

DEPARTMENT OF HISTORY



TANSCHÉ - CBCS With OBE

BACHELOR OF ARTS

PROGRAMME CODE - H

COURSE STRUCTURE

(w.e.f. 2023 – 2024 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





TANSICHE - CBCS with OBE

(w.e.f. 2023– 2024 Batch onwards)

Vision

To fabricate its/ the students' transferable skills, employability and intellectual curiosity, along with elevating public awareness about the past and its legacies, through teaching and service activities.

Mission

-  To understand the essence of History to acquire wider knowledge on human events.
-  To develop the student for being a good responsible citizenship in the society.
-  To setup a passion for learning about the past to facilitate them expand a better understanding of the contemporary world and make connections to the future.
-  To cultivate ability on research attitude among students.

Programme Educational Objectives (PEOs): B.A., History

| Sl.No. | Programme Educational Objective |
|-------------|---|
| PEO1 | To empowered the students to create innovative ideology in different sectors of the government. |
| PEO2 | To acquire competency to challenge various competitive exams. |
| PEO3 | To inculcate capacity to shift towards higher education. |
| PEO4 | To encompass with the potential of leading the society in a right way. |
| PEO5 | To familiarize with the divergent work of multiple personalities all around the world. |
| PEO6 | To enhance the leadership skills and entrepreneurs. |

Programme Outcomes for Arts Graduates

On completion of B.A Programmes students will be able to:

| PO No. | Programme Outcomes |
|---------------|---|
| PO 1 | Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study. Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally. |
| PO2 | Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions |
| PO3 | Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results. |
| PO4 | Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment. |
| PO5 | Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values. |
| PO6 | Exhibit leadership abilities in organizing the work by setting plans and execute them. Learn throughout life, adapting to changing times, technology and knowledge. |

Programme Specific Outcomes (PSOs)

| PSOs | After completion of B.A History the students will be able to | PO Addressed |
|---------|---|--------------|
| PSO – 1 | Domain Knowledge Explain the Meaning of History, identify the sources, discuss the historical events and processes. | PO1 |
| PSO – 2 | Communication, Entrepreneurial and Employable Skills Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills | PO2 |
| PSO – 3 | Critical Thinking, Analytical Reasoning and Problem Solving Approach various issues with a critical and analytical mind for viable solutions. | PO3 & PO4 |
| PSO – 4 | Contribution to Higher Learning Acquire the knowledge to pursue higher studies in the domain and other allied disciplines. | PO5 & PO6 |
| PSO – 5 | Contribution to Society Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity. | PO2 & PO6 |

Qualification for Admission

Candidates should have passed the Higher Secondary Examination, History, Economic, Political Science as one of the subject, conducted by the Board of Higher Education, Government of Tamilnadu, CBSC & ICSE or any other examination approved by Madurai Kamaraj University as equivalent.

Duration of the Course

The students shall undergo prescribed course of study for the period of three academic years under CBCS semester pattern with outcome based education.

Medium of Instruction: English & Tamil

System: Choice Based Credit System with Outcome Based Education Model

Nature of the Course**Courses are classified according to the following nature**

1. Knowledge and skill oriented 2. Employability oriented 3. Entrepreneurship oriented

Outcome Based Education (OBE) & Assessment: Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several bases, such as

1. Based on purpose:

- Continuous Assessment (internal tests, Assignment, seminar, quiz, Documentation, Case lets, ICT based Assignment, Mini projects administered during the learning process)
- External Assessment (Evaluation of students' learning at the end of instructional unit)

2. Based on Domain Knowledge: (for UG Up to K4 levels)

Assessment through K1, K2, K3&K4

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI -14.**(An Autonomous Institution – Affiliated to Madurai Kamaraj University)****(Re –accredited (3rd cycle) with Grade A⁺ and CGPA 3.51 by NAAC)****TANSCHÉ - CBCS with OBE****w.e.f. 2023-2024 Batch onwards****(PART I / PART II / PART III)****Internal (Formative) : 25 marks****External (Summative) : 75 marks****Total : 100 marks****Formative Test (CIA-Continuous Internal Assessment): 25 Marks**

| Components | Marks |
|--|-------|
| Test (Average of two tests) (Conducted for 100 marks and converted into 10 marks) | 10 |
| Assignment | 5 |
| Seminar | 5 |
| Quiz/ Documentation/ Case lets/ ICT based Assignment/ Mini Projects | 5 |
| Total | 25 |

- ✓ **Centralized system** of Internal Assessment Tests
- ✓ There will be **Two Internal Assessment** Tests
- ✓ Duration of Internal assessment test will be **2 hours for Test I & II**
- ✓ Students shall write **retest** with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment –Test I and II**Question Paper Pattern for Continuous Internal Assessment -Test I and II**

| Section | Marks |
|--|-------|
| A- Multiple Choice Question (7x1 mark) | 7 |
| B-Short Answer (4x2 marks) | 8 |
| C-Either Or Type (3/6 x5 marks) | 15 |
| D-Open Choice Type (2/3 x 10 marks) | 20 |
| Total | 50 |

Conducted for 100 marks and converted into 10 marks.

