

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

*(An Autonomous Institution – Affiliated to Madurai Kamaraj University)*

Re-accredited (**3<sup>rd</sup> 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)



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## **CRITERION - I**

*1.1.3 Details of courses offered by the institution that focus on employability / entrepreneurship / skill development during the year.*

Syllabus copies with highlights of contents focusing on  
Employability / Entrepreneurship / Skill Development







### **To be Noted:**

<b>HIGHLIGHTED COLORS</b>	<b>COURSES</b>
	<b>Employability</b>
	<b>Skill Development</b>
	<b>Entrepreneurship</b>
	<b>Skilled &amp; Employability</b>

**E.M.G. YADAVA WOMENS COLLEGE, MADURAI -14.****(An Autonomous Institution – Affiliated to Madurai Kamaraj University)****(Re –accredited (3<sup>rd</sup> cycle) with Grade A<sup>+</sup> and CGPA 3.51 by NAAC)****DEPARTMENT OF HISTORY – UG****(w.e.f. 2022– 2023 Batch onwards)****CBCS with OBE****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
<b>PEO1</b>	To empowered the students to create innovative ideology in different sectors of the government.
<b>PEO2</b>	To acquire competency to challenge various competitive exams.
<b>PEO3</b>	To inculcate capacity to shift towards higher education.
<b>PEO4</b>	To encompass with the potential of leading the society in a right way.
<b>PEO5</b>	To familiarize with the divergent work of multiple personalities all around the world.
<b>PEO6</b>	To enhance the leadership skills and entrepreneurs.

**Programme Outcomes for B.A. Graduates**

On completion of the course students will be able to:

<b>SL.No.</b>	<b>Programme Outcomes</b>
<b>PO1</b>	To make them to architect of knowledge leading to private Enterprises to face competitive examinations and develop entrepreneurial skill
<b>PO2</b>	To demonstrate the skill of language the forms and content of artwork by studying the socio- economic and political perspective of past and present
<b>PO3</b>	To develop design making skills by using analytical , creative and integrative abilities and adopt new technologies in business
<b>PO4</b>	To built and demonstrate leadership, team work and managerial skills in different contests, develop efficient and effective skills in library using modern techniques
<b>PO5</b>	To make the acquire knowledge in journalism, mass communication, Fine Arts, Tourism and to attain employability
<b>PO6</b>	To prepare the self-motivated and lifelong wisdom to get shape in the modern changing culture

**Programme Specific Outcome:**

<b>PSO</b>	<b>Graduate Attributes</b>	<b>After Completion of B.A., History the Students will be able to</b>	<b>PO Addressed</b>
<b>PSO-1</b>	Knowledge	Students will gain the Knowledge and able to communication efficiently	PO1
<b>PSO- 2</b>	Problem Analysis	The Students will acquire the skill of analyzing and interpreting data	PO3
<b>PSO-3</b>	Problem Solving	The Students will be empowered to understand the problems and find solution	PO3
<b>PSO-4</b>	Modern tool usage	Architect of new knowledge leading to private enterprise employable in various sectors	PO3
<b>PSO-5</b>	Social Responsibility	Prepare the self-motivated and lifelong wisdom to get shaped in the modern changing society	PO5
<b>PSO-6</b>	Lifelong learning	The students are gained knowledge to create innovative ideology in different sectors	PO6
<b>PSO-7</b>	Ethics and Values	Enhanced with the importance of Values and Ethics.	PO2
<b>PSO -8</b>	Leadership Quality	Develop feeling of Patriotism in the heart of the pupils and paved way for the national integration	PO4

## 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

### Courses of Study with Credit Distribution for B.A., History

Category	No.of Courses	No.of Credits
Part-I	4	12
Part –II	4	12
Major Core Paper	13	60
Discipline Specific Elective Courses	3	15
Generic Elective Courses	4	20
Skill Enhancement Courses	6	12
Inter Disciplinary Courses	2	4
Ability Enhancement Compulsory Courses	2	4
NSS/Physical Education	1	1
Total	39	140

## 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 wider 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, Caselets, 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 Upto K4 levels)

Assessment through K1, K2, K3 & K4

**EVALUATION (THEORY)****(PART I / PART II / PART III)**

<b>Internal</b> (Formative)	: 25 marks
<b>External</b> (Summative)	: 75 marks
<b>Total</b>	:100 marks

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

<b>Components</b>	<b>Marks</b>
Test (Average of three tests) (Conducted for 100 marks and converted into 20 marks)	<b>20</b>
Assignment( Quiz/ Documentation/ Case lets/ ICT based Assignment/ Mini Projects)	<b>5</b>
<b>Total</b>	<b>25</b>

- ✓ **Centralized system** of Internal Assessment Tests
- ✓ There will be **Three Internal Assessment** Tests
- ✓ Duration of Internal assessment test will be **1 hour for Test I and 2 hours for Test II and III** respectively.
- ✓ 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**

<b>Section</b>	<b>Marks</b>
A-Multiple Choice Question(3x1mark)	3
B-Short Answer (1x2marks)	2
C-Either Or type(1/2x5marks)	5
D-Open choice type(1/2 x10marks)	10
<b>Total</b>	<b>20</b>

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

<b>Multiple choice for Section</b>	<b>Marks</b>
A-Multiple Choice Question (6x1mark)	6
B-Short Answer(2x2marks)	4
C-Either Or Type(2/4x5marks)	10
D-Open Choice Type (2/3x 10marks)	20
<b>Total</b>	<b>40</b>

Conducted for 100 marks and converted into 20 marks

### Question Paper Pattern for Summative Examination

Section	Marks
A-Multiple choice Questions without Choice(10x1 mark)	10
B-Short Answer without choice(5x2marks)	10
C-Either Or type(5/10x5marks)	25
D-Open Choice type (3outof 5x10 marks)	30
Total	75

In respect of Summative Examinations passing minimum is **36%forUG**.

### Distribution of Marks in % with K Levels CIA I, II, III & External Assessment

Blooms Taxonomy	Internal Assessment			External Assessment
	I	II	III	
Knowledge (K1)	12%	12%	12%	13%
Understanding (K2)	44%	22%	22%	21%
Apply (K3)	44%	33%	33%	33%
Analyze (K4)	-	33%	33%	33%

Latest amendments and revision as per **UGC** and **TANSCH** 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	Up to K3	3	(K1)	1	K1	2 (K2) (Each set of questions must be in the same level )	1 (K2) & 2 (K3)	
No. of Questions to be asked			3		1		2	3	9
No. of Questions to be answered			3		1		1	1	6
Marks for each question			1		2		5	10	-
Total Marks for each section			3		2		5	10	20

**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 2	Up to K3	3	(K1/ K2)	1	(K1/ K2)	2 (K2) / 2 (K4) (Each set of questions must be in same level )	2 (K3) & 1 (K4)	
2	CLO 3	Up to K4	3	(K1/ K2)	1	(K1/ K2)			
No. of Questions to be asked			6		2		4	3	15
No. of Questions to be answered			6		2		2	2	12
Marks for each question			1		2		5	10	-
Total Marks for each section			6		4		10	20	40

**BLUE PRINT FOR INTERNAL ASSESSMENT – III****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 4	Up to K3	3	(K1/ K2)	1	(K1/ K2)	2 (K2) / 2 (K4) (Each set of questions must be in same level )	2 (K3) & 1 (K4)	
2	CLO 5	Up to K4	3	(K1/ K2)	1	(K1/ K2)			
No. of Questions to be asked			6		2		4	3	15
No. of Questions to be answered			6		2		2	2	12
Marks for each question			1		2		5	10	-
Total Marks for each section			6		4		10	20	40

