

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

Re-accredited (**3rd Cycle**) with Grade **A+ & CGPA 3.51** by NAAC

DEPARTMENT OF HISTORY



CBCS With OBE

BACHELOR OF ARTS

PROGRAMME CODE - H

COURSE STRUCTURE

(w.e.f. 2022 – 2023 Batch onwards)

E.M.G. YADAVA WOMENS COLLEGE, MADURAI -14.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

(Re –accredited (3rd cycle) with Grade A⁺ and CGPA 3.51 by NAAC)**DEPARTMENT OF HISTORY –UG**

(with Allied Economics and Allied Political Science)

CBCS with OBE**COURSE STRUCTURE**

(w.e.f. 2022 – 2023 Batch onwards)

Semester	Part	Course code	Title of the paper	Teaching	Duration	Marks allotted			Credits
						CIA		Total	
III	I	22OU1TA3	Tamil	6	3	25	75	100	3
	II	22OU2EN3	English	6	3	25	75	100	3
	III	22OUHI31	Core – History of India –III (1526 A.D.- 1757A.D)	5	3	25	75	100	5
	III	22OUHI32	Core -- History of Tamilnadu-III (1800 A.D – 2006 A.D.)	5	3	25	75	100	5
	III	22OUHIGEPS3	GEC-Political Science -I - Modern Governments – Theory and Practice - Paper I	6	3	25	75	100	5

	IV	22OUHISE3	SEC –Computer Applications	2	3	25	75	100	2
IV	I	22OU1TA4	Tamil	6	3	25	75	100	3
	II	22OU2EN4	English	6	3	25	75	100	3
	III	22OUHI41	Core – History of India-IV (1757A.D - 1858A.D.)	5	3	25	75	100	5
	III	22OUHI42	Core - History of Science and Technology (since 17th century A.D)	5	3	25	75	100	5
	III	22OUHIGEPS4	GEC- Political Science II - Modern Governments – Theory and Practice - Paper II	6	3	25	75	100	5
	IV	22OUHISE4	SEC – Fundamentals of Entrepreneurship	2	3	25	75	100	2
	Total								46

GEC : Generic Elective Course

SEC : Skill Enhancement Course

DSEC : Discipline Specific Elective Course

AECC : Ability Enhancement Compulsory Course

IDC : Inter Disciplinary Course

DEPARTMENT OF HISTORY					Class:II B.A., History			
Sem	Course Type	Course Code	Course Title	Credits	Hours (75)	CIA	SE	Total
III	Core	22OUHI31	HISTORY OF INDIA – III (1526 A.D. - 1757 A.D.)	5	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives

1. To understand the emergence of Mughal Empire.
2. To acquire the knowledge of Mughals invasions.
3. To Analyze the Administration and Architecture during the Mughals.
4. To enlighten the Marathas relations with the Mughal Empire.
5. To explore the establishment of British rule in India.

Course content:

Unit- I: Sources for the study of the Mughal Empire — Babur: First Battle of Panipat – Battle of Khanua– Battle of Chanderi – Battle of Gogra - Humayun – Sher Shah Suri - Administration.

Unit- II: Akbar the Great – Conquests –Rajput Policy – Deccan Policy - Religious Policy – Din-Ilahi – Jahangir – Conquest of Kangra– Noorjahan – Shah Jahan –War of Succession.

Unit- III: Aurangzeb - Deccan Policy- RajputPolicy – Religious Policy – Mughals Administration – Socio, Economical and Cultural conditions of Mughals – Art and Architecture of Mughals - Downfall of the Mughal Empire.

Unit- IV: Shivaji and His Administration- The Peshwas – Maratha Confederacy – Invasions of Nadirshah – Ahmad Shah Abdali – Third battle of Panipat.

Unit –V: The Advent of Europeans –The Portuguese - Almeida – Albuquerque - The Dutch –The English –The French -The Danish - Carnatic Wars.

Maps:

1. Babur
2. Akbar
3. Aurangzeb
4. Carnatic Wars
5. Advent of Europeans

Books for Study:

1. Aggarwal .J.C, *Medieval History of India*, S. Chand & company Pvt,Ltd., New Delhi, Reprinted in 2013.
2. Annelett Sopitha Bai .W, *History of India (712A.D - 1761 A.D)*, Sharon Publications, Marthandam, 2006.
3. Ramalingam T.S, *History of India*, T.S.R. Publication, Chennai, 1981.
4. Sathianathier R, *Political and Cultural History of India, Volume I (Ancient India)* S.Viswanathan Pvt.Ltd., Chennai, 1980.
5. Mangalamurugesan N.K. *Inthiya Varalaru II*, Palaniyappa Brothers,Chennai, 2007.

Reference Books:

1. Anil Chandra Banerjee , *New History of Medival India* , S.Chand &CompanyLtd., New Delhi, 1983.
2. John F. Richards, *The Mughal Empire* , Cambridge University press, New Delhi, Reprinted in 2014.
3. Mahajan.V.D, *History of Medieval India (Muslim Rule in India)* S.Chand &Company Ltd., New Delhi, Reprinted 1992.
4. Majumdar.R.K, *Mughal Rule in India (From1526 A.D.to1707A.D.)*, SBD Publishers Distributors, 4th Revised & Enlarged Edition,1991.
5. Ray choudhary S.C, *History of Mughal India (A detailed study of Political, Economic, Social and Cultural aspects from 1526 A.D - 1707 A.D.)* Surjeet Publications, Delhi , 2011.
6. Satish Chandra, *History of Medieval India (800 A.D -1700 A.D)*, Orient blackswan Pvt, Ltd., New Delhi,2016.
7. Sharma.L.P, *History of Medieval India (1000A.D. to 1740A.D)*, Konark Publishers Pvt.Ltd., Reprinted in 2010.