Question Paper Pattern for External Examination

| Section | Marks |
|---|-------|
| A-Multiple Choice Question without choice (10x1 mark) | 10 |
| B-Short Answer (5x2 marks) | 10 |
| C-Either Or type (5/10x 5 marks) | 25 |
| D-Open choice type (3/5 x 10 marks) | 30 |
| Total | 75 |

In respect of Summative Examinations passing minimum is **36% for UG**. Latest amendments and revision as per **UGC** and **TANSCHÉ** norms is taken into consideration in curriculum preparation.

BLUE PRINT FOR INTERNAL ASSESSMENT – I**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

| Sl. No | CLOs | K- Level | Section A | | Section B | | Section C | Section D | Total |
|------------------------------------|----------|------------|---------------------|-------------|------------------------------|-------------|---|---------------------|-------|
| | | | MCQs (No Choice) | | Short Answers (No Choice) | | (Either or Type) | (Open Choice) | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 1 | Upto K3 | 3 | (K1/ K2) | 3 | (K1/ K2) | 2 (K2)/ 2(K3)/ 2(K4) (Each set of questions must be in same level) | 2(K3) & 1(K4) | |
| 2 | CLO 2 | Upto K3 | 2 | (K1/ K2) | | | | | |
| 3 | CLO 3 | UptoK 4 | 2 | (K1/ K2) | | | | | 1 |
| No. of Questions to be asked | | | 7 | | 4 | | 6 | 3 | 20 |
| No. of Questions to be answered | | | 7 | | 4 | | 3 | 2 | 16 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | - |
| Total Marks for each section | | | 7 | | 8 | | 15 | 20 | 50 |

BLUE PRINT FOR INTERNAL ASSESSMENT – II**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

| Sl.No | CLOs | K- Level | Section A | | Section B | | Section C | Section D | Total |
|------------------------------------|----------|------------|---------------------|-------------|------------------------------|-------------|---|---------------------|-------|
| | | | MCQs (No Choice) | | Short Answers (No Choice) | | (Either or Type) | (Open Choice) | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 3 | Upto K4 | 2 | (K1/ K2) | 1 | (K1/ K2) | 2 (K2)/ 2(K3)/ 2(K4) (Each set of questions must be in same level) | 2(K3) & 1(K4) | |
| 2 | CLO 4 | Upto K3 | 2 | (K1/ K2) | 3 | (K1/ K2) | | | |
| 3 | CLO 5 | Upto K4 | 3 | (K1/ K2) | | | | | |
| No. of Questions to be asked | | | 7 | | 4 | | 6 | 3 | 20 |
| No. of Questions to be answered | | | 7 | | 4 | | 3 | 2 | 16 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | - |
| Total Marks for each section | | | 7 | | 8 | | 15 | 20 | 50 |

Distribution of Marks with K Levels CIA I and CIA II

| CIA | K Levels | Section -A MCQ (No choice) | Section -B Short Answer (No choice) | Section -C (Either or Type) | Section -D (Either/or Type) | Total Marks | % of Marks |
|---------------------------|--------------|----------------------------------|--|-----------------------------------|-----------------------------------|----------------|---------------|
| I & II | K1 | 4 | 4 | - | - | 8 | 10 |
| | K2 | 3 | 4 | 10 | - | 17 | 23 |
| | K3 | - | - | 10 | 20 | 30 | 40 |
| | K4 | - | - | 10 | 10 | 20 | 27 |
| | Marks | 8 | 16 | 40 | 40 | 75 | 100 |

Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment

| Sl. No | CLOs | K- Level | Section A | | Section B | | Section C (Either/or Type) | Section D (Open Choice) | Total |
|---------------------------------|-------|-------------|---------------------|----------|------------------------------|-------------|----------------------------------|-------------------------------|-------|
| | | | MCQs (No choice) | | Short Answers (No choice) | | | | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 1 | Upto K3 | 2 | K1/K2 | 1 | K1/K2 | 2(K3) &(K3) | 1(K2) | |
| 2 | CLO 2 | Upto K3 | 2 | K1/K2 | 1 | K1/K2 | 2 (K2&K2) | 1(K3) | |
| 3 | CLO 3 | Upto K4 | 2 | K1/K2 | 1 | K1/K2 | 2 (K4&K4) | 1(K4) | |
| 4 | CLO 4 | Upto K3 | 2 | K1/K2 | 1 | K1/K2 | 2 (K3&K3) | 1(K3) | |
| 5 | CLO 5 | Upto K4 | 2 | K1/K2 | 1 | K1/K2 | 2 (K4&K4) | 1(K4) | |
| No. of Questions to be asked | | | 10 | | 5 | | 10 | 5 | 30 |
| No. of Questions to be answered | | | 10 | | 5 | | 5 | 3 | 23 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | - |
| Total Marks for each section | | | 10 | | 10 | | 25 | 30 | 75 |

Distribution of Section-wise Marks with K Levels for External Assessment

| K Levels | Section A (MCQ'S) (No choice) | Section B (Short Answer) (No choice) | Section C (Either or Type) | Section D (Open Choice) | Total Marks | % of Marks |
|------------------------|-------------------------------------|--|-------------------------------------|-------------------------------|----------------|---------------|
| K1 | 9 | 6 | - | -- | 15 | 13 |
| K2 | 1 | 4 | 10 | 10 | 25 | 21 |
| K3 | - | - | 20 | 20 | 40 | 33 |
| K4 | - | - | 20 | 20 | 40 | 33 |
| Total Marks | 10 | 10 | 50 | 50 | 120 | 100 |

- 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, Analysing, Presentation and make inferences with evidences.

