Industries and Information Technology, impact on the society. | 15 |

B.A. History

Text book:

1. R.Vengadesan - History of India

References:

1. A. Appadurai - India : Studies in Social and Political Development 1917-1967.
2. Drierberg and SarlaJabmohan - Emergency in India, Delhi, 1975.
3. Kuldip Nayar - India After Nehru, New Delhi, Vikas Publishing House.
4. Bipan Chandra - India since Independence, Viking, New Delhi.

Web resources:

Pedagogy: Teaching / Learning methods

Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember the Integration of Indian States. | K1 |
| CO2 | Understand the Era of Nehru. | K2 |
| CO3 | Apply the 20 Points Programme. | K3 |
| CO4 | Analyze the Amendments to the Constitution. | K4 |
| CO5 | Evaluate the Globalization. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO \ CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-----------------|--|---------------------------|----------------|
| V | 23U5HYC9 | World Civilization Upto 1453 C.E. | 5 | 5 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the Civilizations.
2. To know the Legacy of Greece.
3. To know the Roman Civilization.
4. To understand the principles of Christianity and Islam.
5. To understand the Feudalism and Renaissance

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Rise and growth of Civilization: The Egyptian, Sumerian, Chinese Civilization. | 15 |
| II | Greek Civilization: City States, Political experiments. Age of Pericles – Legacy of Greece | 15 |
| III | Roman Civilization: Roman Empire – Augustan age of Rome – The contributions of Empire to Law, Government and Civilization. | 15 |
| IV | Rise and growth of Major religions: Principles of Christianity – Principles of Islam –the influence of Islam on Social life. | 15 |
| V | The medieval Europe: Feudalism – The Church – Monastic orders – The Crusades – Guild system – The Renaissance. | 15 |

Textbook:

1. J.E.Swain – A History of World Civilization

References:

1. B.R. Gokhale - A History of Western Civilization
2. Eoston, C. Steward - A Heritage of the Past
3. H.S. Lucay - A Short History of Civilization
4. H.G. Wells - A Short History of the World

B.A. History

Web resources:

1. <https://www.worldhistory.org/Sumerians/>
- 2 https://www.metmuseum.org/toah/hd/augs/hd_augs.htm
- 3 <https://www.historytoday.com/archive/feature/crusades-complete-history>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | They would have knew the World Civilization | K2 |
| CO2 | They would have understood the Greek Civilization | K4 |
| CO3 | The Student will be able to understood Roman Empire Augustus | K5 |
| CO4 | They would have understood Religion | K1 |
| CO5 | They would have understood Renaissance period | K6 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|------------------|--|---------------------------|----------------|
| V | 23U5HYC10 | History of Thanjavur Upto 1947 C.E. | 5 | 5 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To know about the various sources of sangam age and society.
2. To understand the formation of Chola dynasty, rulers his policies and administration.
3. To know about the Nayaks and his battles.
4. To know about the various Nayaks and marathas administrators.
5. To know about the British land system and her society in the period.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Sources for the study – Archeological sources – Literature and Epigraphically sources – Sangam Age – Sangam Literature – Nature and chronology – society and economy – Religion and Art. | 15 |
| II | Mutharaiyar - Cholas dynasty – foundation – Vijayalaya Chola (848 – 871 CE) – Aditha Chola I (871-907 CE) Parantaka Chola I (907 – 950 CE) – His expansion and Administration – Raja Raja Chola I (985 – 1014 CE) – Conquests and territory expansion – Administration Divisions – Royal Titles – Courts – revenue system- Agricultural socio economic conditions. | 15 |
| III | Origin of Nayak rule in Thanjavur – Sevappa Nayak (1552–1580 CE) – Achuthappa Nayak (1560–1614 CE) – Conflicts and wars – wars with Madurai , wars with Portugal irrigation system, - Ragunatha Nayak (1600–1643 CE) – The battle of Toppur – Vijaya Raghava Nayak (1634 – 1673 CE) – End of Nayak rule – Maratha conquests – Socio economic condition - Art and Architecture. | 15 |
| IV | Formation of Maratha rule in Thanjavur – Venkoji (1674–1684 CE) – Shahuji–Serfoji I (1712–1728 CE – Tukkoji (1728–1736 CE) – Pratapsingh (1739 -1763 CE) – Thuljaji (1773 – 76 CE - Serfoji II (1787–1832 CE) – Shivaji II (1832 – 1855 CE) – end of Maratha rule – Administration – Economic condition – Literature, Arts and Paintings. | 15 |
| V | British rule in Thanjavur – British Administration in Thanjavur – Divisions – Court – Land system – Agriculture – irrigation system – Social, economic condition – position of women – Literature – Art and Architecture. | 15 |

B.A. History

Textbook:

1. Sastri, K.A.N. - A history of south India: from pre historic times to the fall of Vijayanagar.
2. Basham A.L. - A cultural History of India.

