

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 hrs (per week)	Duration of Exam (hrs.)	Marks allotted			Credits
						CIA	SE	Total	
I	I	22OU1TA1	Part –I Tamil	6	3	25	75	100	3
	II	22OU2EN1	Part –II English	6	3	25	75	100	3
	III	22OUHI11	Core – History of India – I (up to.712 A.D)	5	3	25	75	100	5
	III	22OUHI12	Core–History of Tamilnadu–I (up to1336 A.D.)	5	3	25	75	100	5
	III	22OUHIGEEC1	GEC–Economics - I Economic Development of India	6	3	25	75	100	5
	IV	22OUHIID1	IDC- History of Madurai	2	3	25	75	100	2
II	I	22OU1TA2	Tamil	6	3	25	75	100	3
	II	22OU2EN2	English	6	3	25	75	100	3
	III	22OUHI21	Core – History of India – II (712 A.D. - 1526 A.D.)	5	3	25	75	100	5
	III	22OUHI22	Core - History of Tamilnadu- II (1336 A.D. - 1800 A.D.)	5	3	25	75	100	5
	III	22OUHIGEEC2	GEC-Economics - II Economics of Marketing	6	3	25	75	100	5
	IV	22OUHIID2	IDC - Constitution of India	2	3	25	75	100	2
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 17 th 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
V	III	22OUHI51	Core – History of India-V (1858 A.D - 1947A.D.)	6	3	25	75	100	4
	III	22OUHI52	Core – History of Europe- I (1789A.D -1914A.D.)	6	3	25	75	100	4
	III		DSEC - I	6	3	25	75	100	5
	III		DSEC –II	6	3	25	75	100	5
	IV	22OUHISE51	SEC – Museology	2	3	25	75	100	2
	IV	22OUHISE52	SEC - Feminism	2	3	25	75	100	2
	IV	22OUAECEV5	AECC -Environmental Studies	2	3	25	75	100	2
VI	III	22OUHI61	Core - History of India- VI (1947A.D – 2005A.D)	6	3	25	75	100	4
	III	22OUHI62	Core - Elements of Historiography	6	3	25	75	100	4
		22OUHI63	Core--History of Europe- II (1914A.D.- 2005A.D)	6	3	25	75	100	4
	III		DSEC – III	6	3	25	75	100	5
	IV	22OUHISE61	SEC – Journalism	2	3	25	75	100	2
	IV	22OUHISE62	SEC - Indian History for Competitive Examinations	2	3	25	70	100	2
	IV	22OUAECVE6	AECC-Value Education	2	3	25	75	100	2
		Part – V 22OU5NS4/ 22OU5PE4		Extension Activities NSS/Physical Education	-	3	25	75	100
	Total			180					140

GEC : Generic Elective Course

SEC : Skill Enhancement Course

DSEC: Discipline Specific Elective Course

AECC: Ability Enhancement Compulsory Course

IDC : Inter Disciplinary Course

DSEC : Discipline Specific Elective Course:

Semester - V (DSEC – I & II – Choose any two)

- | | |
|---|----------------------|
| 1. Tourism | - 22OUHIDSE5A |
| 2. Principles and methods of Archaeology | - 22OUHIDSE5B |
| 3. Constitutional History of England (upto 1603 A.D) | - 22OUHIDSE5C |

Semester- VI (DSEC - III - Choose any one)

- | | |
|--|----------------------|
| 1. Epigraphy | - 22OUHIDSE6A |
| 2. Constitutional History of England (1603 A.D -1958 A.D) | - 22OUHIDSE6B |

NOTE:

The students are permitted to obtain additional credits (Optional)

- MOOCs / SWAYAM / NPTEL Courses (Online)
- Project

Year	Semester	Title	Duration of Study	Credit
III	VI	Project title	6 months	1

Compulsory Courses:

Year	Semester	Nature of Course	Course code	Title of the Course	Hours	Offered to students of
I	I	Add on Course	21HIAOC	1. Teaching Methodology 2. Project	30	I B.A., History
II	III & IV	Certificate Course	21HIC 21HIPR	1. Tourism Business and Management - Theory 2. Project	90	II year of all other disciplines
III	V	Value Added Course	21HIVAC	1. Entrepreneurship Development 2. Project	30	III B.A., History

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	Core	22OUHI51	History of India –V (1858 A.D. - 1947 A.D.)	4	6	25	75	100

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

Course Objectives

1. To recall the formation of the Indian National Congress and its role.
2. To enrich the knowledge of the students regarding Freedom Struggle.
3. To know the Various Movement in Chronological Order
4. To understand the entire Gandhian Era
5. To attain the complete knowledge of Freedom Struggle

Course content:

Unit I : Socio-Religious Reform Movements of the 19th Century – Poona Sarvajanik Sabha-Madras Mahajan Sabha -Indian National Congress – The role of the early Congress

Unit II : Partition of Bengal and Swadeshi Movement – Formation of Muslim League - Indian Council Act of 1909 – The Gaddar Party – Home Rule Movement of.Tilak and Annie Besant – Congress – League Scheme — Rowlett Act – Jallianwala Bagh Tragedy – Government of India Act of 1919.

Unit III : Khilafat – Non-Cooperation Movement – The Swaraj Party – Simon Commission – Nehru Report – Jinnah’s Fourteen Points — Civil-Disobedience Movement – Round Table Conferences — Poona Pact –The Government of India Act of 1935.

Unit IV : The Congress Ministry 1937-39 – Quit India Movement – Cripps Proposal – Muslim League and Rise of communalism – Peasant and Labour Movements – Role of Press, Theatre and Cinema in the National Movement

Unit V: Subash Chandra Bose and INA – Cabinet Mission Plan – Mountbatten Plan – Indian Independence Act (1947)

Books for Study:

1. Annelett Sopitha Bai, W. *History of India (1761- 1965 A.D.)* Sharon Publications, Marthandam, 2006.
2. Dharmaraj. J, *Viduthali Poratta varalaru* , Tensy Publication , Sivakasi, 2012.
3. Venkatesan. G, *Freedom struggle in India*, J.J.Publications, Madurai ,1993.

Books for Reference:

1. Arun Metha, *History of Modern India*, ABD Publishers, Jaipur, 2004.
2. Goyal. P.K, *Battle of India's Freedom Movement*, Vista International Publishing House, Delhi, 2005.
3. Grover B.L. & Grover S, *A new Look at Modern Indian History (upto the first Phase of Independence)* S.Chand & Company LTD., New Delhi, 2003.
4. Mahajan.V.D, *Modern Indian History(from 1707 to the present day)* S.Chand & Company LTD., New Delhi, 2009.
5. Nanda .S.P, *History of Modern India 1707A.D -present day*, Dominant Publishers & distributors Pvt. Ltd, Delhi, 2012.

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

<https://byjus.com/free-ias-prep/ncert-notes-indian-nationalism-moderate-phase/#:~:text=In%201885%2C%20the%20Indian%20National,this%20phase%20are%20called%20moderates.&text=Formed%20in%201885%20by%20Allan,a%20retired%20British%20civil%20servant.>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to know the Freedom Movement

Knowledge and Skill: This course provides recurred vast knowledge of Freedom Struggle and This Paper also gives the detailed note on Secular and non-Secular Reform Movements.