Web resources/ E Books (NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.,)

<https://yourexamguide.com/category/history/medieval-indian-history/>
<https://www.historydiscussion.net/history-of-india/chief-sources-of-medieval-indian-history/2630>
<https://www.insightsonindia.com/medieval-indian-history/>

Pedagogy:

Lecture, Chalk and Talk, PPT, Quiz, Spot-test, Group Discussion and Debate.

Rationale for nature of Course: A new knowledge leading to The Mughal invasions and new Religious knowledge and Mughals Administration in Medieval History

Knowledge and Skill: This course provides recurrent vast knowledge of the Mughals invasions and legacy of Mughals and obtains skill on their Reformative skills and made students to familiar with it.

Activities to be given: Students are asked to draw maps of various dynasties according to the content designed in syllabi.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the Sources of Mughal Empire and attain the knowledge of Babur and Sher shah suri.	K1toK3
CLO2	Understand the Rajput policy, Religious policy and Administrative Skills of Akbar ,Jahangir and Shahjahan	K1toK3
CLO3	Sketch knowledge about the Aurangzeb Policies and Mughals Administration, Socio-Economic and Cultural Conditions.	K1toK4
CLO4	Analyze administrative setup and social welfare activities of Shivaji dynasties and Maratha Confederacy.	K1toK3
CLO5	Examine the British Rule in India	K1toK4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	3	1	3	3	2
CLO2	3	3	3	3	3	2
CLO3	3	2	1	2	3	2
CLO4	3	2	3	2	2	3
CLO5	3	3	2	2	3	2
	1-Basic Level	2- Intermediate Level	3- Advanced Level			

LESSON PLAN: TOTAL HOURS (75 Hrs)

Unit	Description	Hrs	Mode
I	Sources for the study of the Mughal Empire — Babur : First Battle of Panipat – Battle of Khanua – Battle of Chanderi – Battle of Gogra-Humayun – Sher Shah Suri - Administration.	15	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Akbar the Great – Conquests – Rajput Policy – Deccan Policy - Religious Policy – Din-Ilahi – Jahangir – Conquest of Kangra– Noorjahan – Shah Jahan –War of Succession.	17	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Aurangzeb - Deccan Policy- Rajput Policy – Religious Policy – Mughals Administration – Socio , Economical And Cultural conditions of Mughals – Art and Architecture of Mughals Downfall of the Mughal Empire .	15	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Shivaji and His Administration- The Peshwas – Maratha Confederacy – Invasions of Nadirshah – Ahmad Shah Abdali– Third battle of Panipat.	14	Chalk and Talk, PPT, Quiz, spot test
V	The Advent of Europeans –The Portuguese- Almeida-Albuquerque- The Dutch –The English –The French -The Danish- Carnatic Wars	14	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. (Mrs) G.Nagalakshmi

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Category	Course Code	Course Title	Credits	Hours (75)	CIA	SE	Total
III	Core	22OUHI32	History of Tamil Nadu - III (1800 A.D. - 2006A.D.)	5	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives

- 1.To acquire knowledge on Poligar Rebellion against British administration.
- 2.To gain knowledge over the Christian Missionaries and other Social Movements.
- 3.To make awareness on Freedom Struggle in Tamil Nadu.
- 4.To familiarize with the progress of Political parties in Tamil Nadu.
- 5.To acquaint knowledge over the Government socio - economic schemes of Tamil Nadu.

Course Content:

Unit: I

Rebellions: The South Indian Rebellion - Causes - Course – Results – Vellore Mutiny – Causes – Course – Consequences.

Unit: II

Growth of Western Education and Movements– Christian Missionary activities – Conversion to Christianity – Socio-religious reform movements - Temple Entry Movement- The rise of Political Parties – The Justice Party – The Self-Respect Movement.

Unit: III

Role of Tamil Nadu in Freedom Struggle – Swadesi Movement - V.O.Chidambaram Pillai – Subramania Bharathi – Vanchinathan – Subrahmania Siva - Rajaji – Satyamoorthy – Kamaraj – Kodi katha Kumaran.

Unit: IV

Tamil Nadu under Congress and Dravidian Rule: Tamil Nadu under Congress Rule – The Administration of Rajaji – Kamaraj – Bhaktavatsalam – The Anti - Hindi Agitation of 1965 – Rise of Dravidian identity Politics -The rule of D.M.K, AIADMK.

Unit: V

Economic Development and Welfare Schemes after 1947 – Industrial Development – Social Welfare Schemes: Women and Children Welfare - SC / ST Welfare – Mid day Meals – Girl Child Protection Scheme.

Text Books :

1. Dharmaraj. J, *ThamizhagaVaralaru (1800 A.D to 2003 A.D)*, Tensy Publication, Sivakasi, 2003.
2. Rajayyan . K, *History of Tamil Nadu(1565A.D. to 1982)*, Raj Publications, Madurai, 1982.
3. Subramanian.N, *Social History of Tamil Nadu*, Ennes Publications, Udumalaipet. 2005.
4. Swaminathan. A, *A Social and Cultural History of Tamil Nadu*, Deepa Pathippagam, Madras, 2001.

Reference Books:

1. Chandrasekaran. P, *Thamizhaga Varalaru (1336 A.D to 1801 A.D)*, Manju Publication, Rajapalayam, Madurai. 2003.
2. Majumdar .R.K. & Srivastava .A, *N History of South India*, SBD Publishers, Delhi, 1991.
3. Mangala Murugesan .N.K, *History of TamilNadu (1565- present day)*, Pavaipathippakam, Madurai.2001
5. Thiyagarajan .J, *History of Tamil Nadu(1565-1990)*, Pavaipathippakam, Madurai, 2002.
6. Varghese Jeyaraj.S, *Socio-Economic History of Tamilnadu(1565- 1967)*, Anns Publications, Uthamapalayam, 2017.

Web resources/ E Books (NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.)