EVALUATION (THEORY)

(PART IV - SEC / DSEC)

Internal (Formative) : 25 marks

External (Summative) : 75 marks

Total : 100 marks

Formative Test (CIA-Continuous Internal Assessment) : 25 Marks

| Components | Marks |
|---|-------|
| Test (Average of two tests) (Conducted for 60 marks and converted into 20 marks) | 20 |
| Assignment / Seminar/ Quiz/ Documentation (from Unit 5) | 5 |
| Total | 25 |

- ✓ There will be two Internal Assessment Test
 - ✓ Duration of Internal assessment test will be 1 hour for Test
- Students shall write retest with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment Test I & II

| Section | Marks |
|---------------------------------------|-------|
| A- Multiple Choice Question (4x1mark) | 4 |
| B- Short Answer (3x2marks) | 6 |
| C- Either Or type (2/4 x5marks) | 10 |
| D- Open choice type (1/2 x10marks) | 10 |
| Total | 30 |

Conducted for 60 marks and converted into 20 marks

Question Paper Pattern for External Examination

| Section | Marks |
|--|-------|
| A- Multiple Choice Question (10x1mark) | 10 |
| B- Short Answer (5x2marks) | 10 |
| C- Either Or type (5/5 x5marks) | 25 |
| E- Open choice type (3/5 x10marks) | 30 |
| Total | 75 |

BLUE PRINT FOR INTERNAL ASSESSMENT –I
Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)

| Sl. No | CLOs | K- Level | Section A | | Section B | | Section C | Section D | Total |
|------------------------------------|----------|------------|---------------------|-------------|------------------------------|-------------|---|-----------------------|-------|
| | | | MCQs (No Choice) | | Short Answers (No Choice) | | (Either or Type) | (Open choice) | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 1 | Upto K3 | 2 | K1 | 3 | K1 | 1 (K2) / 1 (K3) (Each set of questions must be in same level) | 1 (K2) & 1 (K3) | |
| 2 | CLO 2 | Upto K3 | 2 | | | | | | |
| No. of Questions to be asked | | | 4 | | 3 | | 4 | 2 | 13 |
| No. of Questions to be answered | | | 4 | | 3 | | 2 | 1 | 10 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | - |
| Total Marks for each section | | | 4 | | 6 | | 10 | 10 | 30 |

BLUE PRINT FOR INTERNAL ASSESSMENT –II
Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)

| Sl. No | CLOs | K- Level | Section A | | Section B | | Section C | Section D | Total |
|------------------------------------|----------|------------|---------------------|-------------|------------------------------|-------------|---|-----------------------|-------|
| | | | MCQs (No Choice) | | Short Answers (No Choice) | | (Either or Type) | (Open choice) | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 3 | Upto K3 | 2 | K1 | 3 | K1 | 1 (K2) / 1 (K3) (Each set of questions must be in same level) | 1 (K2) & 1 (K3) | |
| 2 | CLO 4 | Upto K3 | 2 | | | | | | |
| No. of Questions to be asked | | | 4 | | 3 | | 4 | 2 | 13 |
| No. of Questions to be answered | | | 4 | | 3 | | 2 | 1 | 10 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | - |
| Total Marks for each section | | | 4 | | 6 | | 10 | 10 | 30 |

Distribution of Marks with K Levels – CIA I & II

| CIA | K Levels | Section A MCQ | Section B (Short Answers) | Section C (Either Or Type) | Section D (Open Choice) | Total Marks | % of Marks |
|---------------------------|--------------|------------------|---------------------------------|-------------------------------------|-------------------------------|----------------|---------------|
| I & II | K1 | 4 | 6 | - | - | 10 | 20 |
| | K2 | - | - | 10 | 10 | 20 | 40 |
| | K3 | - | - | 10 | 10 | 20 | 40 |
| | Marks | 4 | 6 | 20 | 20 | 50 | 100 |

Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment

| Sl. No | CLOs | K- Level | Section A | | Section B | | Section C (Either or Type) | Section D (Open Choice) | Total |
|---------------------------------|-------|-------------|---------------------|-------------|---------------------|-------------|--|-------------------------------|-------|
| | | | MCQs | | Short Answers | | | | |
| | | | No. of Questions | K- Level | No. of Questions | K- Level | | | |
| 1 | CLO 1 | Upto K3 | 2 | K1 | 1 | K1 | 3(K2) & 2(K3) (Each set of questions must be in same level) | 2(K2) & 3(K3) | |
| 2 | CLO 2 | Upto K3 | 2 | | 1 | | | | |
| 3 | CLO 3 | Upto K3 | 2 | | 1 | | | | |
| 4 | CLO 4 | Upto K 3 | 2 | | 1 | | | | |
| 5 | CLO 5 | Upto K 3 | 2 | | 1 | | | | |
| No. of Questions to be asked | | | 10 | | 5 | | 10 | 5 | 30 |
| No. of Questions to be answered | | | 10 | | 5 | | 5 | 3 | 23 |
| Marks for each question | | | 1 | | 2 | | 5 | 10 | |
| Total Marks for each section | | | 10 | | 10 | | 25 | 30 | 75 |