Activities to be given: Students are asked to submit the Assignment, Collage work for 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 socio-religious Reform Movement of the 19 th century and attain the knowledge of Indian National Congress	K1toK3
CLO2	Understand the Partition of Bengal and Swadeshi Movement – Formation of Muslim League	K1toK3
CLO3	Sketch knowledge about the Non-Cooperation Movement and Civil-Disobedience Movement.	K1toK4
CLO4	Analyze Quit India Movement and Role of Press, Theatre and Cinema in the National Movement	K1toK3
CLO5	Examine the Subash Chandra Bose and INA and Indian Independence Act (1947)	K1toK4

- 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, Justifying the statement and deriving Inferences
 K4- Examining, analyzing, presentation and make inferences with evidences

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 (90 Hrs)

Unit	Description	Hrs	Mode
I	Socio-Religious Reform Movements of the 19th Century – Indian National Congress – The role of the early Congress	21	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Partition of Bengal and Swadeshi Movement – Formation of Muslim League - Indian Council Act of 1909 – The Gaddar Party – Home Rule Movement of Tilak and Annie Besant – Congress – League Scheme – Rowlett Act – Jallianwala Bagh Tragedy – Government of India Act of 1919.	18	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Khilafat – Non-Cooperation Movement – The Swaraj Party – Simon Commission – Nehru Report – Jinnah’s Fourteen Points – Civil-Disobedience Movement – Round Table Conferences – Poona Pact – The Government of India Act of 1935.	18	Chalk and Talk, PPT, Group discussion, Quiz, spot test
IV	The Congress Ministry 1937-39 – Quit India Movement – Cripps Proposal – Muslim League and Rise of communalism – Peasant and labour Movements – Role of Press, Theatre and Cinema in the National Movement	18	Chalk and Talk, PPT, Quiz, spot test
V	Subash Chandra Bose and INA – Cabinet Mission Plan – Mountbatten Plan – Indian Independence Act (1947)	15	Chalk and Talk, PPT, Group discussion, Quiz, spot test

Course Designer
Dr. (Mrs) G.Nagalakshmi

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	Core	22OUHI52	History of Europe - I (1789A.D. - 1914 A.D.)	4	6	25	75	100

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

Course Objectives

- 1.To understand the Concept of French Revolution in Europe
- 2.To acquire the knowledge about Napoleon Bonaparte and his war
- 3.To Analyze the Administrative system of Metternich period
- 4.To identify the importance of the July and February Revolutions
- 5.To familiarize the salient features of Unification of Italy and Germany

Course content

Unit - I French Revolution - Causes - Course -Role of Philosophers-Voltaire-Montesquieu-Rousseau- Reign of Terror - The Directory – Results.

Unit - II Napoleon Bonaparte - Napoleonic wars - Domestic reforms - Continental system - Failure of Napoleon.

Unit - III Congress of Vienna - Holy alliance - Concert of Europe - Metternich – Louis XVIII – Charles X.

Unit - IV Revolution of 1830 and 1848 – Results – Significance – Napoleon III – His Wars – Third Republic of France.

Unit - V Unification of Italy and Germany - Role of Cavour-Garibaldi- Mazzini and Victor Immanuel II -Unification of Germany - Role of Bismarck - The Eastern Question (1801–1914) - The Greek war of Independence - The Crimean war –Balkan wars.

Maps :

- 1.Vienna Settlement.
- 2.Unification of Italy
- 3.Unification of Germany

Books for Study:

1. Dharmaraj. J, *Iroppia Varalaru (1789 A.D to the present day)*, Tensy Publications, Sivakasi, 2010 .
2. Gomathinayagam.P. & Anusiya R., *Iroppia Varalaru (1789 to 1914)*, Vinayagam Publications, Rajapalayam, 2003.
3. Ramalingam.T.S, *History of Europe*, T.S.R Publications, Madurai, 1987.
4. Thangasami. S.A, *History of Europe (1789 to 1914)*, Pavai Publications, Madurai,1996.

Books for Reference:

1. Chawla. I. J, *History of Europe since 1789*, Sudha Publication, New Delhi, 2001
2. David Thomson, *Europe since Napoleon*, Surjeet Publication, Delhi, 2007.
3. Fisher H.A.L. , *History of Europe*, Surjeet Publications, Delhi, 1989.
4. Gokhale B.K. , *Modern Europe (1848 to 1960)*, Himalaya Publications, Delhi, 1987.
5. Hayes, J.H, *Contemporary Europe Since 1870*, Surjeet Publications, Delhi,1987.
6. Mahajan. V.D , *History of Modern Europe Since 1789* , Chand Publications, New Delhi, 1992.

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

<https://www.history.com/topics/european-history/french-revolution>

<https://www.nationalarchives.gov.uk/education/resources/french-revolution/>

<https://www.history.com/topics/european-history/napoleon>

<https://study.com/academy/lesson/the-french-revolution-of-1848.html>

<https://www.jstor.org/action/doBasicSearch?Query=unification+of+italy+and+germany&so=rel>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to French Revolution and new administrative system of Metternich and Charles -X in Europe and also know about the knowledge in Unification of Italy and Germany

Knowledge and Skill: This course provides required vast knowledge of the French Revolution and administrative system of Napoleon Bonaparte and obtains skill on their Reformative skills and made students to familiar with it.

Activities to be given: Students are asked to draw maps in various concepts of Vienna settlement, Unification of Italy and Germany.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the various philosophers ideas of French revolution in the period of 1789.A.D	K1toK3
CLO2	Understand the Napoleon Bonaparte Administrative Skills and his war techniques.	K1toK3
CLO3	Sketch knowledge about the Congress of Vienna , Holy alliance ,Concert of Europe and Metternich era	K1toK4
CLO4	Analyze the Revolution of 1830 and 1848 and its Results	K1toK3
CLO5	Examine the Unification of Italy and Germany	K1toK4

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, Justifying the statement and deriving Inferences

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

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90Hrs)

Unit	Description	Hrs	Mode
I	French Revolution - Causes - Course - Role of Philosophers-Voltaire-Montesquieu-Rousseau- Reign of Terror - The Directory – Results.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Napoleon Bonaparte - Napoleonic wars - Domestic reforms - Continental system - Failure of Napoleon.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Congress of Vienna - Holy alliance - Concert of Europe - Metternich – Louis XVIII – Charles X.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Revolution of 1830 and 1848 – Results – Significance – Napoleon III – His Wars – Third Republic of France	15	Chalk and Talk, PPT, Quiz, spot test
V	Unification of Italy - Role of Cavour-Garibaldi-Mazzini and Victor Immanuel II -Unification of Germany - Role of Bismarck - The Eastern Question (1801–1914) - The Greek war of Independence - The Crimean war –Balkan wars.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. (Mrs) O.Jeyanthi

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	DSEC	22OUHIDSE5A	Tourism	5	6	25	75	100

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

Objectives:

1. To understand the Meaning and definition of Tourism
2. To acquire the knowledge about various Travel Documents and Travel Agencies.
3. To Analyze the significance of Tourism Marketing and Tourism Promotion
4. To identify the importance of the Tourism and various organizations in the world
5. To familiarize the salient features of Development of department in Tourism

Course Content:

Unit – I Tourism an Introduction –Definitions – Types and forms of Tourism — Causes for the growth of Tourism.

Unit – II Basic Components of Tourism – Tourist Places- Transport – Accommodation — Supplementary Accommodation – Significance of Tourism – Social significance – Cultural Significance, Economic significance.

Unit – III Travel Agency — Functions of Travel Agency - Sources of Income of a Travel Agency - Travel Agents – Package Tour -Tourist guides– Travel Documents - Passport-Visa and other formalities – Tourism Organizations- World Tourism Organization – Pacific Area Travel Association (PATA) – International Air Transport Association (IATA) – International Civil Aviation Organization (ICAO) - TAAI- FHRAI

Unit – IV Tourism and International Trade – Balance of Trade and Balance of Payments – Tourism Marketing – Tourist Product – Tourism Promotion-Advertising-Sales support activities -Public relation.

Unit – V Development of Tourism in India – Sargeant Committee – India Tourism Development Corporation (ITDC)– Tourism Promotion in Tamil Nadu – Tamil Nadu Tourism Development Corporation (TTDC) – Important Tourist Centres in Tamil Nadu. -Career opportunities in Tourism Industry.

Books for Study:

1. Bhatia A.K, *Tourism Development - Principles and Practice*, Sterling Publications, New Delhi, 2009.
2. Dharmaraj.J, *Sutrula*, Tensy Publications, Sivakasi, 1998.
3. Krishnasamy .V, *Sutrula Valarchi*, Manivasakam Pathippakam, Chennai, 2007.
4. Shantha Kumari, *Facts on TOURISM*, Shantha Publication ,Chennai ,1996.

Books for Reference:

1. Abbas. R, *Tourism & Travel Mangement*, Izad publications, Madurai, 2006.
2. Batra. G.S, *Tourism product & Development*, Deep & Deep Publications Pvt.Ltd, New Delhi.
3. Jag Mohan Nogi, *Tourist Guide and Tour Operation*, Kanisha Publishers, New Delhi , 2007.
4. Jha.S.M, *Tourism Marketing*, Himalaya Publishing House, Mumbai, 2008.
5. Pran Nath Seth, *Successful Tourism*, Sterling Publishers Pvt, New Delhi, 2008.
6. Vikash Choudhary, *Educational Tourism*, Centrum Press, New Delhi, 2010.

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

1. <https://www.britannica.com/topic/tourism>
2. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001827/P001829/M029342/ET/15242230647.35_Q1.pdf
3. https://www.shaalaa.com/question-bank-solutions/what-are-the-basic-components-of-tourism-briefly-explain-it-tourism-and-its-basic-components_277491
4. <https://www.unwto.org/news/international-tourism-to-reach-pre-pandemic-levels-in-2024>
5. <https://www.drishtias.com/blog/journey-of-the-tourism-industry-in-india>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to about various Travel Documents and Travel Agencies.