[http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20\(1800%20-%201967%20A.D.\)%20-%20III%20Sem.pdf](http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20(1800%20-%201967%20A.D.)%20-%20III%20Sem.pdf)

<https://gascnagercoil.in/wp-content/uploads/2020/12/Core-8-History-of-Tamilnadu-1800-1967-AD-III-Semester-converted.pdf>

<https://emgywomenscollege.ac.in/templateEditor/kcfinder/upload/files/1.History%282%29.pdf>

Pedagogy:

Lecture, Chalk and Talk, PPT, Quiz, Spot-test, Group discussion and Debate.

Rationale for nature of Course: Constrict a new knowledge leading to Poligars Rebellion, Rise of Political parties and various welfare scheme.

Knowledge and Skill: Students are familiar with vast knowledge of the characteristics of rebellions and obtains skill on their administrative skills.

Activities to be given: Students are asked to make a model of various incidents of rebellion and political leader according to the content designed in syllabus.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Understand the Poligar rebellion, Vellore mutiny and its impact on Tamil Nadu History.	K1toK3
CLO2	Identify the origin of Western Education and developments of political parties in Tamil Nadu.	K1toK3
CLO3	Aware knowledge about the Freedom Struggle in Tamil Nadu.	K1toK4
CLO4	Analyze different administration of political leaders and activities in Tamil Nadu.	K1toK3
CLO5	Examine the nature of Economic development and Welfare schemes	K1toK4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	3	1	3	3	2
CLO2	3	3	3	3	3	2
CLO3	3	2	1	2	3	2
CLO4	3	2	3	2	2	3
CLO5	3	3	2	2	3	2

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 Hrs)

Unit	Description	Hrs	Mode
I	Rebellions -The South Indian Rebellion - Causes - Course – Results – Vellore Mutiny – Causes – Course – Consequences.	15	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Growth of Western Education and Movements – Christian Missionary activities – Conversion to Christianity – Socio-religious reform movements - Temple Entry Movement- The rise of Political Parties – The Justice Party – The Self-Respect Movement.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
III	Role of Tamil Nadu in Freedom Struggle – Swadesi Movement - V.O.Chidambaram Pillai - SubramaniaBharathi – Vanchinathan - Subrahmaniasiva - Rajaji – Satyamoorthy – Kamaraj – Kodi Katha Kumaran.	15	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Tamil Nadu under Congress and Dravidian Rule – The Administration of Rajaji – Kamaraj – Bhaktavatsalam – The Anti - Hindi Agitation of 1965 – Rise of Dravidian identity Politics -The rule of D.M.K , AIADMK .	14	Chalk and Talk, PPT, Quiz, spot test
V	Economic development and Welfare Schemes after 1947 – Industrial development – Social Welfare schemes: Women and children Welfare - SC / ST Welfare – Mid day meals – Girl child Protection scheme.	14	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. N. Ashadevi

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Category	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
III	GEC3	22OUHIGEPS3	Modern Governments – Theory and Practice - Paper I	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives:

1. To understand on the basic concepts of Modern Governments.
2. To gain knowledge on the Functions of Government.
3. To enable the students to know the functioning of the Constitutions of U.K.
4. To identify the various features of U.S.A.
5. To develop the knowledge on Role of senate and Separation of Powers.

Course Content:

Unit- I Basic concepts: State and its Elements – Constitution –Classification of Constitutions-Written and Un written – Forms of Government - Unitary – Quasi-federal.

Unit - II Functions of Government: Legislature - Unicameral and Bicameral Legislature – Executive - Parliamentary and Presidential system of Governments-Administrative Law– Judiciary–Powers and Functions of Judiciary – Theory of Separation of Power.

Unit - III United Kingdom: Constitution - Salient Features – The King - Queen - The Prime Minister –Cabinet- Parliament – House of Commons and House of Lords – Law Making Process – Rule of Law – Party system.

Unit-IV United States of America: Constitution - Salient Features - Federalism – The President – Election – Position – Powers and Function –Committee System - Vice-President – Powers and Position.

Unit –V The Congress: House of Representatives - Senate - Powers and Function -Law Making Process - Amendment – Separation of Powers – Judicial - Judiciary Review - Pressure Groups -Party System.

Books for Study:

1. Alagumalai.A, *TharkalaArasialMuraiAmaivugal* ,J.J Publications, Madurai,2003.
2. Dharmaraj. J,*TharkkalaArasangangal*, Tensy Publications, Sivakasi,2012.
3. Kasthuri J, *Modern Governments*,Ennes Publications, Udumalpet,1998.

Reference books:

1. Agarwal.R.C, *Political Theory (Principles of Political Science)*,S.Chand&Company, Ltd.,New Delhi, 2005.
2. Philip. A.T &ShirajiRao.K.H, *Indian Government and Politics*, Sterling Publishers Private Limited, New Delhi, 1987.
- 3.SrinivasPathi, *Major Constitution Government & Politics in U.K, U.S.A,Switzerland and China*, Dominant Publishers and Distributors, New Delhi, 2004.
4. Susila Ramasamy, *Political Theory Ideas and Concepts*, Mac Millan Publishers, Chennai, 2003.

Web Resources/ E Books: (NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.)

https://en.wikipedia.org/wiki/Constitution_of_the_United_Kingdom
https://en.wikipedia.org/wiki/Monarchy_of_the_United_Kingdom
https://en.wikipedia.org/wiki/Cabinet_of_the_United_Kingdom
https://en.wikipedia.org/wiki/Constitution_of_the_United_States
https://en.wikipedia.org/wiki/United_States_Congress
https://en.wikipedia.org/wiki/Separation_of_powers

Pedagogy:

Chalk and Talk, PPT, Group discussion, Quiz, spot test.

Rationale for nature of Course: This Period covers a wide range of content that have left their distinct mark on the Modern Governments. These content include Political, social and Economic conditions of India on the eve of the Indian Constitution, the expansion and isolation of the Subordinates.