Distribution of Section-wise Marks with K Levels for External Assessment

| K Levels | Section A (MCQ's) | Section B (Short Answer) | Section C (Either or Type) | Section D (Open Choice) | Total Marks | % of Marks |
|------------------------|----------------------|--------------------------------|----------------------------------|-------------------------------|----------------|------------|
| K1 | 10 | 10 | - | -- | 20 | 16 |
| K2 | - | - | 30 | 20 | 50 | 42 |
| K3 | - | - | 20 | 30 | 50 | 42 |
| Total Marks | 10 | 10 | 50 | 50 | 120 | 100 |

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| Semester | Part | Course code | Course Title | Teaching hours (per week) | Duration of Exam (hrs.) | Marks allotted | | | Credits |
|-----------|------|--------------------|---|------------------------------|----------------------------|----------------|----|-------|---------|
| | | | | | | CIA | SE | Total | |
| I | I | 23OU1TA1 | Tamil / Hindi | 6 | 3 | 25 | 75 | 100 | 3 |
| | II | 23OU2EN1 | General English -I | 6 | 3 | 25 | 75 | 100 | 3 |
| | III | 23OUHI11 | Core Course 1: History of Ancient India upto 1206 CE | 5 | 3 | 25 | 75 | 100 | 5 |
| | III | 23OUHI12 | Core Course 2: History of Tamil Nadu upto 1311 CE | 5 | 3 | 25 | 75 | 100 | 5 |
| | III | 23OUHIGEEC1 | GEC 1: Economic Development of India | 4 | 3 | 25 | 75 | 100 | 3 |
| | IV | 23OUHISECN1 | SEC 1 (NME) : Introduction to Tourism | 2 | 3 | 25 | 75 | 100 | 2 |
| | | 23OUHIFC1 | Foundation Course: Introduction to History | 2 | 3 | 25 | 75 | 100 | 2 |
| II | I | 23OU1TA2 | Tamil /Hindi | 6 | 3 | 25 | 75 | 100 | 3 |
| | II | 23OU2EN2 | General English II | 6 | 3 | 25 | 75 | 100 | 3 |
| | III | 23OUHI21 | Core Course 3: – History of Medieval India – 1206-1707CE | 5 | 3 | 25 | 75 | 100 | 5 |
| | III | 23OUHI22 | Core Course 4:- History of Tamil Nadu- 1311-1899 CE | 5 | 3 | 25 | 75 | 100 | 5 |
| | III | 23OUHIGEEC2 | GEC 2: Economics of Marketing | 4 | 3 | 25 | 75 | 100 | 3 |
| | IV | 23OUHISECN2 | SEC 2 (NME): Indian Constitution | 2 | 3 | 25 | 75 | 100 | 2 |
| | | 23OUHISEC3 | SEC 3 : Basic Journalism | 2 | 3 | 25 | 75 | 100 | 2 |
| | | | Total | | | | | | 46 |

| DEPARTMENT OF HISTORY | | | | Class: I B.A | | | | |
|-----------------------|----------|-------------|---------------------------------------|--------------|--------------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours (75) | CIA | SE | Total |
| I | Core | 23OUHI11 | History of Ancient India upto 1206 CE | 5 | 5 | 25 | 75 | 100 |

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

Course Objectives

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

Course Content

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

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

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

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

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

Books for Study

- 1.G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)
- 2.K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,
- 3.L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
- 4.R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
- 5.R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017
- 6.RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
- 7.Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
- 8.Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

Books for Reference:

- 1.A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
- 2.B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005
- 3.K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
- 4.K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
- 5.K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
- 6.R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

Web resources/ E Books

<https://en.wikipedia.org/wiki/Neolithic>
<https://byjus.com/free-ias-prep/major-sites-indus-valley-civilization/>
<https://www.britannic.com/topic/Gupta-dynasty>
<https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

Pedagogy:

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

Rationale for nature of Course:

Architect of new knowledge leading to Geographical Features and new Religious knowledge and various Administration in Ancient History

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

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

Course learning Outcomes (CLOs):

| CLO | Course Outcomes Statement | Knowledge According to Bloom's Taxonomy (Upto K level) |
|-------------|--|--|
| CLO1 | Outline the characteristic features of pre and proto historic cultures in India. | K1 to K3 |
| CLO2 | Discuss the impact of the Vedic culture on Indian society and religion. | K1 to K3 |
| CLO3 | Examine Ashoka's policy of Dhamma. | K1 to K4 |
| CLO4 | Justify Gupta Age as a classical age. | K1 to K3 |
| CLO5 | Describe the nature of Post-gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor. | K1 to K4 |