Knowledge and Skill: This course provides required vast knowledge of the significance of Tourism Marketing and Tourism Promotions of various organizations in the world

Activities to be given: Assignment will be given, Collection of scrap books and album making

Course learning Outcomes (CLO's):

CLO	Course Outcomes statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the various forms and growth of Tourism.	K1toK3
CLO2	Understand the significances and concepts of Tourism.	K1toK3
CLO3	Sketch knowledge about the Functions and responsibilities of travel agencies.	K1toK4
CLO4	Analyze the various sector for promotion in tourism.	K1toK3
CLO5	Examine the development in India	K1toK4

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, Justifying the statement and deriving Inferences

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

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90Hrs)

Unit	Description	Hrs	Mode
I	Tourism an Introduction –Definitions – Types and forms of Tourism — Causes for the growth of Tourism.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Basic Components of Tourism – Tourist Places-Transport – Accommodation — Supplementary Accommodation – Significance of Tourism – Social significance – Cultural Significance , Economic significance	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Travel Agency — Functions of Travel Agency - Sources of Income of a Travel Agency - Travel Agents – Package Tour -Tourist guides– Travel Documents - Passport-Visa and other formalities – Tourism Organizations- World Tourism Organization – Pacific Area Travel Association (PATA) – International Air Transport Association (IATA) – International Civil Aviation Organization (ICAO) - TAAI- FHRAI	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Tourism and International Trade – Balance of Trade and Balance of Payments – Tourism Marketing – Tourist Product – Tourism Promotion-Advertising-Sales support activities-Public relation	15	Chalk and Talk, PPT, Quiz, spot test
V	Development of Tourism in India – Sargeant Committee – India Tourism Development Corporation (ITDC)– Tourism Promotion in Tamil Nadu – Tamil Nadu Tourism Development Corporation (TTDC) – Important Tourist Centres in Tamil Nadu. -Career opportunities in Tourism Industry.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

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

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	DSEC	22OUHIDSE5B	Principles and Methods of Archaeology	5	6	25	75	100

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

Course Objectives

1. To understand the Archaeologist and kinds of Archaeology.
2. To acquire the knowledge about the Kinds of Exploration.
3. To Analyze the Administrative system of Methods of Excavation.
4. To identify the importance of the Dating Techniques in Archaeology.
5. To familiarize the salient features of Archaeological sites.

Course content:

Unit - I Definitions –Scope – Value of Archaeology - Kinds of Archeology – Economic - Ethno – Underwater – Aerial – Salvage – Anthropology-Archaeology in India – Sir William Jones – James Princep – Alexander Cunningham – Robert Bruce Foote – James Burgees – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler.

Unit - II Exploration – Kinds of Exploration – Identification of Site – Field Survey and Sampling Techniques – Map reading – Study of Physical features – Ethnographic data – Exploration kit – Application of Scientific Aids and Methods in Exploration.

Unit - III Excavation – Principles and Methods of Excavation – Layout of Trenches – Trial Trenching or Sondages – Vertical Excavation - Horizontal Excavation –Excavation of Burials – Stupas.

Unit - IV Dating Techniques in Archaeology – Stratigraphy method – Absolute Dating method – Carbon 14 method - Fluorine method – Potassium – Argon dating – Dendro chronology – Pollen analysis – Thermoluminescence – Uranium – Nitrogen.

Unit - V Documentation and Publication – Conservation and Museum Display – Methods of Conservation – Organic objects – Various kinds of Metallic Objects – Important Archaeological sites in Tamilnadu – Kudiam – Korkai- Arikamedu – Adichanallur – Gangaikonda Cholapuram - Kaveripoom Pattinam – Porunthal- Pulliman Kombai-Keeladi-Alagan Kulam.

Books for Study:

1. Mohideen Paudsha.A.H, *Tholliyal vidhikalum – Vakaikalum*, Sultans Publications Tirunelveli,2009.
2. Rajan. K, *Archaeology, Principles and Methods*, Thanjavur, 2002.
3. Rajasekara Thankamani. M, *Tholliyal*, Kongu Pathippakam, Karur,2011.
4. Raman .K. V, *Principles and Methods in Archaeology*, Madras, 1976.

Books for Reference:

1. Agarwal D.P, *Archaeology in India*, Delhi, 1982.
2. Chakrabarthi. D. K, *A History of Indian Archaeology*, New Delhi, 1998.
3. Ghosh. A, *Encyclopedia of Indian Archaeology*, New Delhi, 1990.
4. Sankhalia. H.D, *Indian Archaeology Today*, Bombay, 1962.
5. Venkatraman. R, *Indian Archaeology (A survey)*, Udumalpet,1999.

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

[https://www.hansrajcollege.ac.in/hCPanel/uploads/elearning/elearning_document/Paul_Bahn_Bill_Tidy_Archaeology_A_Very_Short_I\(BookFi\).pdf](https://www.hansrajcollege.ac.in/hCPanel/uploads/elearning/elearning_document/Paul_Bahn_Bill_Tidy_Archaeology_A_Very_Short_I(BookFi).pdf)

https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0011231_An_Introduction_to_Archaeology.pdf

https://ignca.gov.in/Asi_data/10227.pdf

https://faculty.ksu.edu.sa/sites/default/files/Archaeology_Coursebook.pdf

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to understand principles and methods of Archaeology and Excavation method and also in field excavation and also knew about the knowledge on conservation and museology.

Knowledge and Skill: This course provides required vast knowledge of the Archaeology and Excavation methods and dating techniques and about the Archaeological sites.

Activities to be given: Students are asked to visit Archaeological sites and asked to draw the Various Excavation Methods.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the kinds of Archaeology and various Archaeologist.	K1toK3
CLO2	Understand the field Excavation of Archaeology.	K1toK3
CLO3	Sketch knowledge about the Excavation method,	K1toK4
CLO4	Analyze the method of dating Techniques.	K1toK3
CLO5	Examine the conservation and museology	K1toK4

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, Justifying the statement and deriving Inferences

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

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90Hrs)

Unit	Description	Hrs	Mode
I	Definitions –Scope – Value of Archaeology - Kinds of Archeology – Economic - Ethno – Underwater – Aerial – Salvage – Anthropology- Archaeology in India – Sir William Jones – James Princep – Alexander Cunningham – Robert Bruce Foote – James Burgees – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Exploration – Kinds of Exploration – Identification of Site – Field Survey and Sampling Techniques – Map reading – Study of Physical features – Ethnographic data – Exploration kit – Application of Scientific Aids and Methods in Exploration.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Excavation – Principles and Methods of Excavation – Layout of Trenches – Trial Trenching or Sondages – Vertical Excavation - Horizontal Excavation –Excavation of Burials – Stupas.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Dating Techniques in Archaeology – Stratigraphy method – Absolute Dating method – Carbon 14 method - Fluorine method – Potassium – Argon dating – Dendro chronology – Pollen analysis – Thermoluminescence – Uranium – Nitrogen.	15	Chalk and Talk, PPT, Quiz, spot test
V	Documentation and Publication – Conservation and Museum Display – Methods of Conservation – Organic objects – Various kinds of Metallic Objects – Important Archaeological sites in Tamilnadu – Kudiam – Korkai- Arikamedu – Adichanallur – Gangaikonda Cholapuram - Kaveripoom Pattinam – Porunthal- Pulliman Kombai-Keeladi-Alagan Kulam.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr.N. ASHA DEVI

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	DSEC	22OUHIDSE5C	Constitutional History of England (up to 1603.A.D)	5	6	25	75	100

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

Objectives:

- 1.To understand the origin and development of England Constitution.
- 2.To acquire the knowledge about Reforms of Henry II
- 3.To Analyze the significance of Origin and development of Parliament
- 4.To identify the importance of the Revolution of 1399 and Strong monarchy
- 5.To familiarize the salient features of House of Lords and the House of Commons.

Course Content:

Unit – I Features of the British Constitution – The rule of Anglo Saxon Polity – Constitutional importance of the Norman Conquest – Growth of Feudalism – Norman monarchy and its strength – Reforms of Henry I.

Unit – II Reforms of Henry II – Magna Carta and its importance – Baronial opposition under Henry II – Provisions of Oxford charter of 1216,1217 and 1225.