**Distribution of Marks with Choice K Levels CIA I, CIAII and CIA III**

CIA	K Levels	Section -A MCQ (No choice)	Section -B Short Answer (No choice)	Section -C (Either or Type)	Section -D (Open choice)	Total Marks	% of Marks
<b>I</b>	K1	3	2	-	-	5	12
	K2	-	-	10	10	20	44
	K3	-	-	-	20	20	44
	K4	-	-	-	-	-	-
	<b>Marks</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>30</b>	<b>45</b>	<b>100</b>
<b>II</b>	K1	5	2	-	-	7	12
	K2	1	2	10	-	13	22
	K3	-	-	-	20	20	33
	K4	-	-	10	10	20	33
	<b>Marks</b>	<b>6</b>	<b>4</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>
<b>III</b>	K1	5	2	-	-	7	12
	K2	1	2	10	-	13	22
	K3	-	-	-	20	20	33
	K4	-	-	10	10	20	33
	<b>Marks</b>	<b>6</b>	<b>4</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>

### 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	Up to K3	2	K1/K2	1	K1/K2	2 (K3& K3)	1(K2)	
2	CLO 2	Up to K3	2	K1/K2	1	K1/K2	2(K2& K2)	1(K3)	
3	CLO 3	Up to K4	2	K1/K2	1	K1/K2	2 (K4&K4)	1(K4)	
4	CLO 4	Up to K 3	2	K1/K2	1	K1/K2	2 (K3& K3)	1(K3)	
5	CLO 5	Up to K 4	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 Choice 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, analyzing, presentation and make inferences with evidences

**EVALUATION (THEORY)****(PART- IV - SEC, IDC, EVS& Value Education****PART –V NSS/Physical Education)****Internal** (Formative) : 25 marks**External** (Summative) : 75 marks**Total** : 100 marks**Formative Test (CIA-Continuous Internal Assessment) : 25 Marks**

Components	Marks
Test (Conducted for 50 marks and converted into 25 marks)	<b>25</b>

- ✓ There will be Only one Internal Assessment Test
- ✓ Duration of Internal assessment test will be 2 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**

Section	Marks
A-Multiple Choice Question(5x1 mark)	5
B-Short Answer(5x2marks)	10
C-Either Or type( 3/6 x5marks)	15
D-Open choice type(2/3 x10marks)	20
Total	50

Conducted for 50 marks and converted into 25 marks

**Question Paper Pattern for External Examination**

Section	Marks
A-Multiple Choice Question(10x1 mark)	10
B-Short Answer(5x2marks)	10
C-Either Or type( 5/5x5marks)	25
D-Open choice type(3/5 x10marks)	30
Total	75

## BLUE PRINT FOR INTERNAL ASSESSMENT

## 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.	CLO1	Up to K 3	1	K1	1	K1	4(K2) & 2(K3) (Each set of questions must be in same level )	1(K2) & 2(K3)	
2.	CLO2	Up to K 3	1		1				
3.	CLO3	Up to K 3	1		1				
4.	CLO4	Up to K 3	1		1				
5.	CLO5	Up to K 3	1		1				
No. of Questions to be asked			5		5		6	3	19
No. of Questions to be answered			5		5		3	2	15
Marks for each question			1		2		5	10	
<b>Total Marks for each section</b>			<b>5</b>		<b>10</b>		<b>15</b>	<b>20</b>	<b>50</b>

## Distribution of Marks with K Levels -CIA

CIA	K Levels	Section A MCQ	Section B (Short Answers)	Section C (Either/ Or Choice)	Section D(Open Choice)	Total Marks	% of Marks
I	K1	5	10	-	-	15	20
	K2	-	-	20	10	30	40
	K3	-	-	10	20	30	40
	K4	-	-	-	-	-	-
	<b>Marks</b>	<b>5</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>75</b>	<b>100</b>

### 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 Choice)	Section D (Open Choice)	Total
			MCQs		Short Answers				
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to 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	Up to K3	2		1				
3	CLO 3	Up to K3	2		1				
4	CLO 4	Up to K 3	2		1				
5	CLO 5	Up to 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)	Section D (Open Choice)	Total Marks	% of Marks without choice
<b>K1</b>	10	10	-	--	<b>20</b>	16
<b>K2</b>	-	-	30	20	<b>50</b>	42
<b>K3</b>	-	-	20	30	<b>50</b>	42
<b>Total Marks</b>	10	10	50	50	<b>120</b>	100

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(Re –accredited (3<sup>rd</sup> cycle) with Grade A<sup>+</sup> 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 Course	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 to 1336 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 <sup>th</sup> 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 - 1947 A.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 – Muselogy	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		Extension Activities	-	3	25	75	100	1
22OU5NS4/ 22OU5PE4		NSS/Physical Education							
	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)**

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

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

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

**NOTE:**

**The students are permitted to obtain additional credits (Optional)**

1. MOOCs / SWAYAM / NPTEL Courses(Online)

2. 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	22HIAOC  22HIAOCPR	1.Teaching Methodology  2. Project	30	I B.A., History
II	III & IV	Certificate Course	22HIC  22HICPR	1. Tourism Business and Management - Theory  2.Project	90	II year of all other disciplines
III	V	Value Added Course	22HIVAC  22HIVACPR	1.Entrepreneurship Development  2.Project	30	III B.A., History

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (75 )	CIA	SE	Total
I	Core	22OUHI11	HISTORY OF INDIA – I (upto 712 A.D.)	5	5	25	75	100

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

### Course Objectives

1. To acquire knowledge on geographical features of India and its consequences on Indian history.
2. To develop an understanding over the characteristic features of early Civilizations of India
3. To make awareness on new religions in the 6<sup>th</sup> century B.C and it's philosophies.
4. To understand the prevalence of ahimsa concept during ancient dynasty
5. To acquaint knowledge over the administrative skills of dynasties in ancient India.

### Course content:

**Unit: I Geographical features and sources of India:** Influence of Geography on Indian History -Unity in Diversity – Sources: Archaeology:- Epigraphical – Numismatics - Pre – Historic period – Literary sources: religious, secular and foreign Accounts.

**Unit: II Ancient Civilizations:** Indus Valley Civilization – salient features of the Civilization - Origin of the Aryans - Early Vedic Civilization - Later Vedic Civilization.-Epic age.

**Unit: III Factors responsible for the rise of new religions** - Mahavira– Principles of Jainism – Contribution of Jainism - Buddha - Principles of Buddhism – Contribution of Buddhism –Sangas.

**Unit: IV The Mauryan Dynasty:** Chandra Gupta Maurya –Asoka – Kalinga War – Edicts of Asoka – Asoka's Dhamma - Mauryan Administration – Causes for the

downfall of Mauryan Empire - The Kushans – Kaniska – -Contribution to Buddhism  
-School of Madura and Gandhara Art.

**Unit: V The Gupta Dynasty:** Chandra Gupta I – Samudra Gupta – Chandra Gupta  
II –Kumara Gupta II - The Golden Age of Guptas – Huns invasions - Vardhana  
Dynasty – Harsha – Councils of Buddha – India on the eve of Arab Conquest.