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 | Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age. | 15 | Chalk and Talk, PPT, peer discussion, Quiz, spot test. |
| II | Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture. | 17 | Chalk and Talk, PPT, Group discussion , Quiz, spot test |
| III | Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities | 15 | Chalk and Talk, PPT, Group discussion , Quiz, spot test |
| IV | Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions. | 14 | Chalk and Talk, PPT, Quiz, spot test |
| V | Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain | 14 | Chalk and Talk, PPT, Group discussion , Quiz, spot test |

Course Designer:
Dr.(Mrs) O. JEYANTHI
Dr.(Mrs). T.SUDHA

| DEPARTMENT OF HISTORY | | | | Class: I B.A | | | | |
|-----------------------|----------|-------------|------------------------------------|--------------|--------------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours (75) | CIA | SE | Total |
| I | Core | 23OUHI12 | History of Tamil Nadu upto 1311 CE | 5 | 5 | 25 | 75 | 100 |

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

Course Objectives

1. Knowledge of geography and sources of Tamil Nadu.
2. Understanding of polity, society and economy of the Sangam period.
3. The contribution of Pallavas in the field of art and architecture.
4. Appreciation of the achievements and contribution of the Imperial Cholas.
5. Factors for the decline of the Pandyas.

Course Content

UNIT I Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization.

UNIT II Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

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

UNIT IV Later Cholas: Raja Raja Chola I - Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures

UNIT V The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion

Book for Study

- 1.A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai
- 2.B. Eraiyanarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017

- 3.K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997
- 4.N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977
- 5.Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014
- 6.V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981
- 7.V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

Books for Reference:

- 1.AvvaiDuraismy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020
- 2.C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938
- 3.K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984
- 4.K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
- 5.K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
- 6.K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
- 7.Ma. Rajamanickanar, *History of Cholas*, Saran Books, Chennai
- 8.Ma. Rajamanickanar, *History of Pallavas*, Saran Books, Chennai
- 9.N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966
- 10.P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001
- 11.V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982
- 12.Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

Web Resources/E Books

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
<http://www.historydiscussion.net>
<http://globalsecurities.org/military/world/india/history-chola.htm>
<http://www.igntu.ac.in/eContent/IGNTU-eContent-373897175893-MA- AIHC-2-DrJanardhanaB-PoliticalHistoryofIndiafromC.300CEto1200CE-3.pdf>
<https://tamil.examsdaily.in/chola-empire-history-in-tamil>
<https://archive.org/details/ThePandyaKingdom>

Pedagogy:

Lecture, Chalk and Talk, PPT, Quiz, e-Content, Group discussion.

Rationale for nature of Course:

To gathers knowledge leading to Geographical Features and Architectural and various Administration in Ancient Tamilnadu.

Knowledge and Skill:

Students are able to understand the vast knowledge on sangam period and Early Dynasties and Society.

Activity should be given:

Filed Visit, identifying places with Map and collecting the picture of Art and Architecture 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) |
|------------|--|--|
| CO 1 | Describe the various sources for the study of history of Tamil Nadu. | K1 to K3 |
| CO 2 | Examine the various aspects of Sangam Age. | K1 to K3 |
| CO 3 | Explain the rise of Pallavas and their cultural contribution. | K1 to K4 |
| CO 4 | Estimate the supremacy of the Chola power. | K1 to K3 |
| CO 5 | Outline the achievements of the Second Pandyan Empire. | K1 to K4 |

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

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

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

LESSON PLAN: TOTAL HOURS (75 Hrs)

| UNIT | DESCRIPTION | Hrs | MODE |
|------|---|-----|---|
| I | Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization. | 8 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| II | Sangam Age – Historicity –Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule | 19 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| III | The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement – The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture | 16 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| IV | Later Cholas: Raja Raja Chola I - Rajendra Chola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature –Art and Architecture – Bronze Sculptures | 17 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| V | The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion | 15 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |

Course Designer:**Dr.(Mrs).A.Bhavani****Dr.(Mrs) G.Nagalakshmi**

| DEPARTMENT OF HISTORY | | | | Class :I B.A., | | | | |
|-----------------------|-----------------------------------|-------------|-------------------------|----------------|-------------------------|------|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours/Week (30) | CI A | SE | Total |
| I | Skill Enhancement Course 1- (NME) | 23OUHISECN1 | Introduction to Tourism | 2 | 2 | 25 | 75 | 100 |

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

Course Objectives

1. Understanding of the basic components and elements of tourism
2. Knowledge of different types and forms of tourism
3. Knowledge of the role of Travel Agents
4. Understanding of the role of Tour Operators
5. Knowledge of the travel documents

Course Content:

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

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

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

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

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

Books for study:

- 1.A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016
- 2.A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management*, Sterling

Books for Reference:

1. Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000
2. J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004
3. Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

Web Resources/ E Books:

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

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

Pedagogy:

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

Rationale for nature of Course:

To create new knowledge on Tourism in modern Period

Knowledge and Skill:

Students are easy to know about the significance of Tourism

Activities to be given:

Quiz, Assignment, Field visit, Group Discussion.