Unit – III Laws of Edward I - Origin and development of Parliament – Model Parliament – Confirmation Cartarum – Edward II – The Lords Ordainers – Revolution of 1327

Unit – IV Development of Parliament under Edward III – The Good Parliament – Impeachment – Richards II,s attempt to set up despotism – Lord Appellants – Revolution of 1399 – The Lancastrian Monarchy – Parliament under Lancastrians – Breakdown of government and its causes – Strong monarchy of the Yorkists.

Unit – V Tudor dictatorship – The Council – Star Chamber and other Courts – Tudors and Parliaments – Privileges of Parliament – Constitutional results of the Reformation – Local Government – The Justices of the Peace – The Countys – The Boroughs – The Paris – The Common Law Courts – The House of Lords – The House of Commons.

Books for Study:

1. Gopalan.P.S, *Constitutional History of England (1603 to the present day)* Madurai Publishing House, Madurai, 1978.
2. Jeyapalan . N, *Ingilandhu Varalaru 1603 varai*, EsKay Art Printers, Madras.
3. Roy.P.C, *Constitutional of England*, Prakashan Kendra, Lucknow, 1993.

Books for Reference:

1. Chauraska R.S. *History of England (1485AD – 1939 AD)*, Forward Book Depot , Educational Publishers, New Delhi, 1991.
2. Krishnamurthi. V.M, *History of England Political and Constitutional, Vol I, 55 B.C – 1603 A.D*, Vijayalakshmi Publications, Neyyoor, 1980.
3. Sharan, *Constitutional History of England (Since 1485)* , S.Anjeeva Prakasam, India.
4. Srivastava L.N, *Constutional History of England* , SBD Enterprises, New Delhi, 1988.
5. Xavier A.G, *The Social History of England*, S.Viswanathan Printers and Publishers, 1985.

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

<https://www.surendranatheveningcollege.com/wp-content/uploads/2020/04/British-Political-Systems-Salient-Features.pdf>

<https://academic.oup.com/book/1604/chapter/141120961>

<https://socialsciences.mcmaster.ca/econ/ugcm/3113/pollard/EvolutionParliament.pdf>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to about various Constitutional development of England

Knowledge and Skill: This course provides required vast knowledge of the significance of British Constitution and parliamentary system.

Activities to be given: Assignment will be given, Collection of scrap books and album making.

Course learning Outcomes (CLO's):

CLO	Course Outcomes statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the various forms Constitutional importance	K1toK3
CLO2	Understand the significances of constitution	K1toK3
CLO3	Sketch knowledge about development of parliament	K1toK4
CLO4	Analyze the Revolution of 1399	K1toK3
CLO5	Examine the development of House of Lords and House of Commons.	K1toK4

- K1- Remembering and recalling facts with specific answers
 K2- Basic understanding of facts and stating main ideas with general answers
 K3- Application oriented- Solving Problems
 K4- Examining, analyzing, presentation and make inferences with evidences

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90Hrs)

Unit	Description	Hrs	Mode
I	Features of the British Constitution – The rule of Anglo Saxon Polity – Constitutional importance of the Norman Conquest – Growth of Feudalism – Norman monarchy and its strength – Reforms of Henry I.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Reforms of Henry II – Magna Carta and its importance – Baronial opposition under Henry II – Provisions of Oxford charter of 1216,1217 and 1225.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Laws of Edward I - Origin and development of Parliament – Model Parliament – Confirmation Cartarum – Edward II – The Lords Ordainers – Revolution of 1327	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Development of Parliament under Edward III – The Good Parliament – Impeachment – Richards II,s attempt to set up despotism – Lord Appellants – Revolution of 1399 – The Lancastrian Monarchy – Parliament under Lancastrians – Breakdown of government and its causes – Strong monarchy of the Yorkists.	15	Chalk and Talk, PPT, Quiz, spot test
V	Tudor dictatorship – The Council – Star Chamber and other Courts – Tudors and Parliaments – Privileges of Parliament – Constitutional results of the Reformation – Local Government – The Justices of the Peace – The Countys – The Boroughs – The Paris – The Common Law Courts – The House of Lords – The House of Commons.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. N. Asha devi
Dr. G.Senthamarai

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
V	SEC	22OUHISE51	MUSEOLOGY	2	2	25	75	100

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

Course Objectives:

- 1.To introduce the learners about origin, emergence and concepts of Museum and Museology.
- 2.To introduce the learners to the roles and responsibilities of curator and basic concepts and methods of collection and documentation.
3. To make this study job oriented.
4. To understand the Trends of Museology
5. To gain Knowledge about martial wise classification

Course Content:

Unit- I Introduction Origin meaning-definition and purposes of Museums- Kinds of Museums – Museology and Museography –National disaster management policy in Museum.

Unit- II Collection Management Policy Collection Management Policy- Collection storage- Procedural guidelines related to Collections-Visual Storage-and Insurance-Curatorial strategies, Indian Treasure trove act 1878.

Unit- III Conservation Introduction to Conservation-definitions and Terminologies-Basic tools and equipment used for Conservation-Roles of Curator and Conservator in Preventive conservation.

Unit- IV Trends of Museology Emerging Trends-New Museology- Eco-Museum and Changing positions of community. -Repatriation debate.

Unit- V Material wise classification Material wise classification of Museum Objects- Characteristics of organic and inorganic objects.

Books for Study:

1. Agrawal, O.P. 1977. Care and Preservation of Museum Objects, NRLC, New Delhi.
2. Agrawal, O.P. 2003. Status of Conservation in India. Studies in Museology, Vol.36. 2003.pp1-8.
3. Agrawal, O.P. 1990. Problems in the conservation of ethnological objects in the tropics. Vol.23. pp.52 62.
4. Gairola, T.R. 1960. Handbook of Chemical Conservation. Department of Museology. The M. S. University of Baroda.

5. Plenderleith, H.J. and Werner, A.E.A. 1979. The Conservation of antiquities and works of Art. Oxford University Press, New York.
6. Thomson, Garry. 1986. The Museum Environment. Butterworth-Heiremann.

Books for Reference:

1. Basa, Kishor K. 2012. Museum and Sustainable Development. Humankind 8:27-44.
2. Basa, Kishor K. 2016. Anthropology and Museum in India. In Gwen Robbins and S. R. Walimbe (ed) A Companion to South Asia in the Past. Willey Blackwell. 16
3. Das, T.C. 1943. Practical steps towards the improvement of museums in India. Calcutta Review November, 1943:97-100.
4. Crooke, Elizabeth. 2007. Museums and Community: Ideas, Issues and Challenges. London: Routledge.
5. K. Jeya raj, Museology; Heritage management government Museum publication Chennai.

Web Resources/ E Books:

1. https://icofom.mini.icom.museum/wpcontent/uploads/sites/18/2023/03/2019_history_of_museology_bruno.pdf
2. <https://mu.ac.in/wp-content/uploads/2023/05/TYBA-History-SEM-6-Paper-6-Introduction-to-Museology-and-Archival-Science-English-Version.pdf>
3. https://www.tmbno.cz/wp-content/uploads/2022/03/Museology-and-Its-Theory_e_book.pdf

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

Rationale for nature of Course: To attain the complete knowledge about the origine and development of Museology.

Knowledge and Skill: Students are easy to gain vast knowledge about Museum and conservation

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 origine and development of Museology.	K1 to K3
CLO2	Identify the curators management policy in collection of object.	K1 to K3
CLO3	Analyze the role of curator in conservation	K1 to K3
CLO4	Examine the Emerging trends in Museology	K1 to K3
CLO5	Estimate the Material wise classification of Museum Objects	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	2	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	Origin meaning-definition and purposes of Museums- Kinds of Museums – Museology and Museography –National disaster management policy in Museum.	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	Collection Management Policy- Collection storage- Procedural guidelines related to Collections-Visual Storage-and Insurance-Curatorial strategies, Indian Treasure trove act 1878.	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
III	Introduction to Conservation- definitions and terminologies -Basic tools and equipment used for Conservation- Roles of Curator and Conservator in Preventive	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
IV	Emerging Trends-New Museology-Eco-Museum and Changing positions of community. Repatriation debate.	6	Chalk and Talk, PPT, Group discussion, quiz, spot test .
V	Material wise classification of Museum Objects- Characteristics of organic and inorganic objects.	3	Chalk and Talk, PPT, Group discussion, quiz, spot test .

