**B. A . HISOTRY**

Academic year 2019-2020

**PROGRAMME OUTCOMES OF B.A**

* Develop analytical and critical thinking through written and communication skills.
* To shape the students to recognize the role of the individual within the communities and societies to make effective changes.

**PROGRAMME SPECIFIC OUTCOME (PSO)**

* To make the students to understand the fact that History is a utility subject.
* To educate the students to have basic knowledge on historical research methodology.
* To impart the students about the historical significance of the dawn of Modern Age of   
  Europe.
* To understand the emergence of Chinese Nationalism.
* To understand the basic principles of Public Administration.
* To study a focus on the various constitutional experiments in India.
* To understand the evolution of Panchayat Raj as an institution in India.
* To trace the contribution of Indian Scientists to preserving global peace and development.
* To study the contributions made by the Architects of India.
* To estimate the contribution made by pioneering Indian Women leaders in uplifting the women folk.
* To understand the historicity of a country with a study of Epigraphy.
* To understand the advent of a new political culture in India.
* To study about the rise of regional sub-nationalism in Tamil Nadu.
* To study about the genesis of the constitution of India.
* To study more about the Right to Information which protect Human Rights.
* To make the students understands the various trends and currents of Freedom Struggle.

PO-Programme Outcome, LO- Learning Outcome, CL- Cognitive Level, R-Remember, U-Understand,AP-Apply,AN-Analyze,E-Evaluate,C- Create.

# TEACHING PLAN

## Semester V

Name of the course: History of Europe 1453AD to 1789AD

Course code: SMHI52

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| --- | --- | --- | --- |
| No of hours per week | Credits | Total No. of hours | Marks |
| 5 | 4 | 75 | 100 |

Objectives:

1. To impart the students about the historical significance of the dawn of modern age.
2. To study about the Reformation and Counter Reformation
3. To understand the emergence of the age of Benevolent Despotism in Europe.

Course outcomes:

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| --- | --- | --- | --- |
| CO.NO | Course outcomes upon completion of B.A degree programme, the graduate will be able to | PSOs addressed | Cl |
| CO 1 | Appreciate the impacts of Renaissance & Geographical discoveries | PSO-1 | Ev |
| CO 2 | Compare and contrast the Reformation and Counter Reformation | PSO-1 | An |
| CO 3 | Rise of Spain in Europe | PSO-1 | Ev |
| CO 4 | The age of French rulers in Europe | PSO-1 | Cr |
| CO 5 | The Enlightenment Age in Europe | PSO-1 | Un |

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| --- | --- | --- | --- | --- | --- | --- |
| Unit | Module | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment/Evaluation |
| 1 | 1 | Renaissance.  Meaning causes and effects of Renaissance | 4 | To understand the causes and effects of Renaissance | Lecture method with PPT | Through Short test |
|  | 2 | impacts of Renaissance in the field of art, literature, science and politics and its results | 4 | To Understand about the impacts of Renaissance in various fields | Lecture method with PPT | Through Short test |
|  | 3 | Geographical discoveries and its effects | 3 | To explain about the important geographical discoveries | Group Discussion | Test |
| 2 |  | Reformation |  |  |  |  |
|  | 1 | Meaning and causes of Reformation | 3 | To understand the condition of Europe in the 14th and 15th centuries | Lecture method | Asking Questions |
|  | 2 | Martin Luther and spread of Reformation in Germany | 4 | To evaluate circumstances that lead to the emergence of Reformation in Germany and the work of Martin Luther | Group Discussion | Quiz |
|  | 3 | Counter Reformation | 3 | To explain the causes and course of counter Reformation | Lecture method | Objective Test |
|  | 4 | Result of Reformation | 2 | To analyse the results of Reformation | Group Discussion | Asking Questions |
| 3 |  | Rise of Spain |  |  |  |  |
|  | 1 | Ferdinand and Isabella | 4 | To understand the causes of the emergence of Spain | Lecture method | Quiz |
|  | 2 | Charles V | 3 | To explain the contribution of Charles V | Lecture method | Test |
|  | 3 | Philip II | 3 | To analyse the achievements and wars of Philip II | Lecture method | Test |
|  | 4 | The Dutch War of Independence | 3 | To explain the causes and course of the results of the Dutch war of independence | Group discussion | Asking question |
| 4 |  | Rise of France |  |  |  |  |
|  | 1 | Henry IV | 4 | To understand the administration and wars of Henry IV | Lecture method | Quiz |
|  | 2 | Thirty year War | 4 | To evaluate the causes, course and significance of Thirty year war | Lecture method | Test |
|  | 3 | Cardinal Richelieu | 4 | To illustrate the administration of Cardinal Richelieu | Lecture method | Test |
|  | 4 | Cardinal Mazarin | 4 | To distinguish the administration of Cardinal Mazarin | Lecture method | Test |
| 5 |  | Age of Enlightenment |  |  |  |  |
|  | 1 | Louis XIV | 4 | To explain about the life and achievement of Louis XIV | Lecture method | Test |
|  | 2 | Peter the Great | 4 | To evaluate the achievements of Peter the Great | Lecture method | Test |
|  | 3 | Catherine II | 4 | To understand the contribution of Catherine II | Lecture method | Test |
|  | 4 | Frederick the Great of Prussia | 4 | To explain the achievements of Frederick the Great of Prussia | Group discussion | Quiz |
|  | 5 | Maria Terasa of Austria | 4 | To explain the policies of Maria Teresa | Group discussion | Objective Questions |
|  | 6 | Joseph II | 4 | To enumerate the administration of Joseph II | Lecture method | Asking Questions |