Knowledge and Skill: This paper will help the students to have a deeper Understanding, the constitution of England, constitution of America and the salient features its powers and function and The congress.

Activities to be given: Chalk &Talk, Group Discussion, Power Point Presentation Quiz, Assignment, Model Youth Parliament.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Recall the Constitution and its kinds, Government and its Judiciary system Political parties and Quasi-federal.	K1 to K3
CLO2	Understanding the bi- cameral legislature of the British Parliament and its function.	K1 to K3
CLO3	Identify the Constitution of England and its uniqueness, the position, powers and functions of the Crown and the Prime Minister.	K1 to K4
CLO4	Examine the US Constitution from the British Constitution and highlight on the differences.	K1 to K3
CLO5	Evaluate the position, power and functions of the House of Representative and Senate in the Congress.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	3	2	3
CLO2	3	3	2	3	3	3
CLO3	3	2	2	3	3	3
CLO4	3	3	2	3	3	3
CLO5	3	3	2	3	3	3

1-Basic Level**2- Intermediate Level****3- Advanced Level**

LESSON PLAN: TOTAL HOURS (90 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Unit-I Basic concepts: State and its Elements – Constitution – Classification of Constitutions-Written and Unwritten-Forms of Government - Unitary- Federal – Quasi-federal.	17	Chalk and Talk, PPT, Spot Test.
II	Unit - II Functions of Government: Legislature - Unicameral and Bicameral Legislature – Executive - Parliamentary and Presidential system of Governments- Administrative Law– Judiciary–Powers and Functions of Judiciary – Theory of Separation of Power.	19	Chalk and Talk, Group Discussion, Spot Test.
III	Unit-III United Kingdom: Constitution - Salient Features – The King –Queen - The Prime Minister –Cabinet-Parliament – House of Commons and House of Lords – Law Making Process – Rule of Law – Party system.	18	Chalk and Talk, PPT, Quiz, Spot Test.
IV	Unit-IV United States of America: Constitution - Salient Features - Federalism – The President – Election – Position – Powers and Function - Committee System -Vice-President – Powers and Position.	17	Lecture, Group Discussion, Spot Test.
V	Unit –V The Congress: House of Representatives - Senate - Powers and Function -Law Making Process - Amendment – Separation of Powers – Judicial - Judiciary Review - Pressure Groups-Party System.	19	Chalk and Talk, PPT, spot test.

Course Designer
Dr. (Mrs.).S.Kalaivani

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
III	SEC	22OUHISE3	Computer Applications	2	2	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives

1. To provide a basic knowledge about the computer and its applications.
2. To learn about the various types of Software and Network.
3. To understand the new ideas to adopt in Internet features.
4. To acquire the skills on MS Power Point.
5. To familiarize with the usage of E-mails and its significances.

Course Content:

Unit – I History of Computers - Classification of Computers – Input - Output Devices - Hardware and Software.

Unit –II MS-Word - Introducing Microsoft Office – Word Processing with MS-Word: Basic – Formatting Text and Documents – Working with Headers, Footers and Footnotes – Tables.

Unit – III MS-Excel: Basic – Arranging work sheets – Formatting – Statistical Functions – Charts – Graphics.

Unit – IV MS-Power Point: Power Point Basics – Creating presentations – Working with text – Working with graphics and Multimedia – Presentation.

Unit –V Internet: Introduction to E-mail concepts – Creating, Editing a Mail and Sending - E-Mail: Advantages and Disadvantages.

Books for Study:

1. Annette Marquis, *Micro Soft Office 2000*, BPB Publications, New Delhi, 2010.
2. Christian Crumlish, *Word, Excel, Power Point – Windows 2007 for Busy People*, Tata McGraw-Hill Publishing Company, New Delhi.

Reference Books:

1. Craaig Eddy & Timothi Buchan, *Teach Yours Self Microsoft Access 2000 in 24 Hours*, G.C. Jain Publications, New Delhi, 2008.
2. Kogent Solutions Inc, *Office 2007 in Simple Steps*, Dream Tech Press, New Delhi, 2005.
3. Sanjay Saxena, *A First Course in Computers*, Vikas Publishing House Pvt. Ltd, NewDelhi, 2003.

Web Resources/ E Books:

https://www.tutorialspoint.com/computer_concepts/computer_concepts_basic_applications_of_computer.htm
<https://www.techtarget.com/searchsoftwarequality/definition/Web-application-Web-app>
<https://www.encyclopedia.com/computing/news-wires-white-papers-and-books/internet-applications>

Pedagogy: Chalk and Talk, PPT, Group discussion, quiz, spot test.

Rationale for nature of Course: To attain the complete knowledge on Microsoft office – Word, Excel, Power point and Multimedia's.

Knowledge and Skill: Students are easy to know about the Creation of Documents, Data Sheets and Power Point Presentations.

Activities to be given: Quiz Assignment, Group Discussion and Chart Work.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Understand the basic concept of Computers and Classification of Computers	K1 to K3
CLO2	Identify the complete process of MS Office word	K1 to K3
CLO3	Analyze the Formatting the Functions of MS Excel	K1 to K3
CLO4	Create the Method of graphics and Multimedia – Presentation.	K1 to K3
CLO5	Estimate the Advantages and Disadvantages. Of Internet	K1 to K3

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	3	2	2	3	3
CLO2	2	3	2	2	2	3
CLO3	2	3	2	3	3	3
CLO4	1	2	3	3	2	3
CLO5	2	3	3	2	3	3

1-Basic Level**2- Intermediate Level****3- Advanced Level****LESSON PLAN: TOTAL HOURS (30Hrs)**

UNIT	DESCRIPTION	Hrs	MODE
I	History of Computers - Classification of Computers - Input-Output Devices - Hardware and Software.	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	MS-Word - Introducing Microsoft Office – Word Processing with MS-Word: Basic – Formatting Text and Documents – Working with Headers, Footers and Footnotes – Tables.	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
III	MS-Excel: Basic – Arranging work sheets – Formatting – Statistical Functions – Charts – Graphics.	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
IV	MS-Power Point: Power Point Basics – Creating presentations – Working with text – Working with graphics and Multimedia – Presentation.	6	Chalk and Talk, PPT, Group discussion, quiz, spot test .
V	Internet: Introduction to E-mail concepts – Creating, Editing a Mail and Sending - E-Mail: Advantages and Disadvantages.	3	Chalk and Talk, PPT, Group discussion, quiz, spot test .