Course Designer
Dr.(Mrs).N.ASHA DEVI

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
V	SEC	22OUHISE52	Feminism	2	2	25	75	100

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

Course Objectives:

1. To understand Issues and problems faced by the Women.
2. To enrich the students to know the leading Women Personalities.
3. To empower the students to face the challenges

Course Content:

Unit – I Definition of Feminism- Scope - Value and Purpose- Concept and Strategies- Forms of Feminism.

Unit –II Indian Women Through the Ages: Indus- Sangam -Vedic –Epic-Rajputs- Mughals - Modern ages.

Unit – III Women and Education – Leading Women Personalities in different fields-, Sarojini Naidu, Muthulakshmi Reddy, Indira Gandhi, Jayalalithaa, -Women and Health.

Unit – IV. Women and Law - Personal Laws - Marriage Laws - Property Rights – Guardianship.

Unit –V Problems to Modern Women - Child Labour - Dowry and Divorce -Discrimination - Eve - Teasing - Work spot problems - Protective Measures and Organization – National and State Commission for Women.

Books for Study:

1. Chandrasekaran & Palanisami. N , *Women's Studies*, Manju Publications, Rajapalayam, 2008.
2. Dharmaraj.J, *Penniyal*, Tensy Publication, Sivakasi.2012.
3. Nirmala Jeyaraj, *Women and Society* , L.D.C Publication, Madurai, 2001.

Books for Reference:

1. Antony .M.J,*Women's Rights*, Hind Publications, Delhi, 1995.
2. Dharmaraj. J, *History of India*, Tensy publication, Sivakasi, 2007.
3. Iyathurai. C, *Human Rights*, Ganga Publications, Pudukkottai, 2008.

4. Jasprit Kaur Soni, *Women Empowerment , Synchronising the Gender Power*
Authors Press, Delhi,2011.
5. Krishna Gupta, *Women: Law & Public Opinion*, Rawat Publication , Jaipur and
New Delhi, 2001.

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

- 1.<https://www.humanrightscareers.com/issues/types-of-feminism-the-four-waves/>
- 2.<https://www.multidisciplinaryjournals.in/assets/archives/2023/vol8issue4/8076-1697524156098.pdf>
- 3.<https://www.quora.com/What-are-some-serious-problems-faced-by-modern-women>

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

Rationale for nature of Course: To attain the complete knowledge about the Women's growth and development act and their problems in criteria.

Knowledge and Skill: Students are easy to know about the values of constitutional acts related to feminism and also enrich to know their problems and its solution.

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 Feminism and its concepts	K1 to K3
CLO2	Identify the complete origin and growth of Feminism in India through the ages.	K1 to K3
CLO3	Analyze the importance of women's education with their leading personalities	K1 to K3
CLO4	Create awareness about their rights .	K1 to K3
CLO5	Estimate about their problems and their Protective measures and Organization	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	2	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	Definition of Feminism- Scope - Value and Purpose- Concept and Strategies- Forms of Feminism.	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	Indian Women Through the Ages: Indus- Sangam -Vedic –Epic-Rajputs- Mughals - Modern ages.	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
III	Women and Education – Leading Women Personalities in different fields- Sarojini Naidu, Muthulakshmi Reddy, IndraGandhi, Jayalalithaa-Women and Health.	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
IV	Women and Law - Personal Laws - Marriage Laws - Property Rights – Guardianship.	6	Chalk and Talk, PPT, Group discussion, quiz, spot test .
V	Problems to Modern Women - Child Labour - Dowry and Divorce - Discrimination - Eve - Teasing - Work spot problems - Protective Measures and Organization – National and State Commission for Women.	3	Chalk and Talk, PPT, Group discussion, quiz, spot test .

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

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
VI	Core	22OUHI61	History of India – VI (1947 A.D. - 2005 A.D.)	4	6	25	75	100

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

Course Objectives

1. To understand about the Integration of States.
2. To update about the Foreign Policy and Educational policy of India.
3. To enrich the students to know socio- economic developments of India.
4. To highlight the history of India after Independence.
5. To equip the students for competitive examination.

Course content:

Unit I: National Symbols - Integration of Indian States – Reorganization of States 1956 and Union Territories.

Unit II: Foreign policy of India – Policy of Non – Alignment – Relationship with U.S.A., U.S.S.R., China- Pakistan and Bangladesh – India and the U.N.O. - India and the SAARC.

Unit III: Reforms in Education -Educational Policy - Elementary – Secondary – University and Higher Education – Vocational and Technical Education – Medical Education -Women’s Education – Rural Education.

Unit IV: Economic Planning of India – Five Year Plans – Agriculture – Horticulture – Animal Husbandry –Dairy development - Fisheries.

Unit V: Rural Development – Rural Housing – Health and Family welfare –Commerce and Industry – Major Industries – Labour Policies - Transport and Mass Communication- Sports .

Books for Study:

1. Annelett Sopitha Bai .W, *History of India (1947- 2009A.D.)* Sharon Publications, Marthandam, 2009.
2. Dharmaraj. J, *History of India*, Tensy Publications, Sivakasi, 2012.
3. Venkatesan. G, *History of Contemporary India*, VC Publications, Rajapalayam, 2007

Reference Books:

- 1.Appadurai.A, *Essays in Indian Politics and the Foreign Policy*, Oxford University, London.
2. Bibin Chandra , Mridula Mukherjee & Aditya Mukherjee, *India after Independence (1947 A.D – 2000A.D.)* Penguin Books, New Delhi ,2000.
3. John Gilbert .G. *Contemporary History of India*, Anmol Publications Pvt Ltd, New Delhi, 2006.
4. Mahajan V.D, *India since 1526*, S. Chand & Company , Delhi ,2001.
5. Suresh Chandra Ghose, *History of Education of Modern India (1757 - 2007)*, Orient BlackSwan Publishers, Hyderabad.

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

<https://byjus.com/free-ias-prep/national-symbols-india/>

<https://byjus.com/free-ias-prep/principles-of-indias-foreign-policy/>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to Re-Organization of States in India

Knowledge and Skill: This course provides recurred vast knowledge of India after Independence and obtains skill on their Reformative skills and made students to familiar with it.

Activities to be given: Students are asked to submit the Assignment, Collage work for 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 Integration of Indian States and Reorganization of States 1956	K1toK3
CLO2	Understand : Foreign policy of India and Policy of Non – Alignment	K1toK3
CLO3	Sketch knowledge about the Reforms in Education and Educational Policy	K1toK4
CLO4	Analyze Economic Planning of India and Five Year Plans	K1toK3
CLO5	Examine the Rural Development and Mass Communication	K1toK4

- K1- Remembering and recalling facts with specific answers
 K2- Basic understanding of facts and stating main ideas with general answers
 K3- Application oriented- Solving Problems
 K4- Examining, analyzing, presentation and make inferences with evidences

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 (90 Hrs)

Unit	Description	Hrs	Mode
I	National Symbols - Integration of Indian States – Reorganization of States 1956 and Union Territories.	21	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Foreign policy of India – Policy of Non – Alignment – Relationship with U.S.A., U.S.S.R., China- Pakistan and Bangladesh – India and the U.N.O. - India and the SAARC.	18	Chalk and Talk, PPT, Group discussion, Quiz, spot test
II I	Reforms in Education -Educational Policy - Elementary – Secondary – University and Higher Education – Vocational and Technical Education – Medical Education -Women’s Education – Rural Education.	18	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Economic Planning of India – Five Year Plans – Agriculture – Horticulture – Animal Husbandry –Dairy development - Fisheries.	18	Chalk and Talk, PPT, Quiz, spot test
V	Rural Development – Rural Housing – Health and Family welfare –Commerce and Industry – Major Industries – Labour Policies - Transport and Mass Communication- Sports .	15	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
 Dr. (Mrs) A.Bhavani

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
VI	Core	22OUHI62	Elements of Historiography	4	6	25	75	100

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

Course Objectives

- 1.To understand the various definition, Nature and scope of History
2. To analyze the relationship between History and other subjects
3. To enrich the new knowledge about History is a science or art.
4. To learn about the foreign and Indian historians and their contributions
5. To identify the different types of Research methodology

Course content

Unit – I Meaning –Various Definitions of History –Nature of History - Scope and Purpose - Branches of History – Political, Social, Economic, Cultural, Diplomatic and Constitutional.

Unit – II History and Allied subjects – Relationship of History with Politics – Geography – Economics – Literature – Sociology - Philosophy.

Unit – III History – A Science – An Art – Both Science and Art – Uses and Abuses of History – Lessons of History -Historical Objectivity and Subjectivity.