### Maps:

1. Indus Valley sites
2. Asoka's Empire
3. Samudra gupta's Empire
4. Harsha's Empire

### Books for Study:

1. Aggarwal .J.C, (2013) *Ancient Indian History*, S. Chand & company Pvt,Ltd., New Delhi.
2. AnnelettSopithaBai .W, (2006) *History of India (up to 712A.D.)*Sharon Publications, Marthandam.
3. Ramalingam .T.S, (1991) *History of India*, T.S.R. Publications, Madurai.
4. Thangavel.K, (1976) *History of India*,Palaniappa Brothers Publications, Madurai.
5. Thiyagarajan. J, (2003) *Inthiyavaralaru (900 varai)*PavaiPathippakam, Madurai.

### Reference Books:

1. Basham A.L. (1959) *The wonder that was India*, Oxford.
2. Mahajan V.D, (2003) *History of Ancient India*,LakshmiNarainAgarwal, Educational Publishers, Agra.
3. Mittal J.P. ( 2006) *History of Ancient India Vol II*, Atlantic Publication , Delhi.
4. Nanda S.P. (2012) *History of Ancient India*, Dominant Publishers& Distributors Pvt Ltd., Delhi.
- 5.PonThangamani,( 1992)*Ancient Indian Political and Cultural History( upto 1206A.D.)*Ponniah Publishers,Kanyakumari.
- 6.Sharma L.P ,( 2008) *History of Ancient India ,( Pre- Historic Age to 1200 A.D.)* , 3<sup>rd</sup>Edition , Delhi.

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

<https://en.wikipedia.org/wiki/Neolithic>

<https://byjus.com/free-ias-prep/major-sites-indus-valley-civilization/>

<https://www.britannic.com/topic/Gupta-dynasty>

**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 (CLO's):**

CLO	Course Outcomes Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Understand the geographical features and its impact on Indian history.	K1toK3
CLO2	Identify the origin and developments of civilizations in early India.	K1toK3
CLO3	Aware knowledge about the philosophy of Jainism and Buddhism.	K1toK4
CLO4	Analyze different administrative setup and social welfare activities of ancient dynasties.	K1toK3
CLO5	Examine the nature of India and different causes for the foreign invasions.	K1toK4

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

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

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

**LESSON PLAN: TOTAL HOURS (75 Hrs)**

Unit	Description	Hrs.	Mode
I	Geographical features and Sources of India: Influence of Geography on Indian History -Unity in Diversity – Sources: Archaeology: - Epigraphical – Numismatics - Pre – Historic period – Literary sources: religious, secular and foreign Accounts.	15	Chalk and Talk, PPT, peer discussion, Quiz, spot test.
II	Civilizations: stone Age – Indus Valley Civilization – salient features of the Civilization - Origin of the Aryans - Early Vedic Civilization - Later Vedic Civilization.-Epic age	17	Chalk and Talk, PPT, Group discussion , Quiz, spot test
III	Causes for the rise of new religions -Mahavira– principles of Jainism – Contribution of Jainism - Buddha – Principles of Buddhism – Contribution of Buddhism – Sangas.	15	Chalk and Talk, PPT, Group discussion , Quiz, spot test
IV	The MauryanDynasty - Chandra Gupta Maurya –Asoka – Kalinga War – Edicts of Asoka – Asoka’s Dhamma - Mauryan Administration – Causes for the downfall of Mauryan Empire - The Kushans – Kaniska – -Contribution to Buddhism -School of Madura and Gandhara Art.	14	Chalk and Talk, PPT, Quiz, spot test
V	The Gupta Dynasty- Chandra Gupta I – Samudra Gupta – Chandra Gupta II –Kumara Gupta II - The Golden Age of Guptas – Huns Invasions - Vardhana Dynasty – Harsha – Councils of Buddhas – On the eve of Arab Conquest. .	14	Chalk and Talk, PPT, Group discussion , Quiz, spot test

**Course Designer:**  
**Dr. (Mrs) O. JEYANTHI**

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (75 )	CIA	SE	Total
I	Core	22OUHI12	History of Tamilnadu- I  (Upto 1336 C.E)	5	5	25	75	100

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

### Course Objectives

1. To acquire the knowledge on geographical features on early Tamil country.
2. To familiarize the students with ancient Tamil society.
3. To learn new style of Art and Architecture of Tamil Nadu.
4. To gain knowledge about the imperial Cholas Administration.
5. To develop knowledge on salient features of First and Second Pandiyan Empire.

### Course Content

**Unit- I Geographical features and Sources:** Geographical features – Impact of Geography on the History of Tamilnadu – Sources – Archaeological, Epigraphical, Numismatics, Literary and Foreign Accounts.

**Unit - II Sangam age and Kalabhras:** Sangam Literature - Sangam Rulers –Imaya varampan nedum cheralathan- Senguttuvan – Karikalan –Sengannan- First Pandyan Empire –Palyagasalai Muthukudumi Peruvaluthi - Talayalankanathu Cheruvendra Nedunchelian – Socio –Economic and Religious conditions - Kalabhras-Socio-Economic and Religious condition.

**Unit - III The Pallavas:**The Pallavas – Mahendravarman – Narasimhavarman – Battle of Thirupurambiyam – Administration, -Art and Architecture –Socio-Economic condition-Huang-Tsang- Bhakthi Movement.

**Unit - IV The Cholas:** The Imperial Cholas – Vijayalaya – Rajaraja I – Rajendra I – Kulothunga I - Literature - Administration- Local self-government-Art and Architecture –Socio-Economic condition .

**Unit - V The Pandyas:**First Pandyan Empire – Kadungon – Jatila Parantaka – Sri Mara Sri Vallabha – Varaguna II – Second Pandyan Empire – Maravarman Sundara Pandya I – Jatavarman Sundara Pandya I – Maravarman Kulasekara Pandya I – War of Succession- Malik Kafur's invasion - Marco Polo's Account.

### Books for Study:

1. Ganapathy A, (1988) *Thamizhaga Varalaru*, Malligai Pathippagam, Madurai.
2. Manoranjithamani.C, (2012) *History of Tamilnadu upto 1556 A.D*, Dane-Bery Publications, Tirunelveli.
3. Dharmaraj J, *Thamizhaga Varalaru*( upto 1336),Tensi publication ,Sivakasi.
4. Rajayyan K, (1962) *History of Tamil Nadu* (upto1565 A.D) Raj Publications, Madurai.
5. Ramasamy. A, (1991)*Thamizhaga Varalaru*, Sengundram Publishers.

### Reference Books:

1. Nilakanda Sastri K.A. (1995) *History of South India*, Oxford University, Chennai.
2. Rajamanikam M, (1944) *History of Tamil Nadu* ,Kavya Publications,Chennai.
3. Rajamanickam Pillai.M, (2009) *Pallavar Varalaru*, Chellappa pathippagam.
4. Thiagarajan J. (2001-2002) *History of Tamil Nadu*, Pavai Pathippagam,Madurai.