Course Designer
Dr.(Mrs).A.Bhavani

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Category	Course Code	Course Title	Credits	Hours (75)	CIA	SE	Total
IV	Core	22OUHI41	HISTORY OF INDIA – IV (1757 A.D. - 1858 A.D.)	5	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives

1. To understand the establishment of the British administration in India.
2. To recall the Socio-economic and educational reforms in British Period.
3. To acquire knowledge about the achievements of British through the Battles.
4. To trace the evolution of revolt, cause, course and its result.
5. To recognize the constitutional development from 1773A.D to 1858A.D.

Course Content:

Unit- I Battle of Plassey and Buxar: The establishment of the British power in Bengal - The Battle of Plassey - The Battle of Buxar - Robert Clive- Dual Government in Bengal.

Unit - II Governor General and Their Policies.: Warren Hastings - Internal Reforms and Foreign policy – Cornwallis - Permanent Revenue Settlement –Lord Wellesley - Subsidiary System - Lord William Bentick – Abolition of Sati- Lord Hastings - Lord Dalhousie – Doctrine of Lapse- Lord Canning.

Unit – III British war with Marathas, Mysore and Sikhs : Anglo - Maratha wars – Causes – Course - Result - Decline of the Maratha Wars – Anglo - Mysore wars – Cause – Course – Result – Anglo - Sikh War – Cause – Course -Result.

Unit-IV Revolt of 1857: The Revolt of 1857 – Cause – Course - Result – Impact.

Unit –V Constitutional Development: The Regulating Act of 1773 - Pitt's India Act of 1784 - The Charter Act of 1793, 1813, 1833 and 1853 - The Act of 1858 (Queen's Proclamation).

Maps:

1. European Settlements
2. Carnatic Wars
3. Subsidiary States
4. Annexation of Dalhousie
5. Important Centers of Revolt 1857

Books for Study:

1. Grover .B.L., *A New Look on Modern Indian History.*, S.Chand company LTD., New Delhi. 1997.
2. Sinha.N.K., *A History of India.* Orient Longman LTD., Calcutta. 1973.
3. Sharma.L.P., *History of Modern India.* Konark Publishers Pvt LTD., New Delhi. 1987.

Reference Books:

1. Agarwal., *Constitutional History of India.* Wiley Eastern LTD., New Delhi., 1986.
2. Bipin Chandra, *History of Modern India.*, Orient Blackswan Private LTD., New Delhi., 2012.
3. Chaudhari .K.C., *History of Modern India.*, Central educational Enterprises, Calcutta., 1983.
4. Mahajan.V.D., *History of India since 1526.*, S.Chand and publications., New Delhi., 1976.
5. Sharma.S.R., *Constitutional History of India.*, Longman Green co., LTD., Calcutta., 1951.

Web Resources/ E Books:

<https://www.nam.ac.uk/explore/robert-clive>
<https://www.nam.ac.uk/explore/battle-plassey>
https://en.m.wikipedia.org/wiki/Battle_of_Buxar
<https://www.vedantu.com/question-answer/dual-government-name-the-state-in-which-it-class-9-social-science-cbse-5fdb842e9f633c04d665b7b0>
<https://www.jstor.org/journal/procindihistcong>
<https://unacademy-com.translate.goog/content/railway-exam/study-material/polity/queen-victorias-proclamation-1858/? x tr sl=en& x tr tl=ta& x tr hl=ta& x tr pto=tc>
<https://www.insightsonindia.com/modern-indian-history/advent-of-europeans/struggle-among-europeans/>

Pedagogy:

Chalk and Talk, PPT, Group Discussion, Quiz, Spot test.

Rationale for nature of Course: This Period covers a wide range of content that have left their distinct mark on the history of Medieval India. These content include Political, Social and Economic conditions of India on the eve of the European invasion, the expansion and isolation of the Subordinates.

Knowledge and Skill: This paper will help the students to have a deeper understanding of the discourse on British and apprehend the historical continuity as depicted through the ages.

Activities to be given: Quiz, Assignment, Role play and Group discussion.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Recall the advent of Europeans and their early settlements and rivalry in India.	K1 to K3
CLO2	Understanding the East-India Company managed to colonize with imperial policies.	K1 to K3
CLO3	Identify the causes, course and results of the war.	K1 to K4
CLO4	Examine the causes, course and result of the war by ended the East-India Company.	K1 to K3
CLO5	Evaluate the Constitutional Development from 1773A.D -1858 A.D.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	3	3	3
CLO2	3	3	2	3	3	3
CLO3	3	2	2	3	3	3
CLO4	3	3	2	3	3	3
CLO5	3	3	2	3	3	3

1-Basic Level**2- Intermediate Level****3- Advanced Level****LESSON PLAN: TOTAL HOURS (75 Hrs)**