Course learning Outcomes (CLO's):

| CLO | Course Outcomes Statement | Knowledge According to Bloom's Taxonomy (Upto K level) |
|------|---|---|
| CLO1 | List out the various components and elements of tourism | K1 to K3 |
| CLO2 | Explain the types and forms of tourism. | K1 to K3 |
| CLO3 | Describe the roles of Travel Agent | K1 to K3 |
| CLO4 | Explain the roles of Tour Operators | K1 to K3 |
| CLO5 | Examine the importance of travel documents | K1 to K3 |

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

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

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

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

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

| UNIT | DESCRIPTION | Hrs | MODE |
|-------------|---|------------|---|
| I | Concepts of Tourism: Definition of Tourism – Traveler – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors | 5 | Chalk and Talk, PPT, Group discussion, quiz, spot test. |
| II | Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism | 8 | Chalk and Talk, PPT, Group discussion, quiz, spot test. |
| III | Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent | 8 | Chalk and Talk, PPT, Group discussion, quiz, spot test. |
| IV | Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines | 6 | Chalk and Talk, PPT, Group discussion, quiz, spot test. |
| V | Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS). | 3 | Chalk and Talk, PPT, Group discussion, quiz, spot test. |

Course Designer**Dr. (Mrs.) S.P.SUGAPRIYA**

| DEPARTMENT OF HISTORY | | | | Class I B.A., | | | | |
|-----------------------|-------------------|-------------|-------------------------|---------------|-------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Hours (30) | CIA | SE | Total |
| I | Foundation Course | 23OUHFC1 | Introduction to History | 2 | 2 | 25 | 75 | 100 |

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

Course Objectives

1. Introduction to the meaning and nature of history.
2. Knowledge of different kinds of history and its relationship with other disciplines.
3. Use of facts in writing history.
4. Introduction of the concepts in history.
5. Knowledge of various sources for the study of history and usage of bibliography and Footnotes.

Course Content:

UNIT I History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History

UNIT II Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

UNIT III Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

UNIT IV Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyengar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan

UNIT V Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.

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

Books for Study:

- 1.E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004
- 2.E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.
- 3.G. Venkatesan, *A Study of Historiography (History of Historical Knowledge)*, V.C.Publications, 2018
- 4.K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
- 5.S.Manikam, *On History & Historiography*, Padumam Publishers, Madurai
- 6.SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

Books for Reference:

- 1.John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019
- 2.MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017
- 3.R.G.Collingwood, *The Idea of History*, OUP, Delhi, 1994
- 4.Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

Web Resources/ E Books:

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

Pedagogy:

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

Rationale for nature of Course:

To create new knowledge on Madurai under sangam period, important historical sites, Religious centre and discuss about smart city of Madurai.

Knowledge and Skill:

Students are easy to know about the significance of Madurai region and also to know the values of their culture, Art, Architecture, trade and Tradition.

Activities to be given:

Quiz, Assignment, Field visit, Group Discussion.

Course learning Outcomes (CLO's):

| CLO | Course Outcomes Statement | Knowledge according to Bloom's Taxonomy (Upto K level) |
|-------------|--|---|
| CLO1 | Describe the meaning and definition of history. | K1 to K3 |
| CLO2 | Explain the relationship between history and allied disciplines. | K1 to K3 |
| CLO3 | Illustrate the use of facts in writing history. | K1 to K3 |
| CLO4 | Examine the concept of causation in history. | K1 to K3 |
| CLO5 | Develop an essay based on sources using foot notes and bibliography. | K1 to K3 |

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 – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History | 5 | Chalk and Talk, PPT, Group discussion , quiz, spot test. |
| II | II Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art | 8 | Chalk and Talk, PPT, Group discussion , quiz, spot test . |
| III | Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr | 8 | Chalk and Talk, PPT, Group discussion , quiz, spot test . |
| IV | Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyengar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan | 6 | Chalk and Talk, PPT, Group discussion , quiz, spot test . |
| V | Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments. | 3 | Chalk and Talk, PPT, Group discussion , quiz, spot test . |

Course Designer:**Dr.(Mrs)A.Bhavani****Dr.(Mrs)G.Nagalakshmi****Dr.(Mrs).T.Sudha**

| DEPARTMENT OF HISTORY | | | | Class : I B.A., | | | | |
|-----------------------|----------|-------------|--|-----------------|--------------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours(75) | CIA | SE | Total |
| II | Core | 23OUHI21 | HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE | 5 | 5 | 25 | 75 | 100 |

| Nature of the Course | | |
|------------------------------|------------------------|---------------------------|
| Knowledge and Skill Oriented | Employability Oriented | Entrepreneurship_Oriented |
| ✓ | | |

Course Objectives

1. Understanding about the genesis of the Sultanate rule in India and its early rulers
2. Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3. Knowledge about the founding and conquests of the Mughal rulers
4. Art and architecture and administrative policies during the Mughals
5. The administration, art and architecture during Bahmini and Vijayanagar kingdoms

Course Objectives

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

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

UNIT III Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar Mughal administration- Mughal Art and Architecture

UNIT IV Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji's Administration

UNIT V Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture- Position of Women in Medieval Period

Books for Study:

- 1.Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964
- 2.J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019
- 3.J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019
- 4.J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019
- 5.L.P. Sharma, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi, 1997
- 6.Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

Books for Reference:

- 1.A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
- 2.Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969
- 3.Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
- 4.Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
- 5.R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
- 6.Satish Chandra, *Medieval India, Part I & II*, New Delhi, NCERT, 1971

Web Resources/ E Books:

<https://archive.org/details/MedievalIndiaFromContemporarySources>
<https://selfstudyhistory.com/medieval-indian-history/>

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 Turkish invasion, the expansion and consolidation of the Delhi Sultanate.