### Web Resources/ E Books:

<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)
CLO1	Identify the Geographical features of Tamil Nadu with early sources.	K1toK3
CLO2	Categorizing works of Sangam Literature and early Sangam rulers.	K1toK3
CLO3	Examining the Administration and art and architecture of Pallavas.	K1toK4
CLO4	Analyse the contribution of Imperial Cholas.	K1toK3
CLO5	Assessing the rule of First and Second Pandiyas.	K1toK4

**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	Geographical features of Tamilnadu – Location –Hills –8 Coastal region - Rivers- Climate –Flora and Fauna- Geographical Significant -Sources- Archaeology- Arikamedu – Adhichanallur -Epigraphy-monuments - Literary –Foreign –Indigenous- Numismatics- Foreign Accounts.		Chalk and Talk PPT, Group discussion, Quiz and Spot test
II	Sangam Literature –Tolkappiyam- Ettutogai-19 pattupattu-Paripadal- Kalittogai –Akananuru- Purananuru-Sangam Rulers – Imaya varampan nedum cheralathan- Senguttuvan – Karikalan – Sengannan- First Pandyan Empire - Palyagasalai Muthukudumi Peruvaluthi- Talayalankanathu Cheruvendra Nedunchelian – Socio -Economic and religious conditions - Kalabhras - Socio-Economic and Religious condition.		Chalk and Talk PPT, Group discussion, Quiz and Spot test
III	The Pallavas – Mahendravarman – Narasimhavarman –16 Battle of Thirupurambiyam – Administration- Central Government –Provincial Government -Art and Architecture - Socio-Economic condition- Bhakthi Movement -Nayanmar- Alvars- Huang-Tsang		Chalk and Talk PPT, Group discussion, Quiz and Spot test
IV	The Imperial Cholas – Vijayalaya – Rajaraja I –17 Expedition - Rajendra I – Expedition- Kulothunga I - Literature - Administration –kudaolai system- Art and Architecture- Socio-Economic condition .		Chalk and Talk PPT, Group discussion, Quiz and Spot test
V	First Pandyan Empire – Kadungon – Jatila Parantaka –15 Sri Mara Sri Vallabha – Varaguna II – Second Pandyan Empire – Maravarman Sundara Pandya I – Jatavarma Sundara Pandya I – Maravarma Kulasekara Pandya I – War of Sucession- Malik Kafur’s invasion - Marco Polo’s Account.		Chalk and Talk PPT, Group discussion, Quiz and Spot test

**Course Designer:****Mrs. G. SENTHAMARAI**

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours(90 )	CIA	SE	Total
I	GEC -I	22OUHIGEEEC1	Economic Development of India	5	6	25	75	100

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

### Course Objectives

1. To inculcate the Growth and Development of Indian Economy.
2. To estimating the population growth and explosions of India.
3. To know the concepts and Difficulties of calculating in national income.
4. To identify the relevance of Agriculture growth and Industry in Indian Economy.
5. To assess the achievements and failures of Planning in India.

### Course Content:

**Unit – I Economic Growth and Natural Resources:** Economic Growth and Development: Definition – Difference between Economic Growth and Development - Determinants of Economic Growth – Characteristics of Indian Economy – Natural Resources: Land Resources: Features of Land -Water Resources: Types – Uses - Forest Resources: Importance - Benefits and Brief note on Mineral Resources.

**Unit – II Population:** Population: Meaning – Population in India – Factors affecting the Population Growth: Birth Rate – Death Rate- Migration - Causes and Effects of Population Explosion – Theory of Demographic Transition– Malthusian theory of Population – Optimum theory of Population.

**Unit - III National Income of India:** National Income: Meaning - Definition – Concepts: GDP – GNP - NDP- NNP - PI – DPI -Methods of Measuring National Income: Product – Income- Expenditure - Difficulties in measuring National Income.

**Unit – IV Agriculture and Industry Sector:** Agriculture: Role of Agriculture in India's Economic Development – Causes for the low Agriculture productivity in

Indian – Measures to increase the Agriculture Productivity –Green Revolution:  
 Features - Effects. **Industry:** Role of Small Scale Industry in Indian Economic  
 Development – Problems - Remedies– Micro, Small, Medium Enterprises (MSMEs):  
 Definition – Importance – Problems- Remedies.

**Unit – V Planning in India and NITI AYOOG:** Planning: Meaning – Evolution of  
 Planning in India – Objectives – Types – Achievements and Failures of Planning –  
 NITIAYOG: Objectives – Functions.

### Books for Study:

1. Puri, V.K and Misra, S.K, (2020) Indian Economy, 38th Revised & Updated edition, Himalaya Publishing House.
2. RuddarDutt & Sundharam K.P.M, (2018) *Indian Economy*, S.Chand and Company Ltd, New Delhi.
3. Srinivasan. N, (2019) *Economic Development of India*, Meenakshi Pathipagam, Madurai.

### Reference Books:

1. Balakrishnan, (2017) *Economic Development in India*, Access Publishing.
2. Dhingra I.C., Garg V.K., (2017) *Economic Development and Planning in India*, Sultan Chand and Sons, New Delhi.
3. Jhingan.M.L, (2017) *The Economics of Development and planning*, Vrindha Publications, New Delhi.
4. Ramesh Singh, (2017) *Indian Economy*, McGrawHill Education (India) Private Limited, Chennai.
5. Sankaran. S, (2019) *Indian Economy (Problems, Policies & Development)*, Margham Publications, Chennai.

### Web Resources / E Books:

(NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.,)

- <https://pdfexam.com/indian-economy-by-ramesh-singh-pdf-latest-edition-download-now/>
- <http://www.lscollge.ac.in/sites/default/files/ECONOMICS%20CBA-II%20-Role%20of%20Agriculture%20in%20Indian%20Economy.pdf>
- <https://www.vedantu.com/commerce/national-income>

- <https://pdffile.co.in/all-five-year-plans-in-india/>
- <https://nptel.ac.in/courses/109104184>
- <https://evidya.sagepub.in/library/indias-economy-and-growth?bookId=3489&siteName=evidya>
- <https://www.slideshare.net/AnasVj/population-growth>
- [https://www.academia.edu/13264487/Features\\_of\\_indian\\_economy](https://www.academia.edu/13264487/Features_of_indian_economy)
- [www.drishitipublications.com](http://www.drishitipublications.com)

**Pedagogy:**

Lecture, Chalk and Talk, PPT, Quiz, Spot-Test, E-Content, Group Discussion.

**Rationale for nature of Course:**

To know the role of various sectors for the Economic Development in India.

**Activities to be given:**

Students are asked to preparation of Scrap Book and collection of Data 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 )
<b>CLO1</b>	Recognized the significance of natural resources and its contribution to development of Indian Economy.	K1toK3
<b>CLO2</b>	Able to understand the Population Growth and importance of optimum theory.	K1toK3
<b>CLO3</b>	Identified the concepts of National Income and various measuring methods.	K1toK4
<b>CLO4</b>	Estimate the importance of Agriculture and role of industry in India	K1toK3
<b>CLO5</b>	Determined the Evolution of Planning and functions of NITIAYOG in India.	K1toK4

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

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	2	3	2	2	3	2
<b>CLO2</b>	1	2	3	2	3	3
<b>CLO3</b>	3	3	3	2	3	3
<b>CLO4</b>	3	2	3	2	3	3
<b>CLO5</b>	2	2	3	3	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