UNIT	DESCRIPTION	Hrs	MODE
I	Unit- I Battle of Plassey and Buxar: The establishment of the British power in Bengal - The Battle of Plassey - The Battle of Buxar - Robert Clive- Dual Government in Bengal.	15	Chalk and Talk, PPT, Spot test.
II	Unit - II Governor General and Their Policies.: Warren Hastings - Internal Reforms and Foreign policy – Cornwallis - Permanent Revenue Settlement –Lord Wellesley - Subsidiary System - Lord William Bentick – Abolition of Sati- Lord Hastings - Lord Dalhousie –Doctrine of Lapse- Lord Canning.	17	Chalk and Talk, Group Discussion, Spot test.
III	Unit-III British war with Marathas, Mysore and Sikhs : Anglo - Maratha wars – Causes – Course - Result - Decline of the Maratha Wars – Anglo - Mysore wars – Cause – Course – Result – Anglo - Sikh War – Cause – Course -Result.	14	Chalk and Talk, PPT, Quiz, Spot test.
IV	Unit - IV Revolt of 1857: The Revolt of 1857 – Cause – Course - Result – Impact.	12	Lecture, Group Discussion, Spot test.
V	Unit-V Constitutional Development: The Regulating Act of 1773 - Pitt's India Act of 1784 - The Charter Act of 1793, 1813,1833 and 1853 - The Act of 1858 (Queen's Proclamation).	17	Chalk and Talk, PPT, Spot test.

Course Designer
Dr. (Mrs.).T.Sudha

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
IV	Core	22OUHI42	History of Science and Technology (Since 17 th Century A. D)	5	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives

1. To acquire knowledge about the development of Science and Technology in the 17th Century.
2. To understand the invention in Textile Industry and Electricity
3. To make awareness on the origin of Human being and Technology of Telegraph and Telephones.
4. To recognize the developments in the field of Atomic energy and Electronics.
5. To appreciate various achievements of the scientists in various fields.

Unit: I

Science and Technology in the 17th Century - London Royal Society – French Royal Academy – Progress in Physics and Mathematics – Isaac Newton – Progress in Chemistry – Robert Boyle – Progress in Medicine – William Harvey –Marcello Malpigi -- Anton Vanleeu Wencoak.

Unit: II

Science and Technology in the 18th century - Invention in Textile Industry – Steam Engine – Progress in Chemistry – Henry Cavendish – Joseph Priestly – Antoine Lavoisier – Progress in Astronomy- William Herschel –Simon Laplace- Progress in Medicine – John Hunter – Edward Jenner– Electricity – Alexandra Volta.

Unit: III

Science and Technology in the 19th century – Progress in zoology – Charles Darwin - Progress in Physics - Michael Faraday – Thomson Kelvin – Progress in Chemistry – John Dalton – Mendeleev – Progress in Medicine – James Young Simpson – Louis Pasteur – Joseph Lister – Sir Patrick Manson – Technology – Telegraph and Telephones - Thomas Alwa Edison.

Unit: IV

Atomic Science in the 20th century - Albert Einstein – Theory of Relativity – Lord Rutherford – History of Atom bomb - Rontgen and X-ray – Marie Curie and Radium - Radio and Marconi – Radar – Television – Computers –Psychology –Sigmund Freud.

Unit: V

Modern India – Progress of Science and Technology in Modern India - Space Research in India – Green Revolution – Modern Scientists in India – Sir C.V.Raman – Homi.Jahangir Baba – Hargobind Kurana – Abdul Kalam – Kasthuri Rangan – Mayil Samy Annadurai .

Text Books:

1. Gomathinayagam.P, *Ariviyal matrum Thozhililnootpa varalaru*, Sri Vinayaga Pathippakam, Madurai.1997.
2. Subramanian, *History of Science and Technology*, Ennes Publication, Udumalaipet, 1998.
3. Thangasamy. S.A*Ariviyal matrum Thozhililnootpa varalaru(1453 – 1970)*, Pavai Pathippakam, Madurai,1997.
- 4.Vairavel. *Ariviyal matrum Thozhililnootpa varalaru*, Aanantham Pathippakam , Madurai, 1997.

Reference Books:

1. Purnendu Chakravathy & Dipanker Ghosh, *Encyclopaedia of Modern Science & Technology Vol II* Savrabh, Publishing House , NewDelhi.
2. Suri R.K, *Science and Technology in India*, Spectrum Books (P) Ltd, New Delhi, 2004.
- 3.Varghese Jeyaraj.S, *History of Science and Technology*, Anns Publications, Uthamapalayam, 2004.
4. Venkatraman .R, *History of Science and Technology*, Selvan Printers, Madurai, 1998.
- 5.*The Mindalive Encyclopedia* , Published by Marshall Cavendish Technology Books Limited, London.

Web Resources/ E Books (NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.,)

https://www.f.waseda.jp/sidoli/STS_Intro_01.pdf

<https://www.pmfiias.com/product/science-technology/>

<https://www.pdfdrive.com/the-history-of-science-and-technology-e39199308.html>

Pedagogy:

Lecture, Chalk and Talk, PPT, Quiz, Spot-test, Group discussion and Debate.

Rationale for nature of Course: Built the new knowledge leading to Science and Technology and gathered the new knowledge about the achievements of various Scientist.

Knowledge and Skill: Students are familiar with vast knowledge of the characteristics of Medieval and Modern Science and Technology and obtains skill on scientific skills.

Activities to be given: Students are asked to collect scientific models of various centuries according to the content designed in syllabi.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Up to K level)
CLO1	Understand the knowledge about Physics and Mathematics in the 17 th Century	K1toK3
CLO2	Aware knowledge about the Textile Industry, Astronomy and Electricity.	K1toK3
CLO3	Identify the origin of Human beings and Technology Telegraph and Telephones	K1toK4
CLO4	Analyze Atomic energy.	K1toK3
CLO5	Examine different achievements of Scientist	K1toK4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	3	1	3	3	2
CLO2	3	3	3	3	3	2
CLO3	3	2	1	2	3	2
CLO4	3	2	3	2	2	3
CLO5	3	3	2	2	3	2
	1-Basic Level	2- Intermediate Level	3- Advanced Level			

LESSON PLAN: TOTAL HOURS (75 Hrs)