Reference :

1. Karoshima, N - South India History and Society.
2. Vriddhagirisan, V - Nayaks of Tanjore.
3. Subramanian, K.N. - The Maratha Rajas of Tanjore.
4. Srinivasan, K.N. - The History of Marathas.
5. SathyarathaIyer - History of Nayaks.
6. Subbarayalu. Y - South India Under Cholas
7. Hamingway F.R. - Gazetteer – Thanjavur.

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, Seminar etc.

Web Sources

1. <https://homeoflearning.in/literary-sources-and-archaeological-sources-of-cholas/>
2. <https://www.britannica.com/topic/Chola-dynasty>
3. https://www.wikiwand.com/en/Thanjavur_Nayak_kingdom
4. https://www.brainkart.com/article/Maratha-Rule-in-Tamilnadu_36952/
5. <https://thanjavur.nic.in/british-history/>

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Described the origin of Tamil society and sources | K1,K2 |
| CO2 | Explained the Chola dynasty and rulers with their society's | K2,K4 |
| CO3 | Elaborate the various Nayaks and his battles | K1 |
| CO4 | Estimate the Martha rule, contributions of Thanjavur. | K5 |
| CO5 | Identified of British rule, administration and society's | K2,K5 |

Cognitive Level: K1 - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|--|---------------------------|----------------|
| V | 23U5HYEL1A | Major Elective – I Journalism | 4 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To understand the definition and scope of Journalism. 2. To know the history of the press in India. 3. To understand the methods of reporting and interviewing. 4. To understand the editorial policy. 5. To study the recent trends and development of Journalism. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Aim and Scope – Development of Journalism – Role of Journalism in Democracy -Impact of Mass Media – News Agencies – Distortion of News | 12 |
| II | History of Journalism in India and Press Laws – Brief history of the press from Hicky to 1947 – Role of Tamil Press in Freedom Movement-Press council – Indian Acts – Defamation – Contempt of court – National and vernacular press – Official secrets Act | 12 |
| III | Reporting – Interviewing – Inverted Pyramid form of writing – Reporting crimes – Public meetings – Investigative journalism | 12 |
| IV | Editorial policy – Editing – functions of Editor and sub editors – page make- up- Advertisement | 12 |
| V | Different forms of writing – Features – Editorial forms and functions of head and body leads – Journalism and public relations – recent trends and development in Journalism – E Journal – E Paper – Online Magazines. | 12 |

Textbook:

1. James M.Neal and Sexanne S.Brown - News Writing and Reporting – Surjeet publications.
2. Bstian G.G.L.D. Care and F.K.Barkettly - Editing the Day’s News.

B.A. History

References:

1. Rudolf Flesh - The Arts of Readable Writing.
2. D.S.Metha Man - Communication and Journalism in India.
3. Rudolf Flesh - The Arts of Readable Writing.

Web resources:

1. <https://en.m.wikipedia.org/wiki/journalism>
2. <https://www.britannica.com/topic/journalism>
3. <https://journals.sagepub.com/home/jou>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar etc.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Understanding the basic subject | K1, K2 |
| CO2 | knowing the history of the press in India and laws | K2, K3 |
| CO3 | understand the methods of reporting and interviewing | K3, K4 |
| CO4 | understand the editorial policy and functions of editor | K4 |
| CO5 | Extend their knowledge to pursue research using this field | K5, K6 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--|---------------------------|----------------|
| V | 23U5HYEL1B | Major Elective – I Archives Keeping | 4 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the definition and history of Archives.
2. To know the administration, organization and Archival Laws.
3. To understand the modern method of preservation of Archives.
4. To understand the Rules and Functions.
5. To understand the National and International Archives.

| SYLLABUS | | |
|----------|--|--------------|
| Unit | Content | No. of Hours |
| I | Definition – History of Archives – Creation of Archives. | 12 |
| II | Organization of Archives – infrastructure – materials – Administration of Archives – Administrative machinery – International machinery in U.N.O. – Archival Laws. | 12 |
| III | Preservation methods – Storage of material conditions – Restoration and Duplicating methods – Micro-filming. | 12 |
| IV | Functions of Archives – Archives, Library and Museum – Uses of Archives to various persons – Rules regulating the access of the public to Archives in India. | 12 |
| V | National Archives of India: History – Organizations – Functions – Powers – Tamilnadu Archives – Private Archives – British Museum Library – India office Library, London – Archives in France – Holland and USA. | 12 |

Textbook:

1.J. Thiyagarajan, Archives Keeping , V.C. Publication Rajapalayam.