### LESSON PLAN: TOTAL HOURS (90HRS)

Unit	Description	Hrs	Mode
I	<b>Economic Growth and Natural Resources of Indian Economy</b> Economic Growth and Development: Definition – Difference between Economic Growth and Development - Determinants of Economic Growth – Characteristics of Indian Economy – Natural Resources: Land Resources: Features of Land -Water Resources: Types – Uses - Forest Resources: Importance - Benefits and Brief note on Mineral Resources.	18	Chalk and Talk, PPT, Peer discussion, Projector, Quiz, Spot test.
II	<b>Population</b> Population: Meaning – Population in India – Factors affecting the Population Growth: Birth Rate – Death Rate- Migration - Causes and Effects of Population Explosion – Theory of Demographic Transition - Malthusian theory of Population – Optimum theory of Population.	16	Chalk and Talk, PPT, Peer discussion, Projector, Quiz, Spot test
III	<b>National Income of India</b> National Income: Meaning- Definition –Concepts of National Income: GDP – GNP - NDP- NNP - PI – DPI - Methods of Measuring National Income: Product – Income - Expenditure - Difficulties in measuring National Income.	15	Chalk and Talk, PPT, Peer discussion, Projector, Quiz, Spot test
IV	<b>Agriculture and Industry Sector</b> Agriculture: Role of Agriculture in India's Economic Development – Causes for the low Agriculture productivity in Indian – Measures to increase the Agriculture Productivity – Green	22	Chalk and Talk, PPT, Peer discussion, Projector, Quiz, Spot test

	Revolution: Features - Effects.  Industry: Role of Industry in Indian Economic Development - Large Scale Industries – Causes and Remedies – Micro, Small, Medium Enterprises (MSMEs): Definition – Importance – Problems - Remedies.		
V	<b>Planning in India and NITI AYO</b> Planning: Meaning – Evolution of Planning in India – Objectives – Types – Achievements and Failures of Planning – NITIAYOG: Objectives – Functions.	19	Chalk and Talk, PPT, Peer discussion, Projector, Quiz, Spot test

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

DEPARTMENT OF HISTORY				I UG				
Sem	Course Type	Course Code	Course Title	Credits	Hours (30 )	CIA	SE	Total
I	IDC	22OUHID1	History of Madurai	2	2	25	75	100

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

### Course Objectives

1. To know about the History of Madurai.
2. To develop the knowledge about through the ages of Madurai.
3. To understand the Role of agriculture & economic condition of Madurai during this period.
4. To make knowledge on various Historical site & its significant.
5. To acquire knowledge on different religious center of Madurai.

### Course Content:

**Unit – I Geographical Background of Madurai:** Pre-Historic period -Sources – Archaeology, Epigraphy and Literary.

**Unit –II Political and Economic Conditions of Madurai::** Pandyas, First Pandya, Second Pandya, -Vijayanagar Empire – Nayaks and British Period.

**Unit – III Pre- Historical sites of Madurai:** Mangualm, Aritapatti, Yanaimalai, Kizhakuilkudi, Thirumalai Nayak Mahal, Gandhi Museum and Keeladi.

**Unit – IV Religious Centers:** Meenachi Amman Temple – Alagar Temple – Thiruparangunram, Goripalayam Dharghah - St.Mary's Cathedral.

**Unit – V Madurai as a smart city:**Kappalur Industry-Satellite city-Extension of Rajaji Hospiat.

**Books for study:**

1. Devakunjari, (1957) *Madurai through the Ages*, Society for Archeological, Historical and Epigraphical Research Publication, Madras
2. Rajyyan K., (1974) *History of Madurai*, Sangam Printers, Madurai.

**Reference Books:**

1. Percy Brown.( 1968)*Indian Architecture Buddhist and Hindu Architecture.*,Tarapore.,Vala Publication., Bombay.
- 2.Sastri K.A.N.,A(1958) *History of South India From Pre-historic Times to the fall of Vijayanagar,South India.*,Saiva SiddhantaWorks publishing society.,Madras.
- 3.Pillai K.K.,( 2004) *Tamizhaha Varalarum Panpadun.*,International Institute of Tamil studies.,Chennai.

**Web Resources/ E Books:**

<https://archive.org/details/in.ernet.dli.2015.532410/page/n3>  
<https://ia801602.us.archive.org/29/items/in.ernet.dli.177463/2015.177463.Madras-District-Gazetteers-Madura.pdf>  
<https://archive.org/details/in.ernet.dli.2015.172487/page/n3>  
<https://www.britannica.com/place/Madurai>

**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 center 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):**

<b>CLO</b>	<b>Course Outcomes Statement</b>	<b>Knowledge According to Bloom's Taxonomy (Upto K level)</b>
CLO1	Recognized significant of sources in History of Madurai.	K1 to K3
CLO2	Inspect on the different characteristics of Madurai through the ages	K1 to K3
CLO3	Analyzed the Historical sites of Madurai & its contribution	K1 to K3
CLO4	Recognized the various religious centers & its impacts.	K1 to K3
CLO5	Estimate the Madurai as a smart city	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)**  
**(ARTS)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	2	3	2	2	3	3
<b>CLO2</b>	2	3	2	2	2	3
<b>CLO3</b>	2	3	2	3	3	3
<b>CLO4</b>	1	2	3	3	2	3
<b>CLO5</b>	2	3	3	2	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

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

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	1	2	2	3	3	2
<b>CLO2</b>	3	2	1	3	3	3
<b>CLO3</b>	2	3	2	3	2	3
<b>CLO4</b>	2	3	2	2	2	3
<b>CLO5</b>	3	3	2	3	2	3

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

**LESSON PLAN: TOTAL HOURS (30HRS)**

UNIT	DESCRIPTION	HRS	MODE
I	Geographical Background of Madurai pre-Historic period- Sources –Ur Archaeology, Epigraphy and Literary.	5	Chalk and Talk, PPT, Group discussion, quiz, spot test.
II	Political and Economic Conditions of Madurai:: Pandya, First Pandya, Second Pandya, - Vijayanagar Empire – Nayaks and British Period	8	Chalk and Talk, PPT, Group discussion , quiz, spot test ..
III	Pre- Historical sites: Mangualm, Aritapatti, Yanaimalai, Kizhakuilkudi , Thirumalai Nayak Mahal, Gandhi Museum and Keezhadi	8	Chalk and Talk, PPT, Group discussion , quiz, spot test .
IV	Religious Centers – Meenachi Amman Temple – Alagar Temple – Thiruparangunram, Goripalayam Dharghah - St.Mary's Cathedral- Madurai Mission	6	Chalk and Talk, PPT, Group discussion , quiz, spot test .
V	Madurai as a smart city: Kappalur Industry- Satellite city-Extension of Rajaji Hospital- Bridges.	3	Chalk and Talk, PPT, Group discussion , quiz, spot test .

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

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours(75)	CIA	SE	Total
II	Core	22OUHI21	HISTORY OF INDIA – II ( 712 A.D. - 1526 A.D.)	5	5	25	75	100

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

### Course Objectives

1. To know the Turkish Invasions.
2. To provide knowledge on Legacy of Rajputs and understand the slave Dynasties that ruled Delhi.
3. To acquire knowledge on Achievements and Reforms of Khalji Dynasty.
4. To estimate the Socio-economic and Political state of Tughlaq Dynasty.
5. To develop the Socio-economic, Political Conditions and estimate the Art and Architecture of Delhi Sultanate.

### Course Content:

**Unit- I The invasions of the Turks -** Mohammad Ghazni –Causes of the Invasions– Indian Invasions of Mohammad –Mohammad Ghorī –Causes of the Invasions– Indian Invasions of Mohammad Ghorī-First war of Tarain – Second war of Tarain

**Unit - II Origin of the Rajput**–Importance of Rajput kingdoms – culture -**Delhi Sultanate -** Slave Dynasty : Qutb - ud - Din Aibak – Early Career-His Difficulties – Achievements - Iltutmish -His Difficulties – Achievements - Razia Sultana - Ghiyas-ud-din Balban –His Difficulties – Achievements– Mangol Invasion .