Unit	Description	Hrs	Mode
I	Science and Technology in the 17 th Century - London Royal Society – French Royal Academy – Progress in Physics and Mathematics – Isaac Newton – Progress in Chemistry – Robert Boyle – Progress in Medicine – William Harvey – Marcello Malpigi -- Anton Vanleeu Wencoak.	15	Chalk and Talk, PPT, peer discussion, Quiz, spot test.
II	Science and Technology in the 18 th century - Invention in Textile Industry – Steam Engine – Progress in Chemistry – Henry Cavendish – Joseph Priestly – Antoine Lavoisier – Progress in Astronomy- William Herschel –Simon Laplace- Progress in Medicine – John Hunter – Edward Jenner– Electricity – Alexandra Volta.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
III	Science and Technology in the 19 th century – Progress in zoology – Charles Darwin - Progress in Physics - Michael Faraday – Thomson Kelvin – Progress in Chemistry – John Dalton – Mendeleev – Progress in Medicine – James Young Simpson – Louis Pasteur – Joseph Lister – Sir Patrick Mansion – Technology – Telegraph and Telephones - Thomas Alwa Edison.	15	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Atomic Science in the 20th century - Albert Einstein – Theory of Relativity – Lord Rutherford – History of Atom bomb - Rontgen and X-ray – Marie Curie and Radium - Radio and Marconi – Radar – Television – Computers –Psychology –Sigmund Freud.	14	Chalk and Talk, PPT, Quiz, spot test
V	Modern India – Progress of Science and Technology in Modern India - Space Research in India – Green Revolution – Modern Scientists in India – Sir C.V.Raman – Homi.Jahangir Baba – Hargobind Kurana – Abdul Kalam – Kasthuri Rangan – Mayil Samy Annadurai .	14	Chalk and Talk, PPT, Group discussion, Quiz, spot test

Course Designer
Mrs. G. Senthamarai

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Category	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
IV	GEC4	22OUHIGEPS4	Modern Governments – Theory and Practice - Paper II	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	

Course Objectives:

1. To understand the functioning of the Swiss Constitution.
2. To gain knowledge about the Constitutional set up in France.
3. To create an awareness among the students about Indian constitutional development.
4. To obtain Knowledge over the features of the Indian Constitutions and its Functions.
5. To Identify the Central and State Government Function and its Relation.

Course Content:

Unit- I Constitution of Switzerland: Constitution - Salient Features - Mode of Amendment - Federal Council – Federal Assembly – Council of States – Working of Direct Democracy: Public Referendum and Public Initiative.

Unit - II Constitution of France: Constitution of Fifth Republic- Salient Features - President – Prime Minister – Parliament – Process of Law Making –Cabinet- Amendment- Administrative Law - Judiciary.

Unit - III Constitution of India: Constitution - Salient Features - Fundamental Rights - Fundamental Duties - Directive Principles of State Policy – Party System – Legislature - Council of Ministers - Prime Minister – Parliament – LokSabha and RajyaSabha- Process of Law Making -Executive - President and Vice President – Election – Powers and Functions – Judiciary .

Unit-IV State Governments: The Governor – Powers and Positions - Chief Minister - Council of Ministers – Powers and Functions –The Supreme Court-State Judiciary .

Unit –V Centre State Relations: Classifications of Powers – Central, State and Concurrent List – Central - State Relations – Commission: Major constitutional amendment of Indian constitution- Provision Emergency-Election Commission.

Books for Study:

1. Alagumalai.A,*TharkalaArasialMuraiAmaivugal*,J.J.Publications, Madurai, 2003.
2. Dharmaraj J, *TharkalaArasangangal*, Tensy publications, Sivakasi.2012.
3. Gomathinayagam .P, Dr.Anusiya.R, *Tharkala Arasangangal*, Sri Vinayaga Pathippagam, Rajapalayam,2002.

Reference Book:

- 1.Agarwal.R.C, *Constitution Development and National Movement of India* S.Chand & Company, New Delhi, 1991.
2. Kapur A.C, *Constitution History of India 1765 – 1984*, S.Chand & Company, New Delhi,1985.
3. Mehta.S.M, *Constitution of India and Amendment Acts*, Deep & Deep Publications, New Delhi, 1990.
4. Pylee M.V, *An Introduction to The Constitution of India*, Vikas Publishing House PVT LTD, New Delhi, 2009.
5. Roy.B.N, *Political Theory Interrogations and Interventions*, Authors Press, New Delhi, 2006.

Web Resources/ E Books:

https://en.wikipedia.org/wiki/Swiss_Federal_Constitution
<https://en.wikipedia.org/wiki/Switzerland>
https://en.wikipedia.org/wiki/Constitution_of_France
https://en.wikipedia.org/wiki/Prime_Minister_of_India
https://en.wikipedia.org/wiki/Parliament_of_India
https://en.wikipedia.org/wiki/State_government

Pedagogy:

Chalk and Talk, PPT, Group discussion, Quiz, spot test.

Rationale for nature of Course: This Period covers a wide range of content that have left their distinct mark on the Modern Governments. These content include Political, social and Economic conditions of India on the eve of the Indian Constitution, the expansion and isolation of the Subordinates.

Knowledge and Skill: This paper will help the students to have a deeper Understanding the constitution of Switzerland and India, France. And State government and Centre state Relations.