Unit – IV Some Eminent Foreign Historians and their contributions – Herodotus – Thucydides - Karl Marx– Gibbon – Toynbee –Thomas Karle - Some eminent Indian Historians and their contributions – Kalhana – Alberuni - Abul Fazil - Jadunath Sarkar – Nilakanta Sastri- Ranajith Guha.

Unit – V Introduction to Methodology – Historical Research – Requisites of a Research Scholar – Selection of Research Topic – Data collection Techniques: External Criticism – Internal Criticism – stages of Thesis- End Notes - Bibliography- Appendices.

Books for Study

1. Dharmaraj.J, *Historiography*, Tensy Publication, Sivakasi, 2003.
2. Gandhidasan.M & Thiyagarajan.J, *Historiography and historical* Madurai, 1997.
3. Gomathinayagam.P, *Varalatra Varaiyiyal, Sila Adippadai Koorugal*, Sri Vinayaga pathippagam, 1997.
4. Rajayyan .K, *History: Its theory & Method*, Ratna Publication, Madurai.2004.

Book for Reference :

1. Majumdar R.K & Srivasta. A.N , *Historiography* , SBD Publishers Distributors, Delhi, 1977.
2. Sheik Ali .B, *History Its theory & Method*, S.G Wasani for Macmillan India Ltd, 2007.
3. Subramanian .N, *Historiography & Historical Method*, Ennes Publication Udumalpet, 1993.
4. Subramanian.N . *Historiography*, Kesavan Printers, Madurai, 1986.
5. Venkatesan. G, *Historiography*, V.C. Publication, Rajapalayam, 2006.

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

- <https://en.wikipedia.org/wiki/Historiography>
<https://culturahistorica.org/what-is-historiography/>
<https://www.merriam-webster.com/dictionary/historiography>
<https://www.jstor.org/stable/1840848>
<https://www.sciencedirect.com/topics/social-sciences/historiography>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to understand about the historians in different scenario and also to know about the Foreign and Indian Historians contributions.

Knowledge and Skill: This course provides required vast knowledge of the History and correlation between other subjects and different types of methodology. Through this study they familiar with the History as an art or Science

Activities to be given: Students are referring the different kinds of Foreign and Indian Historians ideas and contributions and submit the individual project.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the various Meaning and definition of Historiography.	K1toK3
CLO2	Understand the History correlated with other Subjects	K1toK3
CLO3	Analyze the History is a Art or Science.	K1toK4
CLO4	Discuss about the Indian and Foreign Historians and their contributions..	K1toK3
CLO5	Examine the importance of Research Methodology.	K1toK4

- K1- Remembering and recalling facts with specific answers
 K2- Basic understanding of facts and stating main ideas with general answers
 K3- Application oriented- Solving Problems
 K4- Examining, analyzing, presentation and make inferences with evidences

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

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

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

LESSON PLAN: TOTAL HOURS (90 Hrs)

Unit	Description	Hrs	Mode
I	Meaning –Various Definitions of History – Nature of History - Scope and Purpose - Branches of History – Political, Social, Economic, Cultural, Diplomatic and Constitutional.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	History and Allied subjects – Relationship of History with Politics – Geography – Economics – Literature – Sociology - Philosophy	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	History – A Science – An Art – Both Science and Art – Uses and Abuses of History – Lessons of History -Historical Objectivity and Subjectivity	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Some Eminent Foreign Historians and their contributions – Herodotus – Thucydides - Karl Marx– Gibbon – Toynbee –Thomas Karle - Some eminent Indian Historians and their contributions – Kalhana – Alberuni - Abul Fazil - Jadunath Sarkar – Nilakanta Sastri- Ranajith Guha.	15	Chalk and Talk, PPT, Quiz, spot test
V	Introduction to Methodology – Historical Research – Requisites of a Research Scholar – Selection of Research Topic – Data collection Techniques: External Criticism – Internal Criticism – stages of Thesis- End Notes - Bibliography- Appendices.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. (Mrs) . T.Hema

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
VI	Core	22OUHI63	History of Europe - II(1914 A.D - 2005 A.D)	4	6	25	75	100

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

Course Objectives

1. To understand the First World War
2. To enrich the knowledge of the League of Nations, achievements and failure
3. To know the Rise of Fascism and Nazism
4. To understand the Second World War and U.N.O
5. To attain the Cold war, Disarmament, Common Wealth of Nations

Course content:

Unit - I The First World War – Causes – Course –Woodro willson’s 14 Points- 1919 Paris Peace Conference – Treaties of Versailles and other Peace Treaties- Impacts.

Unit - II League of Nations –Aims –Organs of the League- Functions – Achievements and Failure –Reparation Problems - Europe during Inter war period – French Quest for Security - Locarno Pact – Kellogg Briand Pact.

Unit - III Post –war condition in Italy-Rise of Fascism – Mussolini’s Dictatorship – Foreign Policy and its Failure – Weimer Republic- Rise of Nazism- Adolf Hitler – Foreign Policy – Failure- Rome - Berlin - Tokyo Axis.

Unit - IV Second World War – Causes – Course–Peace Treaties- United Nations Organization- Aims and objectives–Organ of U.N.O-Specialized Agencies challenges and Achievements.

Unit - V Europe since 1945 – Cold war – Military Alliances-Marshall Plan – Truman Doctrine – NATO –ANZUES Pact- SEATO – CENTO – Warsaw Pact – Reunification of Germany - Disarmament after Second World War – Common Wealth of Nations- European Union.

Books for Study:

1. Dharmaraj . J, *European History (1789 to the present day)*, Tensy Publications, Sivakasi, 2010.
2. Jeyabalan. N, *European History*, Mohan Publications, Chennai, 1988.
3. Subramanian. N, *History of Europe (1914 to the present day)*, Ennes Publications, Udumalpet, 1993
4. Thiyagarajan, *Pannattu Arasiyal Uravugal*, Paavai Pathipagam, Madurai, 2003.

Books for Reference

1. Hayes C.J.H., *Modern Europe*, Surjeet Publications, Delhi, 2004.
2. Johari J.C., *International Relations and Politics*, Sterling Publications, New Delhi, 2006
3. Keswani. K.B., *International Relations in Modern World*, Himalaya Publications, Chennai, 1988.
4. Per Ghosh, *International Relations*, PHI Learning Private Limited, New Delhi, 2011.
5. Sharma.U, *International Relations (1914 to Present Day)*, Narain Publications, Agra, 2012.
6. Topan Biswal, *International Relations*, Macmilan Publication, New Delhi, 2009.

Web resources/ E Books

- . <https://www.iwm.org.uk/history/5-things-you-need-to-know-about-the-first-world-war>
- . <https://www.un.org/en/about-us/history-of-the-un/predecessor>
- . <https://www.oxfordbibliographies.com/display/document/obo-9780199756384/obo-9780199756384-0082.xml>
- . <https://www.history.com/topics/world-war-ii/world-war-ii-history>
- . <https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/the-cold-war>

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to know European History

Knowledge and Skill: This course provides recurred enormous information significations of World War and International and Regional Organization.

Activities to be given: Students are asked to submit the Assignment, Collage work for the content designed in syllabi.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	To Develop the cause, course and its result First World War and Peace Treaties.	K1toK3
CLO2	Understand the origins of League of Nation, and its Achievements and Failure	K1toK3
CLO3	knowledge about the rise of Fascism and Nazism	K1toK4
CLO4	Analyze the causes of Second World War Causes, Course and Peace Treaties	K1toK3
CLO5	Examine the importance of cold war and different types of organization and its functions.	K1toK4

- K1- Remembering and recalling facts with specific answers
 K2- Basic understanding of facts and stating main ideas with general answers
 K3- Application oriented- Solving Problems
 K4- Examining, analyzing, presentation and make inferences with evidences

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90 Hrs)

Unit	Description	Hrs	Mode
I	The First World War – Causes – Course – Woodrow willson’s 14 Points- 1919 Paris Peace Conference – Treaties of Versailles and other Peace Treaties- Impacts.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	League of Nations –Aims –Organs of the League- Functions – Achievements and Failure – Reparation Problems - Europe during Inter war period – French Quest for Security -Locarno Pact – Kellogg Briand Pact.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Post –war condition in Italy-Rise of Fascism – Mussolini’s Dictatorship – Foreign Policy and its Failure – Weimer Republic- Rise of Nazism- Adolf Hitler – Foreign Policy – Failure-Rome - Berlin - Tokyo Axis.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Second World War – Causes – Course–Peace Treaties- United Nations Organization- Aims and objectives–Organ of U.N.O-Specialized Agencies challenges and Achievements.	15	Chalk and Talk, PPT, Quiz, spot test
V	Europe since 1945 – Cold war – Military Alliances-Marshall Plan – Truman Doctrine – NATO –ANZUES Pact- SEATO – CENTO – Warsaw Pact – Reunification of Germany - Disarmament after Second World War – Common Wealth of Nations- European Union.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. (Mrs) .Senthamarai G

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
VI	DSEC	22OUHIDSE6A	Epigraphy	4	6	25	75	100

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

Course Objectives

- 1.To understand the importance and kinds of Epigraphy
2. To analyze the writing antiquity in South India
3. To enrich the knowledge about the eminent Epigraphists.
4. To develop the importance of Dating, forms and contents in inscriptions
5. To identify some important inscriptions and copper plates.