**Unit - III The Khilji Dynasty :** Jalal ud din Khilji- His Attitudes –Appointments – The Revolt of Malik Chhajur –Ala-ud - din -Khilji – Domestic Policy – Theory of

Kingship – Revolts - Taxations and Revenue – Military Administration – Market System – Extension of the Empire - Invasions of Mongols - an Estimate.

**Unit - IV Tughluq Dynasty;** Gias-ud-din Tughluq - Domestic Policy - Muhammad bin Tughluq — Domestic Policy – The Mongol Invasion – Foreign Policy – Rebellions - Firuz Shah Tughluq – Domestic Policy – wars – Conquests and Rebellions .

**Unit - V The Sayyid and Lodi Sultans of Delhi :** Khizr Khan – Mubarak Shah – Muhammad Shah – Ala-ud-din Alam Shah - The Lodi Sultans of Delhi : Bahlul Lodi – Sikandar Shah Lodi – Ibrahim Lodi - Administration under the Delhi Sultanates - Social Life – Economic Condition – Religious Condition – Literature - Art and Architecture – Downfall of Sultanate.

### Maps:

1. Empire of Muhammad Ghazini
2. Kingdom of Muhammad Ghori
3. Alaud – din – Khalji's Empire
4. Muhammad bin Tughluq

### Books for Study:

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

### Reference Books:

1. John F. Richards , (2014) *The Mughal Empire* , Cambridge University press, New Delhi.
2. Mahajan.V.D,( 1992) *History of Medieval India (Muslim Rule in India)* S.Chand & Company Ltd., New Delhi.

3. Majumdar.R.K, (1991) *Mughal Rule in India (From 1526 A.D.to 1707 A.D.)* SBD Publishers Distributors, 4th Revised & Enlarged Edition.
4. Ray Choudhary S.C, (2011) *History of Mughal India (A detailed study of Political, Economic, Social and Cultural aspects from 1526 A.D - 1707 A.D.)* Surjeet Publications, Delhi.
5. Satish Chandra, (2016) *History of Medieval India (800 A.D -1700 A.D)*, Orient blackswan Pvt, Ltd., New Delhi.
6. Sharma.L.P, (2010) *History of Medieval India (1000 A.D. to 1740 A.D)*, Konark Publishers Pvt.Ltd.

**Web Resources/ E Books:**

<https://archive.org/details/dli.pahar.1622/page/ni/mode/2up>

<https://archive.org/details/medievalindia00lanegoog>

<https://www.indianculture.gov.in/rarebooks/medieval-india-under-mohammedan-rule-ad-712-1764>

<https://testbook.com/question-answer/who-was-the-first-muslim-invader-of-india--5da6f7c9f60d5d3e02ba58c3>

<https://www.worldcat.org/title/mediaeval-india-under-mohammedan-rule-712-1764/oclc/02083331>

**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):**

<b>CLO</b>	<b>Course Outcomes Statement</b>	<b>Knowledge According to Bloom's Taxonomy (Upto K level)</b>
CLO1	Identify the Emergence of Muslim rule in India	K1 to K3
CLO2	Understanding the Factors for the establishment of slave Dynasty	K1 to K3
CLO3	Articulating the Policies of Khilji Dynasty based their chronology	K1 to K4
CLO4	Analyze the Various Reforms and Policies of Tughlug dynasty	K1 to K3
CLO5	Distinguish the Impact of Muslim rule in India	K1 to K4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	1	3	2	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	2	2	2
<b>CLO4</b>	3	3	2	3	1	2
<b>CLO5</b>	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	The invasions of the Turks - Mohammad Ghazni – Causes of the Invasions– Indian Invasions of Mohammad –Mohammad Ghori –Causes of the Invasions– Indian Invasions of Mohammad Ghori- First war of Tarain – Second war of Tarain.	15	Chalk and Talk, PPT, spottest.
II	Origin of the Rajput –Importance of Rajput kingdoms – culture - Delhi Sultanate - Slave Dynasty : Qutb - ud - Din Aibak – Early Career-His Difficulties – Achievements - Iltutmish -His Difficulties – Achievements - Razia Sultana - Ghiyas-ud-din Balban –His Difficulties – Achievements– Mangol Invasion .	15	Chalk and Talk, Groupdiscussion, spottest.
III	The Khilji Dynasty : Jalal ud din Khilji- His Attitudes –Appointments –The Revolt of Malik Chhajur –Ala-ud - din -Khilji – Domestic Policy – Theory of Kingship – Revolts - Taxations and Revenue – Military Administration –Market System – Extension of the Empire - Invasions of Mongols - an Estimate.	15	Chalk and Talk, PPT, Quiz, spot test.
IV	Tuqhlug Dynasty; Gias-ud-dinTuqhlug - Domestic Policy - Mohammad – bin – Tughluq —Domestic Policy –The Mongol Invasion – Foreign Policy – Rebellions - Firuz Shah Tughluq – Domestic Policy – wars – Conquest and Rebellions.	15	Lecture, Group discussion, spot test.

V	The Sayyid and Lodi Sultans of Delhi : Khizr Khan – Mubarak Shah – Muhammad Shah – Ala-ud-din Alam Shah - The Lodi Sultans of Delhi : Bahlul Lodi – Sikandar Shah Lodi –Ibrahim Lodi -Administration under the Delhi Sultanates - Social Life – Economic Condition – Religious Condition – Literature - Art and Architecture – Downfall of Sultanate.	15	Chalk and Talk, PPT, spot test.
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**Course Designer:**  
**Dr. (Mrs.).A.BHAVANI**

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (75 )	CIA	SE	Total
II	Core	22OUHI22	History of Tamilnadu- II (1336 A.D.- 1800 A.D.)	5	5	25	75	100

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

### Course Objectives

1. To Identifying the Vijayanagar rule and learn about the Nayaks ofTamilNadu.
2. To Extending the knowledge and understand the rule of Nayaks.
3. To identify the contribution of Nayaks in Tamil country.
4. To acquire knowledge on the rule of Tanjore Marathas.
5. To Reviving the role of Poligars.

### Course Content:

**Unit- I Vijayanagar Kingdom and Madurai Nayaks :** Sources - Origin of Vijayanagar Empire – Kumara Kampana’s Southerm Expedition- The Nayaks of Madurai – Viswanatha Nayak - Tirumalai Nayak - Chokkanatha Nayak – Rani Mangammal – Meenakshi.

**Unit-II The Nayaks of Tanjore and Senji:** Krishnappa Nayak II - The Nayankara System- The Nayaks of Tanjore – Sevappa Nayak – Achuthappa Nayak – Regunatha Nayak – Vijayaraghava Nayak – Decline of Nayakdoms.

**Unit-III Administration of Nayakdoms:** Contribution of the Nayaks to Tamil Socio-Economic and Culture – Nayaks Religious policy- Contribution art and architecture-literature.

**Unit- IV The Tanjore Marathas :** Serfoji I – Pratap Singh – Administration - Contribution of the Marathas to Tamil Culture.