Activities to be given:

Chalk &Talk, Group Discussion, Power Point Presentation, Quiz, Assignment, Model Youth Parliament.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Recall the Constitution of Switzerland and its uniqueness as Direct Democracy	K1 to K3
CLO2	Understand the Constitution of France, its salient features, President, Parliament and Party system.	K1 to K3
CLO3	Identify the position, power and functions of the President, Vice President, Prime Minister, Cabinet, Parliament and Speaker.	K1 to K4
CLO4	Examine the Judicial system in India, Party system and Relationship between the Central and State Governments.	K1 to K3
CLO5	Evaluate the Indian constitution Provision Emergency-Election Commission	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	2	2	3	2	3
CLO2	3	3	2	3	3	3
CLO3	3	2	2	3	3	3
CLO4	3	3	2	3	3	3
CLO5	3	3	2	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (90 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Unit-I Constitution of Switzerland - Salient Features - Mode of Amendment - Federal Council – Federal Assembly – Council of States – Working of Direct Democracy: Public Referendum and Public Initiative.	18	Chalk and Talk, PPT, Spot Test.
II	Unit - II Constitution of France: Constitution of Fifth Republic- Salient Features - President – Prime Minister – Parliament – Process of Law Making –Cabinet- Amendment-Administrative Law - Judiciary.	19	Chalk and Talk, Group Discussion, Spot Test.
III	Unit-III Constitution of India: Constitution - Salient Features - Fundamental Rights - Fundamental Duties - Directive Principles of State Policy – Party System – Legislature - Council of Ministers - Prime Minister – Parliament – Lok Sabha and Rajya Sabha-Process of Law Making -Executive - President and Vice President – Election – Powers and Functions – Judiciary .	19	Chalk and Talk, PPT, Quiz, Spot Test.
IV	Unit-IV State Governments: The Governor – Powers and Positions - Chief Minister -Council of Ministers –Powers and Functions –The Supreme Court-State Judiciary.	17	Lecture, Group Discussion, Spot Test.
V	Unit –V Centre State Relations: Classifications of Powers – Central, State and Concurrent List – Central - State Relations – Commission: Major constitutional amendment of Indian constitution-Provision Emergency-Election Commission.	17	Chalk and Talk, PPT, spot test.

Course Designer
Dr. (Mrs.).S.Kalaivani

DEPARTMENT OF HISTORY				Class: II B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
IV	SEC	22OUHISE4	Fundamentals of Entrepreneurship	2	2	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
	✓	✓

Course Objectives

1. To inculcate the basic knowledge to start own business.
2. To enable the students to have a strong foundation for their future self-employment.
3. To know the financial Institution for Entrepreneurs.
4. To inculcate the significant of Women Entrepreneurs.
5. To recognize the process of project formulation.

Course Content:

Unit: I Entrepreneurship: Meaning – Types – Characteristics - Qualities of an Entrepreneur - Role and Importance of Entrepreneur in Economic Growth.

Unit: II Women Entrepreneurship: Meaning – Functions – problems – Growth and development of Women Entrepreneurship – Women Entrepreneurship in India.

Unit: III Institutional Finance to Entrepreneurs: DIC – NSIC – SIDCO – SIBDI – ICC – KVIC – IDBI-ICICI and MSME.

Unit: IV Entrepreneurial Development Programme: Meaning - Objectives – Phases – Problems – Achievements.

Unit: V Project Formulation: Project identification – Evaluation – Feasibility Analysis – Preparation of Project Report

Books for Study:

1. Radha, *Entrepreneurial Development*, Prasanna Publishers, Chennai, 2015.
2. Gupta C.B., & Srinivasan N.P., *Entrepreneurial Development*, Sultan Chand & sons, New Delhi, 2010.
3. Rengarajan.L, *Entrepreneurial Development*, Sree Renga Publications, Rajapalayam, Tamilnadu, 2008.

Reference Books:

1. Gordon, E and Natarajan, K *Entrepreneurship Development*, Himalaya Publication, Mumbai 2011.
2. Jayshree Suresh, “*Entrepreneurial Development*” Margham publication, Chennai, 2011.

Web Resources/ E Books:

<https://openstax.org/books/entrepreneurship/pages/14-1-types-of-resources>

https://www.researchgate.net/publication/334863365_Fundamentals_of_Entrepreneurship_Development

https://www.iare.ac.in/sites/default/files/lecture_notes/IARE_Entrepreneurial_Development_NOTES.pdf

Pedagogy:

Chalk and Talk, PPT, Group discussion, Quiz, spot test.

Rationale for nature of Course: It creates the employment, innovation, Self-confidence, impact on society and community development, increase the standard of living and support research and development.

Knowledge and Skill: Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit.

Activities to be given: Quiz, Assignment and Chart Work.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Understand the Meaning, Types, Characteristics and Qualities of an Entrepreneur	K1 to K3
CLO2	Find the Meaning, Functions, problems, Growth and development of Women Entrepreneurship	K1 to K3
CLO3	Identify the Institutional Finance to Entrepreneurs	K1 to K3
CLO4	Determining the Entrepreneurial Development Programme	K1 to K3
CLO5	Preparation of Project Report, Project identification and Evaluation	K1 to K3

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	3	2	2	3	3
CLO2	2	3	2	2	2	3
CLO3	2	3	2	3	3	3
CLO4	1	2	3	3	2	3
CLO5	2	3	3	2	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 Hrs)

UNIT	DESCRIPTION	HRS	MODE
I	Entrepreneurship: Meaning – Types – Characteristics - Qualities of an Entrepreneur - Role and Importance of Entrepreneur in Economic Growth.	5	Chalk and Talk, spot test.
II	Women Entrepreneurship: Meaning – Functions – problems – Growth and development of Women Entrepreneurship – Women Entrepreneurship in India.	7	Chalk and Talk, PPT, spot test.
III	Institutional Finance to Entrepreneurs: DIC – NSIC – SIDCO – SIBDI – ICC – KVIC – IDBI-ICICI and MSME.	5	Chalk and Talk, Group discussion, spot test
IV	Entrepreneurial Development Programme: Meaning - Objectives – Phases – Problems – Achievements.	5	Chalk and Talk, PPT, Quiz, spot test.
V	Project Formulation: Project identification – Evaluation – Feasibility Analysis – Preparation of Project Report	8	Chalk and Talk, Group discussion, Quiz, spot test.

Course Designer
Dr. (Mrs.). G. Nagalakshmi