References:

1. Baliga,B.S. - Guide to the records preserved in the Madras Record office.
2. Bhargava,K.D. - An Introduction to National Archives.
3. GhoseSailer. - Archives in India.
4. Harinarayana, N. - The Science of Archives Keeping.
5. Schellenberg - Modern Archives: Principles and Techniques.

B.A. History

Web resources:

1. <https://egyankosh.ac.in/bitstream/123456789/38858/1/Unit-2.pdf>
2. <https://www.nedcc.org/preservation101/session-1/1what-is-preservation>
3. <https://gacbe.ac.in/pdf/ematerial/18MHI35E-U2.pdf>
4. https://en.wikipedia.org/wiki/Government_Museum,_Chennai
5. <https://www.kings.cam.ac.uk/archive-centre/introduction-to-archives/a/1>
6. <https://www.igntu.ac.in/eContent/BA-AIHC-04Sem-DrManojJain.pdf>

Pedagogy: Teaching / Learning method

teaching / Learning methods like Lecture, , Assignment, PPT presentation, Seminar, Group Discussion

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Recall the origin and development of achieves | K1 |
| CO2 | Understand the documentation of the early periods. | K2 |
| CO3 | know the preventive measures and precautionary methods | K4 |
| CO4 | realize the materials and equipment's used in archives | K4 |
| CO5 | evaluate the functions of archives | K5 |

Cognitive Level: K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------------|--|---------------------------|----------------|
| V | 23U5HYEL2A | Major Elective – II Panchayat Raj | 4 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

| |
|--|
| <ol style="list-style-type: none"> 1. To understand the definition and scope of Panchayat Raj. 2. To know the recent development in Panchayat Raj. 3. To understand the Panchayat System in Tamilnadu. 4. To understand the source of Income and Expenditure. 5. To understand the Community development Schemes. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Panchayat Raj – Meaning – Definition – Scope of Panchayat Raj – Principles of Panchayat Raj – Historical Evolution – Gandhian ideals and ideas of sarvodaya leaders. | 12 |
| II | Post – Independence Era - Decentralization of power. Balwant rai Metha Committee Report – Reports of Nayak Commission – AsokMetha Committee-Recent Development in the Panchayat Raj- New Panchayat Raj Act 1994. | 12 |
| III | Tamilnadu - Panchayat Raj system since 1950 passing of Acts Relating to Panchayat Raj – Administration Units – Corporation, Municipality, Town Panchayat, Village Panchayat- Panchayat Raj election in Tamil Nadu since 1996. | 12 |
| IV | Finance of Panchayat – sources of income and expenditure – strengthening the mobilization of sources of Income. | 12 |
| V | Panchayat Administration – Community Development Schemes – Relations between officials and peoples – public participation in Panchayat Raj – Role of NGOS. | 12 |

Textbook:

1. Sachdevea and Durge - Simple study of Local Self – Government in India
2. S.R.Maheswari - Local Government in India.

B.A. History

References:

1. Sachdevea and Durge - Simple study of Local Self – Government in India
2. S.R.Maheswari - Local Government in India.

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Remember the definition and scope of Panchayat Raj. | K1 |
| CO2 | Understand the recent development in Panchayat Raj. | K2 |
| CO3 | Apply the Panchayat System in Tamilnadu. | K3 |
| CO4 | Analyze the source of Income and Expenditure. | K4 |
| CO5 | Evaluate the Community development Schemes. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--|---------------------------|----------------|
| V | 23U5HYEL2B | Major Elective – II Women in Indian Society | 4 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the Feminist Theories.
2. To know the status of women through the ages.
3. To understand the Empowerment of Women.
4. To understand the women's rights and problems
5. To understand the role of organizations.

SYLLABUS

| Unit | Content | No. of Hours |
|------|---|--------------|
| I | Importance of women studies – Women role in society: Girlhood, womanhood and motherhood – Feminist theories: liberal, social, Marxist and radical. | 12 |
| II | Condition of women in ancient and medieval society – their rights – changes – Factors leading to their development. | 12 |
| III | Status of Women in the Modern Indian Society – Emergence of Women Organisation – Women's Indian Association (WIA), National Council of Women in India (NCWI) and All India Women's Conference (AIWC). | 12 |
| IV | Women and Development: Economic– Agriculture – Industry – Politics – Education – Empowerment of women. | 12 |
| V | Women rights and problems, socio – economic and political rights – Infanticide, child marriage- raping, dowry – torture, - social legislation – role of Governmental and non – Governmental Organization. | 12 |

Textbook:

1. Jayabalan. N. - Women and Human Rights, Atlantic Publishers
2. Anandavalli Mahadevan and Jayakothaipollai (Ed). - Feminist (Tamil) Annai Thersa women University, Kodaikanal 2004

References:

1. Neera Desai, Krishna raj - Women and society in India, Ajanta Publications Delhi, 1987.

B.A. History

2. ICSSR - Status of women
3. Maithreyi Krishna Raj (Ed) - Women studies in India. and Distributors, Delhi, 2001.
4. Chadially (Ed) - Women in Indian Society, Encyclopedia of Britannica.