**Unit- VPoligars: Poligar's Rebellion – Puli Thevar – Veerapandia Kattabomman–  
Oomaithurai - Marudhu Pandyas.**

**Books for study:**

1. Chandrasekaran.P,( 2003) *Thamizhaga Varalaru 1336 A.D to 1801 A.D*, Manju Pathippakam, Rajapalayam.
2. Chellam.V.T, (2007)*Thenninthiya Varalarum Kalacharamum*, Manivaska Publication, Chennai.
3. Dharmaraj.J,( 2003) *Thamizhaga Varalaru*, Dency Publication, Sivakasi.
4. Subramanian .N,( 1985) *History of Tamil Nadu(1565 -1982 A.D)*,Ennes Publication, Madurai.
5. Manoranjithamani.C, (2019) *History of Tamilnadu 1529A.D -1801A.D*, Dane-Bery Publications, Tirunelveli.

**Reference Books:**

1. Ganapathi . A.( 1988) *History of Tamil Nadu (upto 1565)*Madurai Publications, Madurai.
2. Gopal .M.H. (1980) *History of Vijaya Nagar Empire*, Popular Prakasam Private Limited., Bombay.
3. Mangala Murugesan .N.K. ,*History of Tamil Nadu1565- Present Day*, Pavai Pathippakam, Madurai.
4. Rajayyan.K (1982) *History of Tamil Nadu (1565 – 1982 )* Raj Publication, Madurai,
5. Raman K.V. *Chozhargal* , (Translated works of Neelakanda Sasthri. K.A Volume II), New Century Private Limited, New Delhi.

**Web Resources / E Books:**

<https://archive.org/download/nayaksoftanjore0000vrid/nayaksoftanjore0000vrid.pdf>

<http://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsbcb&key=Nayak%20dynasty%20of%20Madurai%2C%201529%2D1739&c=x>

<https://shodhganga.inflibnet.ac.in/handle/10603/139489>

<https://archive.org/download/in.ernet.dli.2015.183822/2015.183822.History-Of-The-Nayaks-Of-Madura.pdf>

**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	Understand the Origin of Nayaks and rule of significant Madurai Nayaks	K1 to K3
CLO2	Identify the noteworthy rulers of Chenji and Tanjore Nayaks	K1 to K3
CLO3	Analyze the Contribution of Nayaks	K1 to K4
CLO4	Examining the key rulers and contribution of Tanjore Marathas	K1 to K3
CLO5	Analyze the Poligar system and Rebellion	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	2	3	1	2	3	2
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	2	3	2	1
<b>CLO4</b>	3	3	2	3	2	2
<b>CLO5</b>	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	Sources - Origin of Vijayanagar Empire – Kumara Kampana's Southern Expedition- The Nayaks of Madurai – Viswanatha Nayak - Tirumalai Nayak – Expeditions - Chokkanatha Nayak – Rani Mangammal – Expeditions -Meenakshi.	15	Chalk and Talk PPT, Group discussion, Quiz and Spot test
II	The Nayaks of Senji – Krishnappa Nayak II – Thopore war-The Nayankara System- The Nayaks of Tanjore – Sevappa Nayak – Achuthappa Nayak – Regunatha Nayak – Vijayaraghava Nayak – Decline of Nayakdoms.	14	Chalk and Talk PPT, Group discussion, Quiz and Spot test
III	Administration of Nayakdoms – Contribution of the Nayaks to Tamil Society- Socio-Economic and Culture of Nayaks -Religious policy of Nayaks - Nayaks Contribution of art and architecture-literature.	17	Chalk and Talk PPT, Group discussion, Quiz and Spot test
IV	The Tanjore Marathas – Serfoji I – Pratap Singh – Administration - Contribution of the Marathas to Tamil Culture- Saraswathi Mahall	14	Chalk and Talk PPT, Group discussion, Quiz and Spot test

V	Poligars -Poligar's Rebellion – Puli Thevar – Veerapandia Kattabomman– Oomaithurai - Marudhu Pandyas.	15	Chalk and Talk PPT, Group discussion, Quiz and Spot test
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**Course Designer:**

**Dr. (Mrs.) N.ASHADEVI**

DEPARTMENT OF HISTORY				I B.A., History				
Sem	Course Type	Course Code	Course Title	Credits	Hours (90 )	CIA	SE	Total
II	GEC - II	22OUHIGEEC2	Economics of Marketing	5	6	25	75	100

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

### Course Objectives

1. To recognize the students with the basic concepts of Marketing.
2. To understand the different kinds of Buying, Assembling and Selling.
3. To identify the Advantages of Storage and Warehouse.
4. To enable the students to comprehend the functions of Advertising.
5. To develop the knowledge on Media and online Marketing.

### Course Content:

**Unit I Marketing:** Market: Meaning – classification - Marketing: Definition– Features – Objectives – Importance – Approaches to the study of Marketing– Role of Marketing in Economic Development.

**Unit II Buying, Assembling and Selling:** Buying: Meaning – Kinds of buyers – Methods of buying- Types of Buying – Assembling: Meaning – Advantages – Problems in Assembling – Selling: Meaning –Kinds of sales- Methods of Selling.

**Unit III Storage and Warehouse:** Storage: Meaning – Objectives - Advantages – Warehouse: Meaning – Function – Classification: Private Warehouse – Public Warehouse – Cooperative Warehouse – Bonded Warehouse – Advantages.

**Unit IV Advertising and Sales Promotion:** Advertising: Meaning – Evolution of Advertising - Objectives – Functions – Kinds - Advantages: Manufacturers – Salesman – Retailers – Consumers – Society. Personal Selling: Meaning – Objectives - Sales Promotion: Definition – Objectives – Causes for the increase in the Sales Promotion: Internal Causes – External Causes – Sales Promotion at Various Levels: Consumer – Trade – Sales Force- Advantages and Disadvantages.

**Unit V Advertising Media and Online Advertising: Advertising Media: Meaning – Definition – Classification: Direct- Indirect - Outdoor Advertising Media - Online Advertising: Meaning – Types – Advantages and Disadvantages.**

**Books for Study:**

1. Kathiresan, Radha.V, (2016) *Marketing*, Prasanna Publishers, Chennai.
2. Pillai, R.S.N. and Bhagawati, (2016) *Modern Marketing*, S. Chand and Company Ltd, New Delhi.
3. Rutchi Gupta, (2016) *Advertising Principle and Practice*, S.Chand and Co Pvt Ltd.

**Reference Books:**

1. Chunawalla.S.A, (2013) *Marketing Principles and Practice*, Himalaya Publishing House, Mumbai.
2. Gupta.C.B, (2011) *Advertising and Personal Selling*, Sultan Chand and Sons, Educational Publishers, New Delhi.
3. Jayasankar .J,( 2012) *Marketing*, Margham Publications, Chennai.
4. Natarajan.L, (2017) *Marketing*, Margham Publications, Chennai.
5. Rajan Nair and Sanjith Nair.R, (2012) *Marketing*, Sultan Chand & Sons, New Delhi.

**Web Resources / E Books**

(NDLI, MOOCS, SWAYAM, NPTEL, Websites etc.,)

- <https://www.hhrc.ac.in/ePortal/Commerce/I%20B.Com.%20-%2018UCO1%20-%20Mrs.%20M.%20Sridevi.pdf>
- <https://www.slideshare.net/bhupinderkaur33/mrкетинg-chapter-1>
- <https://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/1566-advertising.html>
- <https://www.tidalmarketing.co.uk/our-services/online-advertising>

**Pedagogy:**

Lecture, Chalk and Talk, PPT, Quiz, Spot-Test, E-Content, Group Discussion.