Course content

Unit - I Definition of Epigraphy- Importance of Epigraphy - Kinds of Inscriptions - Literary - Political - Religious - Memorial - Legal - Welfare - Spurious Inscriptions.

Unit - II Antiquity of writing in South India - Evolution of Scripts - Pictography - Ideography - Phonography - Logography - Cuneiform - Graffiti - Writing materials -Metals, Stone and other substances.

Unit - III Eminent Epigraphists -George Buhler - J.F.Fleet - James Burgess - H.Krishna Sastri - V.Venkayya - B.L.Rice - Robert Sewell - E.Hultzsch - K.V.Subramaniya Iyer – Iravatham Mahadevan.

Unit - IV Epigraphical forms, contents and conventions - Dating of Inscriptions - Eras - Saka Era - Kali Era - Kollam Era - Chalukya Vikrama Era - Tamil Brahmi Inscriptions -and its importance - Mangulam - Sittannavasal - Alagarmalai - Pugalur and Arachalur - Origin and growth of Vatteluttu and Grantha Inscriptions - Estampaging of Inscriptions- Meykeerthi..

Unit - V Some important Tamilnadu Copper Plates and Inscriptions – Pallankovil Copper plates -Thalavaipuram Copper plates - Kurram Copper plates - Velvikkudi Copper plates - Chinnamanur Copper plates- Mandakapattu Inscription- - Stone Inscriptions -Two Anamalai Inscriptions - Uttaramerur Inscription - Kannanur Inscription.

Books for Study:

1. Dharmaraj. J, *Epigraphy*, Tensy Publications, Sivakasi, 2005.
2. GandhiDasan. M, Thiagarajan. J & Pon. Sathasivam, *Epigraphy*, Pavai Publications, Madurai, 2004.
3. Subramanian. N & Venkatraman. R, *Tamil Epigraphy*, Ennes Publications, Udumalpet, 1995.
4. Vairavel .N, *Epigraphy*, Anantham Publication, Madurai , 1995.

Books for Reference:

1. Goyal S.R, *Brahmi Script, An Invention of the Early Maurya Period*, Kusumanjali Book World.
2. Kesavaraj, *Thenninthiya Nadukarkal*, Research Articles, 2008.
3. Krishnamoorthi, *Tamilnattu Chepedugal*, Meyyappan Thamizhagam , Chidambaram, 2002.
4. Natana Kasinathan, *Chozhar Chepedugal 19*, Meyyappan Pathippakam, Chidamparam, 2012.
5. Subhramanian. N, *South Indian Temple Inscriptions*, Ennes Publications. Udumalpet, 1993.

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

- . <https://www.scribd.com/document/331203136/Epigraphy>
- . <https://www.tnarch.gov.in/epigraphy>
- . https://www.researchgate.net/publication/289921142_Epigraphy.
- . https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0010654_Tamil_Brahmi_Inscriptions.pdf

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to understand about the inscriptions in different scenario and also to know about the Southern ruler's administration through their inscriptions and copper plates.

Knowledge and Skill: This course provides required vast knowledge of the Inscriptions and the antiquity of writing in south India to know the Epigraphical forms and conventions. Through this study they familiar with the evolution of writings.

Activities to be given: Students are taken to near archeological places and to study the inscription message and they submit the details of the inscriptions

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Remember the various kinds of Epigraphy in South India	K1toK3
CLO2	Understand the different types of Antiquity writing materials.	K1toK3
CLO3	Sketch the new knowledge about the prominent and eminent Epigraphists.	K1toK4
CLO4	Analyze the Epigraphical forms conventions and dating of Inscriptions.	K1toK3
CLO5	Examine the importance of south Indian inscriptions and copper plates	K1toK4

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90 Hrs)

Unit	Description	Hrs	Mode
I	. Definition of Epigraphy- Importance of Epigraphy - Kinds of Inscriptions - Literary - Political - Religious - Memorial - Legal - Welfare - Spurious Inscriptions.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Antiquity of writing in South India - Evolution of Scripts - Pictography - Ideography - Phonography - Logography - Cuneiform - Graffiti - Writing materials -Metals, Stone and other substances.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Eminent Epigraphists -George Buhler - J.F.Fleet - James Burgess - H.Krishna Sastri - V.Venkayya - B.L.Rice - Robert Sewell - E.Hultzsch - K.V.Subramaniya Iyer – Iravatham Mahadevan.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	Epigraphical forms, contents and conventions - Dating of Inscriptions - Eras - Saka Era - Kali Era - Kollam Era - Chalukya Vikrama Era - Tamil Brahmi Inscriptions -and its importance - Mangulam - Sittannavasal - Alagarmalai - Pugalur and Arachalur - Origin and growth of Vatteluttu and Grantha Inscriptions - Estamping of Inscriptions-Meikeerthi	15	Chalk and Talk, PPT, Quiz, spot test
V	Some important Tamilnadu Copper Plates and Inscriptions –Pallankovil Copper plates - Thalavaipuram Copper plates - Kurram Copper plates - Velvikkudi Copper plates - Chinnamanur Copper plates- Mandakapattu Inscription- - Stone Inscriptions -Two Anamalai Inscriptions - Uttaramerur Inscription - Kannanur Inscription.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. (Mrs) . T.Sudha

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
V	DSEC	22OUHIDSE6B	Constitutional History of England (1603 A.D -1958 A.D)	4	6	25	75	100

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

Objectives:

- 1.To understand the Stuart and his Parliaments
- 2.To acquire the knowledge about Restoration
- 3.To Analyze the significance of Parliamentary growth under George I and George II
- 4.To identify the importance of The Age of Reforms
- 5.To familiarize the Reorganization of Judiciary during 19th &20th Centuries.

Course Content:

Unit – I The Stuart Period-James I and his four Parliaments- Charles I and his first three Parliaments-Petition of Rights-Personal rule -Long Parliament – Execution of Charles I – the Common Wealth – the Constitutional Experiments of Cromwell.

Unit – II Restoration –Charles II – Convention Parliament – Cavalier Parliament – Clarendon Code – Glorious Revolution of 1688 – Bill of Rights and Act of Settlement.

Unit – III Parliamentary growth under George I and George II – Growth of Cabinet System – Evolution of the position of Prime minister –George III and his Personal Rule – Evolution of Party System.

Unit – IV The Age of Reforms- Act of 1832,1867, 1882, 1884,1885 – Parliamentary Act of 1911, Act of 1918, Act of 1928 - The Statute of Westminster.

Unit – V Reorganization of Judiciary during 19th &20th Centuries – Party System – House of Commons – House of Lords – Commonwealth of Nations.

Books for Study:

1. Dharmaraj,J, *Ingilandhu Arasiyalmaippu Varalaru(1603 A.D Muthal)*,Tensy Publications, Sivakasi.2003.
- 2.Gandhidasan.M , and Ganapathy. A, *Ingilandhu Varalaru (1603 A.D)*,Chandar Publications, Madurai,1978.
3. Vidya Dhar Mahajan, *England Since 1688A.D*, S.Chand & Company, 1986.

Books for Reference:

1. Elton.G.R. *England under the Tudors*, Surjeet Publication, Delhi,1955.
2. Samuel C.Chow and Richard D.Altick, *A Literary History of England 1789 - 1939*, Routledge and Kegan Paul, London.
3. Srivastava.L.A, *Constitutional History of England*, SBD Enterprises, Delhi,2002.
4. Suresh Chandra Pant, *Constitutional History of England*, Prakashan Kendra, Lucknow, 1993.
5. Xavier A.G, *The Social History of England*, S.Viswanathan Printers and Publishers, 1985.