Web resources:

Pedagogy: Teaching / Learning methods

Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Remember the Feminist Theories. | K1 |
| CO2 | Understand the status of women through the ages. | K2 |
| CO3 | Apply the Empowerment of Women. | K3 |
| CO4 | Analyze the women's rights and problems. | K4 |
| CO5 | Evaluate the role of organizations. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 - No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|---|---------------------------|----------------|
| V | 23U5HYNME | NON MAJOR ELECTIVE - Indian Freedom Struggle from 1885 to 1947 C.E. | 2 | 2 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

1. To understand the rise of Nationalism.
2. To understand the Extremist and Moderates.
3. To understand the Quit India Movement.
4. To study the Indian Independence Act.
5. To know the role of Tamilnadu in freedom struggle.

SYLLABUS

| Unit | Content | No. of Hours |
|------|--|--------------|
| I | Growth of Origin and Indian National Congress - Rise of Nationalism partition of Bengal – - Surat split- moderates – Extremists – Home Rule movement and Khilafat movement. | 15 |
| II | Non – Co-operation movement –Swaraj Party-Civil Disobedience-Salt March – Quit India Movement-Indian Independence Act- partition of India – Role of Tamilnadu in Freedom struggle. | 15 |

Textbook:

1. A.K.Pattiyala

References:

1. Bipan Chandra, Amal Tripathi & Barun De - Freedom Struggle.
2. Venkatesan.G - History of Freedom Struggle
3. Grover.R.L. & Grover - A New Look at Modern Indian History.
4. Grover & Grover - Constitutional Development of

Pedagogy: Teaching / Learning methods

Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

B.A. History

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Remember the history of women rights in Indian context | K1 |
| CO2 | Understand the various women protective measures | K2 |
| CO3 | Apply the women labour laws | K3 |
| CO4 | Analyze With the awareness of rights of women and children the students can create an egalitarian society. | K4 |
| CO5 | Evaluate the women participation in political bodies | K5 |

Cognitive Level : **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze;
K5 – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|--|---------------------------|----------------|
| VI | 23U6HYC12 | History of Europe from 1789 C.E. to 1945 C.E. | 6 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1.To study the domestic and foreign policy of Napoleon I. 2.To study the Revolutions of 1830 and 1848. 3.To study the Unification of Germany and Unification of Italy. 4.To study the causes and results of First World War. 5.To know the aims and objectives of U.N.O. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Revolution in France (1789) – Causes – Course – Results, Napoleon I – as a Soldier – Domestic and foreign policy – Causes for his downfall. | 18 |
| II | Vienna Congress - Aims and Achievements- Holy Alliance of 1815–Concert of Europe- Metternich Era – Causes and Results of Revolutions of 1830 and 1848. | 18 |
| III | Unification of Germany–Unification of Italy–Eastern Question–Greek War of Independence–Crimean War–Balkan Problem–Napoleon III, Bismark and German Empire. | 18 |
| IV | Industrial Revolution – Causes and results of the First World War – Russian Revolutions of 1917 – League of Nations- Aims –Objects-Success and Failure. | 18 |
| V | Rise of Nazism in Germany and Rise of Fascism in Italy, Causes, Courses and Results of World War II– U.N.O-Objectives, Structure and functions. | 18 |

Text book:

- | | | |
|-------------------------------------|---|-------------------------------------|
| 1. C.D. Hazan | - | A History of Modern Europe |
| 2. B.M.Sinha and Vinod Chand Pandey | - | Modern Europe from 1485 to 1945 A.D |

References:

- | | | |
|-----------------|---|--|
| 1. V.D. Mahajan | - | History of Modern Europe since 1789 |
| 2. South Gate | - | The Text Book of Modern European History |

B.A. History

- 3. A.J. Grant - Europe : The Story of the Last Five Years
- 4. G.L. Arnold - The Pattern of World Conflict, 1955
- 5.F.A.M. Alting Yon Gensan - NATO and Security in the Seventies, 1987
- 6.D.S. Fleming - The Cold War and its Origins.