Knowledge and Skill:

This paper will help the students to have a deeper understanding of the discourse on Delhi Sultanate and apprehend the historical continuity as depicted through the ages.

Activities to be given:

Quiz, Assignment, Role play, Collage work.

Course learning Outcomes (CLO's):

| CLO | Course Outcomes Statement | Knowledge according to Bloom's Taxonomy (Upto K level) |
|-------------|---|---|
| CLO1 | Describe the foundation of the Delhi Sultanate and its early dynasties | K1 to K3 |
| CLO2 | Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements | K1 to K3 |
| CLO3 | Discuss the genesis and the conquest of the Mughals | K1 to K4 |
| CLO4 | Outline the art and architecture and administration of the Mughals | K1 to K3 |
| CLO5 | Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms | K1 to K4 |

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes

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

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

LESSON PLAN: TOTAL HOURS (75 Hrs)

| UNIT | DESCRIPTION | Hrs | MODE |
|------|---|-----|--|
| I | Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – JalaluddinKhilji – AlauddinKhilji – Malik Kafur’s Invasion | 15 | Chalk and Talk, PPT, spot test. |
| II | Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement | 15 | Chalk and Talk, Group discussion, spot test. |
| III | Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar Mughal administration- Mughal Art and Architecture | 15 | Chalk and Talk, PPT, Quiz, spot test. |
| IV | Jehangir –Chain of Justice- Shah Jahan – Aurangazeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration | 15 | Lecture, Group discussion, spot test. |
| V | Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture- Position of Women in Medieval Period | 15 | Chalk and Talk, PPT, spot test. |

Course Designer:
Dr.(Mrs)A.Bhavani

| DEPARTMENT OF HISTORY | | | | I B.A., History | | | | |
|-----------------------|----------|-------------|--|-----------------|------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Hours (75) | CIA | SE | Total |
| II | Core | 23OUHI22 | HISTORY OF TAMIL NADU - 1311 – 1801 CE | 5 | 5 | 25 | 75 | 100 |

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

Course Objectives

1. Rise of the Madurai Sultanate and its contribution.
2. Knowledge about the impact of Vijayanagar rule in Tamilaham.
3. Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4. Contribution of the Marathas to Tamil culture.
5. Understand the Poligar Rebellion as the early resistance against British imperialism.

Course Content:

UNIT I Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture

UNIT II Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

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

UNIT IV Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

UNIT V Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Books for study:

- 1.G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam
- 2.K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- 3.N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- 4.Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
- 5.R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

Books for Reference:

- 1.K. Rajayyan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974
2. K. Rajayyan, *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012
- 3.K.A. NilakantaSastri, *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*
- 4.K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 2005
- 5.R. Sathianathaier, *History of the Nayaks of Madura*, University of Madras, Madras, 1980

Web Resources / E Books:

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

www.nationalgeographic.org/threekingsintamilakam

Pedagogy:

Lecture, Chalk and Talk, PPT, Quiz, e-Content, Group discussion.

Rationale for nature of Course:

To gathers knowledge leading to Origin of Nayaks , Art and Architectural and various Administration of Nayaks and Marathas.

Knowledge and Skill:

Students are able to understands the huge knowledge on Nayaks period and Marathas of Tamil Nadu

Activity should be given:

Students are asked to collecting the picture of Art and Architecture according to the content designed in syllabi and Filed Visit

Course learning Outcomes (CLO's):

| CLO | Course Outcomes Statement | Knowledge according to Bloom's Taxonomy (Upto K level) |
|------------|--|---|
| CLO1 | Outline the rule of the Madurai Sultanate. | K1 to K3 |
| CLO2 | Explain the impact of the Vijayanagar rule in Tamilaham. | K1 to K3 |
| CLO3 | Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur. | K1 to K4 |
| CLO4 | Assess the contribution of the Marathas to Tamil culture. | K1 to K3 |
| CLO5 | Examine Poligar rebellion as an early resistance against British imperialism. | K1 to K4 |

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

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

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

LESSON PLAN : TOTAL HOURS(75 Hrs)

| UNIT | DESCRIPTION | Hrs | MODE |
|------|--|-----|---|
| I | Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture | 15 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| II | Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai | 14 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| III | Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture | 17 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| IV | Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture | 14 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |
| V | Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers | 15 | Chalk and Talk PPT, Group discussion, Quiz and Spot test |

Course Designer:**Dr.(Mrs).N.Ashadevi**

| DEPARTMENT OF HISTORY | | | | Class: I B.A., | | | | |
|-----------------------|--------------|-------------|---------------------|----------------|---------------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours (30) | CIA | SE | Total |
| II | SEC2 – (NME) | 23OUHISECN2 | Indian Constitution | 2 | 2 | 25 | 75 | 100 |

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

Course Objectives

1. Understanding of the salient features of the Indian Constitution
2. Knowledge about fundamental rights and duties
3. Knowledge about the structure and functions of the Union Government
4. Knowledge about the structure and functions of the State Government
5. Understanding of the powers and functions of the local government

Course Objectives

Unit I Sources – Preamble – Salient Features – Citizenship – Amendments

Unit II Fundamental Rights – Directive Principles – Fundamental Duties.