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

[.https://www.gordons.school/_site/data/files/pages/sixthform/160DF86EE9705F463C8FA349A471F431.pdf](https://www.gordons.school/_site/data/files/pages/sixthform/160DF86EE9705F463C8FA349A471F431.pdf)

[.https://www.oasisacademymediacityuk.org/uploaded/MediaCityUK/Curriculum/Online_Learning/Year_7_Online_Home_Learning/Global/Year_7_History_Booklet_3.pdf](https://www.oasisacademymediacityuk.org/uploaded/MediaCityUK/Curriculum/Online_Learning/Year_7_Online_Home_Learning/Global/Year_7_History_Booklet_3.pdf)

[.http://www.tribunajuridica.eu/arhiva/An3v2/3%20Maican.pdf](http://www.tribunajuridica.eu/arhiva/An3v2/3%20Maican.pdf)

Pedagogy:

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

Rationale for nature of Course: A new knowledge leading to about the functioning of the Parliamentary system of England Government.

Knowledge and Skill: This course provides required vast knowledge of the significance of British Reform Acts of England.

Activities to be given: Assignment will be given, Collection of scrap books and album making.

Course learning Outcomes (CLO's):

CLO	Course Outcomes statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Knowledge the Stuart Period-James I and his four Parliaments-	K1toK3
CLO2	Understand the significances various parliament	K1toK3
CLO3	Sketch knowledge about Parliamentary growth under George I and George II	K1toK4
CLO4	Analyze the Reforms and acts in parliaments	K1toK3
CLO5	Examine the development of Party System	K1toK4

- K1- Remembering and recalling facts with specific answers
 K2- Basic understanding of facts and stating main ideas with general answers
 K3- Application oriented- Solving Problems
 K4- Examining, analyzing, presentation and make inferences with evidences

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90Hrs)

Unit	Description	Hrs	Mode
I	The Stuart Period-James I and his four Parliaments- Charles I and his first three Parliaments-Petition of Rights-Personal rule -Long Parliament – Execution of Charles I – the Commonwealth – the Constitutional Experiments of Cromwell.	22	Chalk and Talk, PPT, Peer discussion, Quiz, spot test.
II	Restoration –Charles II – Convention Parliament – Cavalier Parliament – Clarendon Code – Glorious Revolution of 1688 – Bill of Rights and Act of Settlement.	20	Chalk and Talk, PPT, Group discussion, Quiz, spot test
III	Parliamentary growth under George I and George II – Growth of Cabinet System – Evolution of the position of Prime minister – George III and his Personal Rule – Evolution of Party System.	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	The Age of Reforms- Act of 1832,1867, 1882, 1884,1885 – Parliamentary Act of 1911, Act of 1918, Act of 1928 - The Statute of Westminster	15	Chalk and Talk, PPT, Quiz, spot test
V	Reorganization of Judiciary during 19 th &20 th Centuries – Party System – House of Commons – House of Lords – Commonwealth of Nations.	16	Chalk and Talk, PPT, Group discussion , Quiz, spot test

Course Designer
Dr. N. Asha Devi
Dr. Senthamarai. G

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
VI	SEC	22OUHISE61	Journalism	2	2	25	75	100

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

Course Objectives:

1. Understanding the definition, types, and determinants of news
2. Knowledge about news paper organization structure
3. Knowledge about the role, qualities, and responsibilities of a reporter
4. Knowledge about reporting and writing
5. Understanding of the role, qualities, and responsibilities of an editor.

Course Content:

Unit I Definition of News – Types of News – Determinants of News – News Evaluation

Unit II Newspaper Organization Structure – News Sources and Agencies – Target audience

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

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

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

Books for Study:

K.M. Shrivastava, *News Reporting and Editing*, Sterling Pub. Pvt. Ltd., New Delhi, 1991
M.K. Verma, *News Reporting and Editing*, APH Publishing Corporation, New Delhi, 2009

Books for Reference :

Graham Greer, *A New Introduction to Journalism*, Juta and Co. Ltd., Kenwyn, South Africa, 1999
Carole Fleming, et.al., *An Introduction to Journalism*, SAGE Publications Ltd., New Delhi, 2006
Barun Roy, *Beginners' Guide to Journalism and Mass Communication*, Pustak Mahal, Delhi, 2013.

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

[.https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/](https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/)

[.https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html](https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html)

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

Rationale for nature of Course: To attain the complete knowledge about the role, qualities, and responsibilities of a reporter

Knowledge and Skill: Students are easy to know about the reporting and writing of the role, qualities, and responsibilities of an editor.

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	Describe the types and determinants of news.	K1 to K3
CLO2	Elaborate the newspaper organization structure.	K1 to K3
CLO3	Elaborate the role, qualities, and responsibilities of a reporter.	K1 to K3
CLO4	Explain the types of reporting.	K1 to K3
CLO5	Discuss the role, qualities, and responsibilities of an editor.	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	2	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	Definition of News – Types of News – Determinants of News – News Evaluation	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	Newspaper Organization Structure – News Sources and Agencies – Target audience	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
III	Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
IV	Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing	6	Chalk and Talk, PPT, Group discussion, quiz, spot test .
V	Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics	3	Chalk and Talk, PPT, Group discussion, quiz, spot test .

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

DEPARTMENT OF HISTORY				III B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30)	CIA	SE	Total
VI	SEC	22OUHISE62	Indian History for Competitive Examinations	2	2	25	75	100

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

Course Objectives:

1. To gain knowledge about Origin of History of India
2. To understand the development of History of India
3. To motivate the students to appear for Competitive Examinations
4. To train the students to acquire skills necessary for Competitive Exams.
5. To make this study job oriented.

Course Content:

Unit- I Ancient India : Sources - Indus Valley Civilization – Vedic age- The Mauryas – the Guptas

Unit- II Medieval India Chera – Chola – Pandiya and Pallavas – Imperial Cholas - Vijayanagar Empire- Delhi Sultanate-Mughals

Unit- III Modern India Advent of Europe- Establishment of British rule in India– Governor Generals and Viceroys –Constitutional development of India.

Unit- IV The Freedom struggle Indian National Congress – Land mark events of the Freedom Struggle – Gandhian Era

Unit- V The Coalition Era Nuclear Doctrine-Socio-Economic Reforms- Media-Sports.

Books for Study:

1. Amarjeeth chopra, *Unique Question Bank series* , Indian History Unique Publishers , Delhi, 2010.
2. Krishna Reddy, *Indian History (For The UPSC civil Services Preliminary Examinations)* 3rd Edition , Delhi, 2009.

Books for Reference:

1. Mathew K.M, *Manorama year book 2015* Malayala Manorama Press, Kottayam , 2015.
2. Subburaj V.V.K, *Latest General Knowledge 2010*, Sura college of competition (Pvt) Ltd, Chennai, 2010.
3. NCERT Publications on *History of India*.
4. *India Year Book 2015*.
5. Civil Chronicles.

Web Resources/ E Books:

1. <https://ebooks.inflibnet.ac.in/icp01/chapter/sources-for-the-study-of-indian-history/>
2. <https://unacademy.com/content/upsc/study-material/ancient-history/sangam-age-cholas/>
3. <https://byjusexamprep.com/upsc-exam/advent-of-european-in-india-upsc>

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

Rationale for nature of Course: To attain the complete knowledge about the History of India(Ancient, Midevel and Modern)

Knowledge and Skill: Students are easy to gain vast knowledge about India sources, British Viceroy, India before and after Independence.

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 various sources of Indian History	K1 to K3
CLO2	Identify the various contributions of Cholas, chera and Mughals administration.	K1 to K3
CLO3	Analyze the Advent of Europeans and its impacts of administration in India.	K1 to K3
CLO4	Examine the origin of Indian National Congress and its various functions	K1 to K3
CLO5	Estimate the coalition Era and importance of socio-economic reforms in this period	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	2	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	Sources - Indus Valley Civilization – Vedic age- The Mauryas — the Guptas	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	Chera – Chola – Pandiya and Pallavas – Imperial Cholas - Vijayanagar Empire- Delhi Sultanate-Mughals	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
III	Advent of Europe- Establishment of British rule in India– Governor Generals and Viceroys –Constitutional	8	Chalk and Talk, PPT, Group discussion, quiz, spot test .
IV	Indian National Congress – Land mark events of the Freedom Struggle – Gandhian Era	6	Chalk and Talk, PPT, Group discussion, quiz, spot test .
V	Nuclear Doctrine-Socio-Economic Reforms- Media-Sports.	3	Chalk and Talk, PPT, Group discussion, quiz, spot test .

Course Designer
Dr.(Mrs). Senthamarai G