Web resources:

Pedagogy: Teaching / Learning methods

Lecture, Assignment, PPT presentation, Quiz, Group Discussion.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|---|------------------------|
| CO1 | Remember the domestic and foreign policy of Napoleon I. | K1 |
| CO2 | Understand the Revolutions of 1830 and 1848. | K2 |
| CO3 | Apply the Germany and Unification of Italy. | K3 |
| CO4 | Analyze the causes and results of First World War. | K4 |
| CO5 | Evaluate the aims and objectives of U.N.O. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|--|---------------------------|----------------|
| VI | 23U6HYC13 | History Of China From 1839 to 1950 C.E. | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To understand the circumstances leading to the Chinese revolution
- 2.To know the peoples republic in china
- 3.To elaborate on the emergence of china
4. To enable students learn the Manchu Dynasty
- 5.To understand the communist republic of china

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | China in the 19h Century – Advent of Europeans – the first Opium war – Second Opium War – Taiping Rebellion – Foreign Relations of China between 1861 to 1894 | 15 |
| II | Decline of Manchu Dynasty – Boxer Movement – Manchu Reform Programme – Chinese Revolution of 1911. | 15 |
| III | Republic of China – Yuan Shi-kai Presidency – China in the First World War Tsuchunate – May Fourth Movement. | 15 |
| IV | Rise of Kuomin Tang – Dr. Sun Yat-Sen – Second Chinese Republic – Chian-Kai Shek – Manchurian Crisis. | 15 |
| V | Decline of Kuomin Tang – Second Sino – Japanese War -China in the Second World War – Civil War in China – Establishment of Communist Republic of China. | 15 |

Textbook :

1. Thiagarajan. J - History of china from 1800 -1900 AD
2. Sinha.P and Suriya.P - China and Japan in ancient power politics

References:

1. Ahamed L.L - A Comprehensive history of the Far East
2. David M.D - The Making of Modern china
3. Paul II.Clyde and Burton F.Beers - The Far East

B.A. History

4. Harold M. Vinacke - A History of the Far East in Modern times
5. S.L.Roy - A short History of the Far East
6. C.Immanuel Hsu - The Rise of Modern China
7. Michael and Taylor - The Far East in Modern times

Web resources:

1. <https://www.britannica.com/topic/history-of-China>
- 2 https://en.wikipedia.org/wiki/1853_in_China
- 3<https://gascnagercoil.in/wp-content/uploads/2020/12/HISTORY-OF-CHINA-1839-%E2%80%93-1966-AD-V-SEM-converted.pdf>
4. <https://www.cambridge.org/core/books/abs/cambridge-economic-history-of-china/18001950/3D88F4D3A2D145374EFA10FCE25C4CBC>
5. https://www.facinghistory.org/sites/default/files/2022-06/Timeline_of_Major_Events_in_China_1839%E2%80%931919.pdf

Pedagogy: Teaching / Learning methods

Learning methods like Lecture, Assignment, PPTpresentation, Quiz, Group Discussion, e-content Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------|---|-----------------|
| CO1 | Known the overview of china | K1 |
| CO2 | Understand about how nations development, about heroes of the past and much more | K2 |
| CO3 | Analyze the cultural revolution and the factors responsible for the economic development of China. | K5 |
| CO4 | Review manchurian crisis | K4 |
| CO5 | Discuss about how nations development, about heroes of the past and development needed to face competitive examinations | K4 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|------------------|--|---------------------------|----------------|
| VI | 23U6HYC14 | History of the USA upto 1865 C.E. | 5 | 4 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | √ | Relevant to national need | | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|--|
| <ol style="list-style-type: none"> 1. To understand about Colonization. 2. To study the Era of Federation. 3. To know about Manroe's Doctrine and Administration. 4. To study the Civil War in USA. 5. To know the administration of Abraham Lincoln. |
|--|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|---|--------------|
| I | Colonization: Rivalry for empire-Colonial Society- American Revolution – Causes and Results – Confederation and making of the Constitution | 15 |
| II | The Era of Federation – Washington and John Adam –Contribution of Federalist - Revolution of Republic 1808 – Jefferson – Democracy and Administration. | 15 |
| III | The war of 1812 – Causes and Results – ideas of early Republicans -The era of Good Feelings – Monroe's Administration and Doctrine – Sectional Differences.- Mexican war. | 15 |
| IV | The Age of Jackson – The emergence of Social Democracy – John Marshall – The Westward Movement - Manifest Destiny | 15 |
| V | Sectionalism and Secession – Disruption and American Democracy 1850 to 1860-anti slavery– The Civil War – Abraham Lincoln. | 15 |