**Name of the Course Instructor: Dr.D.Lekha. Name of the HOD:Dr.D.Lekha**

## Semester V

Name of the course: History of China 1839AD to 1966AD

Course code: SMHI53

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| --- | --- | --- | --- |
| No of hours per week | Credits | Total No. of hours | Marks |
| 4 | 4 | 60 | 100 |

Objectives:

1. To study in depth the significance and the advent of Europeans in China
2. To know more about the Series of Chinese failure
3. To understand emergence of Chinese nationalism

Course outcomes:

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| --- | --- | --- | --- |
| CO.NO | Course outcomes upon completion of B.A degree programme, the graduate will be able to | PSOs addressed | Cl |
| CO 1 | To create Awareness about the advent of Europeans and their war with China. | PSO-2 | U |
| CO 2 | Explain the western exploitation of China | PSO-2 | E |
| CO 3 | Appreciate the role of Dr.Sun-Yatsen in China and 1911 revolution | PSO-2 | An |
| CO 4 | Illustrate the role of Yuan-Shikai in China | PSO-2 | U |
| CO 5 | Strategies in the establishment of People Republic of China | PSO-2 | Ap |

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| --- | --- | --- | --- | --- | --- | --- |
| Unit | Module | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment/Evaluation |
| 1 | 1 | Advent of Europe.  Opium Wars | 3 | To know about History of China | Lecture method with PPT | Through Short test |
|  | 2 | Taiping Rebellion | 3 | To know about history of China | Lecture method with PPT | Through Short test |
|  | 3 | Taiping Reforms | 2 | To know about history of China | Lecture Method | Test |
| 2 |  | Western Impact on China |  |  |  |  |
|  | 1 | Sino Japanese War 1894-1895 | 2 | To explain about the condition of China | Lecture method | Asking Questions |
|  | 2 | Western exploitation in China | 3 | To explain about the condition of China | Lecture method | Quiz |
|  | 3 | Open door policy | 3 | To explain about the exploitation of China by Western countries | Lecture method | Objective Test |
|  | 4 | Hundred days Reforms | 3 | To explain about the exploitation of China by Western countries | Group Discussion | Asking Questions |
|  | 5 | Boxer Rebellion | 3 | To understand about the China's reaction through Rebellion | Group Discussion | Quiz |
| 3 |  | Chinese Republic |  |  |  |  |
|  | 1 | The revolution of 1911 | 2 | To learn about the Revolution 1911 | Lecture method | Test |
|  | 2 | Dr. Sunyat-Sen | 4 | To make Knowledge about Dr.Sunyat-Sen and his ideas | Seminars | Quiz |
|  | 3 | Dawn of Chinese Republic | 4 | To make understand about the formation of Chinese Republic | Lecture method through PPT | Objective Questions |
| 4 |  | China & First world war |  |  |  |  |
|  | 1 | Yuan Shi Kai | 3 | To analyse about the works of Yuan Shi Kai | Lecture method | Short test |
|  | 2 | Thirty year War | 2 | To have a knowledge about the China's entry in the world war | Lecture method | Quiz |
|  | 3 | 21 Demands | 2 | To discuss about the 21 demands | Lecture method with Illustration | Assignment |
|  | 4 | May 4th Movement | 2 | To analyse the points of May 4th movement | Lecture method with Discussion | Asking Question |
|  | 5 | Washington Conference | 2 | To Learn about the Washington Conference | Lecture method | Test |
| 5 |  | Rise of Kuomintang |  |  |  |  |
|  | 1 | Chinang Kai-Sheik | 3 | To have deep idea about Chinang Kai Sheik's work | Lecture method | Test |
|  | 2 | Formation of Communist Party | 3 | To make idea about the Communist party | Lecture method with Illustration | Test |
|  | 3 | Second Sino-Japanese war & second world war | 3 | To make knowledge about the failure of China in the war | Lecture method with discussion | Test |
|  | 4 | Mao Tsetung | 3 | To make knowledge about the ideas of Mao Tsetung | Group discussion | Quiz |
|  | 5 | Establishment of People's Republic of China | 4 | To make understand about how China established republic | Group discussion | Objective Questions |
|  | 6 | Cultural Revolution | 4 | To make knowledge about Cultural Revolutions | Lecture method | Asking Questions |

**Name of the Course Instructor: Dr.D.Lekha Name of the HOD: Dr.D.Lekha**

## Semester VI

Name of the course: Women Studies

Course code: SMHI63

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| --- | --- | --- | --- |
| No of hours per week | Credits | Total No. of hours | Marks |
| 4 | 4 | 60 | 100 |

Objectives:

1. To make the students understand the need for change among the women.
2. To make them understand the need for the empowerment of women and realisation of their goal.
3. To understand the various reason for the secondary status given to the Indian women.
4. To estimate the contribution made by pioneering Indian Women leaders.