Unit III Union Government: President – Prime Minister and Council of Ministers – Parliament – Supreme Court of India

Unit IV State Government: Chief Minister – Governor – State Legislature – High Courts

Unit V Local Government: Urban – Rural

Books for Study:

1. B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960
2. Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019
3. M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012
4. Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019
5. Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

Books for Reference:

- 1.G. Balan and D. Dakshinamurthy, *Constitutional Development and Freedom Movement*, VanathiPathipagam, Chennai
- 2.Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999
- 3.Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001
- 4.JagadishSwarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984
- 5.M.V. Pylee, *India's Constitution*, S. Chand & Co., NewDelhi, 2016
- 6.R.C. Agarwal and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.
- 7.Sujit Choudhry, et. al., ed., *The Oxford Handbook of the Indian Constitution*, Oxford University Press, London, 2016

Web Resources/ E Books:

<https://www.tn.gov.in/index.php>
<https://www.assembly.tn.gov.in/>
<https://legislative.gov.in/constitution-of-india>
<https://www.india.gov.in/>
<https://www.indianculture.gov.in/ebooks/indias-constitution-making>

Pedagogy:

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

Rationale for nature of Course:

Constitution, an instrument which makes the government system work. Its flexibility lies in its amendments. In this skill based paper, the text of the Constitution of India has been brought up-to-date by incorporating there in all amendments made by Parliament up to and including the Constitution

Knowledge and Skill:

To acquire the significance of the Constitution of India and improve the potential of the students regarding the knowledge of constitution

Activities to be given:

Quiz, Assignment, Debate.

Course learning Outcomes (CLO's):

| CLO | Course Outcomes Statement | Knowledge according to Bloom's Taxonomy (Upto K level) |
|-------------|---|---|
| CLO1 | Describe the salient features of the Indian Constitution | K1 to K3 |
| CLO2 | Elaborate the Structure and Functions of Union Government | K1 to K3 |
| CLO3 | Elaborate the Structure and Functions of Union Government | K1 to K3 |
| CLO4 | Explain the Structure and Functions of State Governments | K1 to K3 |
| CLO5 | Discuss the powers of the local government | K1 to K3 |

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

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

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

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

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

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

LESSON PLAN: TOTAL HOURS (30 Hrs)

| UNIT | DESCRIPTION | Hrs | MODE |
|-------------|--|------------|--|
| I | Sources – Preamble – Salient Features – Citizenship – Amendments | 5 | Chalk and Talk, spot test. |
| II | Fundamental Rights – Directive Principles – Fundamental Duties. | 7 | Chalk and Talk, PPT, spot test . |
| III | Union Government: President – Prime Minister and Council of Ministers – Parliament –Supreme Court of India | 5 | Chalk and Talk, Group discussion, spot test |
| IV | State Government: Chief Minister – Governor – State Legislature – High Courts | 5 | Chalk and Talk, PPT, Quiz, spot test . |
| V | Local Government: Urban – Rural | 8 | Chalk and Talk, Group discussion, Quiz, spot test. |

Course Designer:**Dr. (Mrs.). G. NAGALAKSHMI**

| DEPARTMENT OF HISTORY | | | | Class : I B.A., | | | | |
|-----------------------|----------|-------------|------------------|-----------------|--------------------|-----|----|-------|
| Sem | Category | Course Code | Course Title | Credits | Contact Hours(30) | CIA | SE | Total |
| II | SEC - 3 | 23OUHISEC3 | Basic 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:

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

Books for Reference :

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

Web Resources/ E Books:

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

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:

Journalism and types of news elaborate the newspaper administration and responsibilities of a reporter, role and qualities of editor.

Knowledge and Skill:

To acquire the types of news and role of reporter and qualities of editor.

Activities to be given:

Quiz, Assignment, Debate, Field Visit

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 |

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 | Definition of News – Types of News – Determinants of News – News Evaluation | 5 | Chalk and Talk, spot test. |
| II | Newspaper Organization Structure – News Sources and Agencies – Target audience | 7 | Chalk and Talk, PPT, spot test . |
| III | Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story | 5 | Chalk and Talk, Group discussion, spot test |
| IV | Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing | 5 | Chalk and Talk, PPT, Quiz, spot test . |
| V | Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics | 8 | Chalk and Talk, Group discussion, Quiz, spot test. |

Course Designer:
Dr. (Mrs.). T.SUDHA