Textbook:

1. Subramanian.N. - A History of the U.S.A.

References:

1. Allan Nevins and Henry State Commager - A Pocket History of United States, New York, 1968.
2. Canfield,H. - The Making of Modern America, Massachusetts, 1970.
3. Samuel Steinburg - The United States, San Francisco.
4. Morrison, S.E. - Oxford History of the American Peoples.
5. Nevin and Commager - Short History of the United States

B.A. History

Web resources:

1. <https://fscj.pressbooks.pub/ushistory/>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | Remember War of independence in USA. | K1 |
| CO2 | Understand the Jefferson Administration | K2 |
| CO3 | Apply the Mondros doctrines | K3 |
| CO4 | Analyze the Chief Justices John Marshall | K4 |
| CO5 | Evaluate The USA Civil War | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;

1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|---|---------------------------|----------------|
| VI | 23U6HYEL3A | Major Elective – III Studies in Human Rights | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To understand the definition and scope of Liberty and Equality.
- 2.To know about the Universal declaration of Human Rights.
- 3.To know about the National Human Rights Commission in India.
- 4.To understand the contemporary issues in Human Rights.
- 5.To know about the Human Rights and International Organisations.

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Definition – Scope – Characteristics – Historical Background : Magna Carta, Bill of Rights, Petition of Rights – Rights of the people and Citizen – Social Justice and Human Rights – Liberty and Equality, Natural and Legal Rights. | 15 |
| II | The Universal Declaration of Human Rights – The International Covenants of Human Rights – International Covenants on Civil and Political Rights – Optional protocol – Economic, Social and Cultural Rights. | 15 |
| III | Constitutional Guarantee on Human Rights in India – Fundamental Rights – Part III of the Indian Constitution – Rights of Women and Children rights – Major case: Kesavananda Bharathi – Human Rights Protections Act of 1994 - National Human Rights Commission in India- State Human Rights Commission-Organisation and then powers -National Commission for Women. | 15 |
| IV | Contemporary Issues in Human Rights–Capital punishment, Bonded Labour and Wages–Female Infanticide: Right to dissent. | 15 |
| V | Human Rights and International organizations: UNO, UNESCO, ILO – Studies on problems of the workers, families – NGO’s – Amnesty International, Red Cross. | 15 |

Textbook:

1.Agarwal, R.S.

- Human Rights in the Modern World

B.A. History

References:

1. Rani Ponnaiyan - Human Rights Problems of Perspectives
2. SivagamiParamasivam - Human Rights a Study
3. Louis Henkin - The Rights of Man, Today, 1978.

Web resources:

1. <https://www.indiacode.nic.in/handle/123456789/15709>
- 2 <https://earthcharter.org/>
- 3 <https://www.downtoearth.org.in/news/health>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|--|-----------------|
| CO1 | To know the Human rights | K2 |
| CO2 | They would have understood Universal Declaration of Human Rights | K5 |
| CO3 | The student understood National Human Rights Commission | K1 |
| CO4 | They would have understood Contemporary issues | K4 |
| CO5 | They would know Human Rights and International Organization | K6 |

Cognitive Level: K1 - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze; **K5** – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|--|---------------------------|----------------|
| VI | 23U6HYEL3B | Major Elective – III History of Japan From 1853 C.E. to 1945 C.E. | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1. To introduce student to the background of the Japan 2. To elaborate on the emergence of Japan as an important country in Asia 3. To enable students learn the development of Japan in international level 4. To understand Japanese imperialism 5. To understand militarism in Japan |
|---|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Opening of Japan to the West – the Tokugawa Shogunate – State – society – Economy – Cultural change. | 15 |
| II | Meiji era – End of Shogunate – Meiji restoration – Programme of Modernization – end of feudalism – constitutional reforms. | 15 |
| III | Rise of imperialism – First Sino-Japanese war – Anglo – Japanese War alliance – Russo – Japanese War – Japan in the First World War | 15 |
| IV | Japan during the interwar years – 21 Demands – Party Government – Washington Conference – London Naval conference | 15 |
| V | Emergence of Militarism – Manchurian Crisis – Second Sino-Japanese War – Japan in the Second World War – Allied occupation of Japan – Marshall Plan. | 15 |

Textbook :

1. Shivakumar and Jain - a history of the far East
2. Sinha .P and Suriya .P - China and Japan in ancient power politics

References:

1. P.H.Clyde and Burton F.Beers - The Far East
2. Harold M. Vinacke - A History of the Far East
3. Michael and Taylor - The Far East in Modern Times
4. LavFurathe - The Far East
5. S.L.Roy - A short History of the Far East