**Rationale for nature of Course:**

- To recognize the subject of the various approaches of Marketing.

**Activities to be given:**

Students are asked to preparation of Scrap Book, Models, Role play according to the content designed in syllabi.

**Course learning Outcomes (CLO's)**

<b>CLO</b>	<b>Course Outcomes Statement</b>	<b>Knowledge According to Bloom's Taxonomy (Upto K level)</b>
<b>CLO1</b>	To understand the role of marketing within society and within an economic system.	K1toK3
<b>CLO2</b>	Classified the buying, Assembling and Selling	K1toK3
<b>CLO3</b>	Identify the Advantages of Storage and Warehouse.	K1toK4
<b>CLO4</b>	Assume the functions of Advertising and Sales Promotion	K1toK3
<b>CLO5</b>	Examine the Advantages of Advertising media and Online Advertising.	K1toK4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	2	1	3	2	3	2
<b>CLO2</b>	2	3	3	3	3	3
<b>CLO3</b>	2	2	3	3	2	3
<b>CLO4</b>	3	2	3	3	3	2
<b>CLO5</b>	2	2	3	3	3	3

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

**LESSON PLAN: TOTAL HOURS (90HRS)**

UNIT	DESCRIPTION	HRS	MODE
I	<b>Marketing:</b> Market: Meaning – classification – Marketing: Definition –Features – Objectives – Importance – Approaches to the study of Marketing– Role of Marketing in Economic Development.	15	Chalk and Talk, PPT, Peer discussion, quiz, Spot test.
II	<b>Buying, Assembling and Selling:</b> Buying: Meaning – Kinds of buyers – Methods of buying - Types of Buying – Assembling: Meaning – Advantages – Problems in Assembling – Selling: Meaning – kinds of sales - Methods of Selling.	17	Chalk and Talk, PPT, peer discussion, projector, quiz, Spot test.
III	<b>Storage and Warehouse:</b> Storage: Meaning – Objectives – Advantages – Warehouse: Meaning – Function – Classification: Private Warehouse – Public Warehouse – Cooperative Warehouse – Bonded Warehouse – Advantages.	19	Chalk and Talk, PPT, peer discussion, quiz, Spot test.
IV	<b>Advertising and Sales Promotion:</b> Advertising: Meaning – Evolution of Advertising - Objectives – Functions – Kinds - Advantages: Manufacturers – Salesman – Retailers – Consumers – Society.Sales Promotion: Definition – Objectives – Causes for the increase in the Sales Promotion: Internal Causes – External Causes – Sales Promotion at Various Levels: Consumer – Trade – Sales Force - Advantages and Disadvantages.	21	Chalk and Talk, PPT, Peer discussion, quiz, Spot test.
V	<b>Advertising and Online Advertising:</b> Advertising Media: Meaning – Definition – Classification: Direct - Indirect - Outdoor Advertising Media- Online Advertising: Meaning – Types – Advantages and Disadvantages.	18	Chalk and Talk, PPT, Peer discussion, quiz, Spot test.

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

DEPARTMENT OF HISTORY				I UG				
Sem	Course Type	Course Code	Course Title	Credits	Hours( 30 )	CIA	SE	Total
II	IDC	22OUHIID2	Constitution of India	2	2	25	75	100

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

### Course Objectives

1. To create an awareness about the Indian constitution.
2. To enable the students to understand the working of Indian Governmental System.
3. To understand the framing of law in Union Legislative Assembly
4. To know the functions and powers of Judicial System.
5. To have a wide idea about central and state relations.

### Course Content:

**Unit- I Formation of Indian Constitution:** Formation of Constituent Assembly – Drafting Committee – Framing of the Constitution – Salient Features.

**Unit-II The Union Executive:** President –Election- Qualification and Tenure – Powers and Functions-Vice President– Election- Qualification and Tenure – Powers and Functions -Prime Minister – Election- Qualification and Tenure – Powers and Functions - Cabinet Ministers- Functions of Cabinet.

**Unit -III The Union Legislature:** LokhSabha- Election and Tenure – Powers and Functions RajyaSabha- Election and Tenure – Powers and Functions- Process of Law Making – Amendments.

**Unit- IV The Union Judiciary:** Supreme Court- Qualifications – Tenure and Removal -Functions and Powers-Judicial Review.

**Unit-V State Executive:** Governor – Appointment and Removal – Powers and Functions - Chief Minister – Powers and Functions – Council of Ministers - Powers and Functions -Central & State Relations – party system.

**Books for Study:**

1. Dr.Gomathinayagam .P and Dr.Ebijames.D, (2016) *Modern Governments*,Tensy publications, Sivakasi .
2. Kasthuri.J, (1998) *Modern Governments*, Ennes Publications, Udumalpet.

**Reference Books :**

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

**Web Resources/ E Books:**

<https://www.cynohub.com/jntuk-b-tech-r20-2-1-syllabus-for-constitution-of-india-pdf-2022/>

<https://www.cynohub.com/jntua-b-tech-r-19-3-1-syllabus-for-mandatory-course-constitution-of-india-pdf-2022/>

<https://iasexamportal.com/ebook/the-constitution-of-india>

<https://publish.pothi.com/preview/?sku=ebook2>

[https://en.m.wikipedia.org/wiki/Constitution\\_of\\_India](https://en.m.wikipedia.org/wiki/Constitution_of_India)

**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	Understand the concept of Indian constitution	K1 to K3
CLO2	To indicate the Union executive system	K1 to K3
CLO3	To find the functions of Legislative System	K1 to K3
CLO4	Determining the Judiciary powers of Indian Constitution	K1 to K3
CLO5	Discover the relationship between the Central and State	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)****(ARTS)**

	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**

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

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	1	2	2	3	3	2
<b>CLO2</b>	3	2	1	3	3	3
<b>CLO3</b>	2	3	2	3	2	3
<b>CLO4</b>	2	3	2	2	2	3
<b>CLO5</b>	3	3	2	3	2	3

**LESSON PLAN: TOTAL HOURS (30 HRS)**

UNIT	DESCRIPTION	HRS	MODE
I	Formation of Indian Constitution: Formation of Constituent Assembly – Drafting Committee – Framing of the Constitution – Salient Features.	5	Chalk and Talk, spot test.
II	The Union Executive: President –Election- Qualification and Tenure – Powers and Functions- Vice President– Election- Qualification and Tenure – Powers and Functions -Prime Minister – Election- Qualification and Tenure – Powers and Functions - Cabinet Ministers- Functions of Cabinet.	7	Chalk and Talk, PPT, spot test.
III	The Union Legislature: LokhSabha- Election and Tenure – Powers and Functions - RajyaSabha- Election and Tenure – Powers and Functions- Process of Law Making – Amendments.	5	Chalk and Talk, Group discussion, spot test
IV	The Union Judiciary: Supreme Court- Qualifications – Tenure and Removal -Functions and Powers-Judicial Review.	5	Chalk and Talk, PPT, Quiz , spot test .
V	State Executive: Governor – Appointment and Removal – Powers and Functions - Chief Minister – Powers and Functions – Council of Ministers - Powers and Functions -Central & State Relations – party system.	8	Chalk and Talk, Group discussion, Quiz, spot test.

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