B.A. History

6. Andrew Gordoni - A Modern History of Japan from Tokugawa times to the Present
7. C. Yanagu - Japan since Perry

Web resources:

- https://en.wikipedia.org/wiki/History_of_Japan
- <https://www.japanrailpass.com.au/travel/learn/brief-history-of-japan/>
- <https://history.state.gov/milestones/1830-1860/opening-to-japan>
- <https://blog.japanwondertravel.com/modern-history-japan-24764>
- https://en.wikipedia.org/wiki/Japanese_military_modernization_of_1868%E2%80%931931
- https://en.wikipedia.org/wiki/Military_history_of_Japan#:~:text=After%20a%20long%20period%20of,years%20%2D%20from%201192%20until%201868.

Pedagogy: Teaching / Learning methods
Learning methods like Lecture, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Understand about 21 demands | K2 |
| CO2 | Known the overview of japan | K1 |
| CO3 | Analyze the economic development of japan | K4 |
| CO4 | Review the growth of japan | K4 |
| CO5 | Evaluate the miltrisiam of japan | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|----------------------------------|---------------------------|----------------|
| VI | 23U6HYEL4A | Major Elective – IV Museology | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- 1.To understand the definition and scope of Museology.
- 2.To know the important Museums of the World.
- 3.To know the Museum architecture.
- 4.To study the preservation and conservation techniques.
- 5.To know about National and Tamilnadu Archives.

SYLLABUS

| Unit | Content | No. of Hours |
|------|--|--------------|
| I | Museum and Museology : Definition of Museum – Scope of Museology – Aims and Functions of Museums – Types of Museums – Function of Museum Keeper and other functionaries. | 15 |
| II | Important museums: A History of Museums – Important Museums of the World – Indian Museums – their significance, locations – Rare collections. | 15 |
| III | Museum display: Museum Architecture – Kinds of Display – Primary and Secondary display – Display techniques – Varying materials and techniques – Museum Exhibition – Mobile exhibition | 15 |
| IV | Preservation and conservation techniques: Need for preservation and conservation – Legislation on the protection of monuments – Conservation of Museum exhibits – Importance of conservation methods – varying techniques. | 15 |
| V | National Archives of India: History – Organizations – Functions – Powers – Tamilnadu Archives – Private Archives – British Museum Library – India Office Library, London – Archives. | 15 |

Textbook:

- 1.. Schellenberg - Modern Archives: Principles and Techniques.
2. Bhaskarraor, Throat - Principles of Museology, Archaeology, Archival & Library Science

References:

1. Baliga, B.S. - Guide to the records preserved in the Madras Record Office.
2. Bhargava, K.D. - An Introduction to National Archives.

B.A. History

- | | | |
|------------------------|---|--|
| 3. GhoseSailer | - | Conservation Model |
| 4. Harinarayana, N. | - | The Science of Archives Keeping. |
| 5. Schellenberg | - | Modern Archives: Principles and Techniques. |
| 6. Jenkinson, Hilary | - | A Manual of Archives Administration. |
| 7. Sundarrajan | - | Tamil Nadu Archives. |
| 8. Bhaskarraor, Throat | - | Principles of Museology, Archaeology, Archival & Library Science |

Web resources:

- 1.
- 2.
- 3.

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------|--|-----------------|
| CO1 | Remember the definition and scope of Museology. | K1 |
| CO2 | Understand the important Museums of the World. | K2 |
| CO3 | Apply the Museum architecture | K3 |
| CO4 | Analyze the preservation and conservation techniques. | K4 |
| CO5 | Evaluate the National and Tamilnadu Archives. | K5 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| CO \ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|-----------|-------------------|---|---------------------------|----------------|
| VI | 23U6HYEL4B | Major Elective – IV Historiography | 5 | 3 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:

- | |
|---|
| <ol style="list-style-type: none"> 1. To understand the meaning and nature of the history. 2. To study the history and its relation with social sciences. 3. To study the Western historiography. 4. To study the Indian historiography. 5. To understand the Primary and Secondary sources. |
|---|

SYLLABUS

| Unit | Content | No. of Hours |
|------------|--|--------------|
| I | Definition, Nature, Scope, Value and Uses of History – History as a Science or an art. | 15 |
| II | History and Social Sciences: History and its ancillary subjects: Archaeology, Epigraphy, Numismatics and Manuscriptology. | 15 |
| III | Western Historiography: Philosophy, Theory and Interpretation of History – Herodotus, Thucydides, Livy, St. Augustine, Thomas Aquinas, Voltaire, Gibbon, Ranke, Marx, Spengler, Toynbee, Ibn-Kadun: | 15 |
| IV | Indian Historiography: Kalhana, Alberuni, Barani, James Mill, Vincent Smith, K.P. Jayaswal, J.N. Sarcar, A.L. Basham, D.D. Kosambi, Romila Thaper, K.A.N. Sastri, T.V. Mahalingam, K.K. Pillai, R. Sathianathaier. | 15 |
| V | Research Methodology: Selection of topic – Primary and Secondary sources – Virtual sources (internet) – Internal and external criticism – Subjectivity - Objectivity – Bibliography – Thesis Engineering. | 15 |

Textbook:

1. Byrsun, Jacques & Graff Hendry, F - The Modern Researcher, Sen Dieua, New York, 1985.
2. Bloch Marc - The Historians' craft, Village Books, New York, 1964.

B.A. History

References:

1. Elton, G.R. - The Practice of History, London, 1965

Web resources:

1. <https://en.m.wikipedia.org/wiki/Historiography>

Pedagogy: Teaching / Learning methods

Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| CO1 | Understanding the basic subject | K1, K2 |
| CO2 | Understanding the history and its relation with social sciences | K2, K4, K5 |
| CO3 | Knowing the Western historiography | K2, K4, K5 |
| CO4 | Understanding the Indian historiography | K2, K4 |
| CO5 | Understand the Primary and Secondary sources. | K2, K4, K5, K6 |

Cognitive Level : K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze;
K5 – Evaluate; K6 – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation

B.A. History

| Semester | Course Code | Course Title | Hours of Teaching / Cycle | No. of Credits |
|----------|-------------|--|---------------------------|----------------|
| VI | 23U6HYSEC2 | Skill Enhancement course - II Tamilnadu Tourism | 2 | 2 |

Nature of the course

| | | | | | |
|----------------------------|---|-------------------------------------|---|--|---|
| Employability Oriented | √ | Relevant to Local need | | Addresses Gender Sensitization | |
| Entrepreneurship Oriented | | Relevant to national need | √ | Addresses Environment and Sustainability | |
| Skill development Oriented | | Relevant to regional need | √ | Addresses Human Values | √ |
| | | Relevant to Global development need | √ | Addresses Professional Ethics | √ |

Course Objectives

The main objectives of this course are to:-

1. To understand the meaning and definitions of tourism.
2. To understand the importance of tourism.
3. To know the eco-tourism.
4. To understand the cultural tourism and its importance.
5. To study the TTDC and accommodation etc.

| SYLLABUS | | |
|-----------------|--|--------------|
| Unit | Content | No. of Hours |
| I | Definition and Concept of Tourism – Nature and Scope – Types of Tourism – Importance of Tourism - Domestic Tourism - Heritage Tourism – Chennai – Mahabalipuram – Kancheepuram – Thanjavur – Madurai – Vellore. | 15 |
| II | Eco –Tourism – Udthagamandalam – Kodaikanal – Yercaud - Yelagiri – Pichavaram – Mudumalai - Cultural Tourism – Fairs and Festivals – Bharathanatnam – Music and Art - Tourism and employment generation – Tamil Nadu Tourism Development Corporation – Tourist Agencies – Hospitality – Hotel Accommodation. | 15 |

Textbook:-

1. Bhatia, A.K. - Tourism Development: Principles and Practices (Sterling Publishers (P) Ltd, New Delhi)
2. Kaul. E.H. - Dynamics of Tourism

References:-

1. Anand N.M. - Tourism and Hotel Industry in India
2. Chistpher J. Holloway - The Business of Tourism (Macdonald and Evans 1983)

Web resources:

1. https://en.m.wikipedia.org/wiki/Tourism_in_Tamil_Nadu

Pedagogy: Teaching / Learning methods
(Lecture, Tutorial, Assignment, PPT presentation, Quiz, Group Discussion, e-content Seminar.)

Course Outcomes

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

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Understanding the importance of tourism. | K1, K2 |
| CO2 | Understand the heritage tourism. | K2, K4 |
| CO3 | Knowing the importance of Eco tourism. | K2, K4 |
| CO4 | Understand the cultural aspects of tourism. | K2, K4 |
| CO5 | Knowing about the hospitality and accommodation. | K2, K4, K5 |

Cognitive Level: **K1** - Remember; **K2** - Understanding; **K3** - Apply; **K4** - Analyze;
K5 – Evaluate; **K6** – Create

Mapping of Course Outcomes with Programme Specific Outcomes

| PSO CO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

3 - Strongly Correlated; 2 - Moderately Correlated;
1 - Weakly Correlated; 0 – No correlation