Course Outcomes:

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| CO.NO | Course outcomes upon completion of B.A degree programme, the graduate will be able to | PSOs addressed | Cl |
| CO 1 | To create awareness about the Women Studies. | PSO-2 | An |
| CO 2 | Categorize the Rights of the Women | PSO-2 | An |
| CO 3 | Appreciate the Women's struggle on suffrage | PSO-2 | Re |
| CO 4 | Make awareness about Centre State Scheme | PSO-2 | Ev |
| CO 5 | Appreciate the Indian Feminist | PSO-2 | An |

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| Unit | Module | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment/Evaluation |
| 1 |  | Women Studies |  |  |  |  |
|  | 1 | Definition, importance, and purpose of Women Studies | 3 | To explain the definition, importance and purpose of women studies | Lecture method | Asking questions |
|  | 2 | Feminism- Definition and concept of feminism | 3 | To evaluate the definition and concept of feminism | Group discussion | Test |
| 2 |  | Rise of Feminism |  |  |  |  |
|  | 1 | Causes for the Rise of Feminism | 4 | To elucidate the causes for the Rise of feminism | Group discussion | Test |
|  | 2 | Rise and Growth of feminism in U.S.A and England | 4 | Compare the growth of feminism in U.S.A & England | Lecture method | Quiz |
|  | 3 | Kinds of Feminism | 3 | To understand the different kinds of Feminism | Lecture method | Test |
|  | 4 | Modern Feminist thinkers | 3 | To evaluate the works of modern feminist thinkers | Group discussion | Asking question |
| 3 |  | Women Rights |  |  |  |  |
|  | 1 | UNO and Women's Rights | 4 | To create a knowledge about the women's rights and UNO | Lecture method with Illustration | Test |
|  | 2 | Women's right Conference | 4 | To explain the conference to empower women right | Lecture method | Quiz |
|  | 3 | Social status of India women and Social evils in India | 4 | To understand various reasons for the Social evils and social status of India Women | Group discussion | Quiz |
| 4 |  | Rise of Indian feminism |  |  |  |  |
|  | 1 | Women's Organization | 4 | To explain how the Women's Organisation were emerged | Lecture method | Test |
|  | 2 | Struggle for Women's Sufferage and protection of Women's Rights Acts | 4 | To create knowledge about protest of women to get suffrage and protection | Lecture method | Quiz |
|  | 3 | Govt. Schemes for Women Central and State level | 4 | To make awareness about the Central and State Govt. schemes for Women | Group discussion | Test |
|  | 4 | Women's Right Commission Nation and State | 4 | To explain about Women's Right Commission; Nation and State | Lecture method | Test |
| 5 |  | Pioneering Indian Women |  |  |  |  |
|  | 1 | Jhansi Rani Lakshmi Bai, Annie Besant, Nivethitha Pandit Ramabai, Sarojini Naidu, Indira Gandhi, Muthulekshmi Reddi | 4 | To make awareness about the courageous achievement of Indian women | Lecture method | Test |
|  | 2 | Women and Self help group | 4 | To explain the importance of self help groups | Lecture method | Test |
|  | 3 | Contemporary Social Problem faced by Women | 4 | To discuss about the problem of women | Discussion | Quiz |

**Name of the course Instructor: Dr.D.Lekha Name of the HOD: Dr.D.Lekha**

**Teaching Plan**

**Semester III**

**Name of the course:-History of Tamil Nadu(1800-1967,)A.D.**

**Course Code :-SMHI32**

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| --- | --- | --- | --- |
| No. of hours per week | Credits | Total no. of hours | Marks |
| 5 | 4 | 75 | 100 |

**Objectives:-**

1. To study more on alien political domination and resistance
2. To understand emergence of Nationalism in Tamil Nadu
3. To study about the rise of regional Sub-nationalism in Tamil Nadu

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| **CO.NO** | **Course Outcomes**  **upon completion of this course, the students will able to** | **PSOs**  **Addressed** | **CL** |
| CO1 | The importance of the Vellore Mutiny | PO-1 | Un |
| CO2 | Access the introduction of Western Education | PO-1 | E |
| CO3 | Analyze the role of Tamil Nadu in freedom struggle | PO-1 | An |
| CO4 | Record the Tamil Nadu under Congress rule | PO-1 | U |
| CO5 | Discuss the rise of DMK to power in Tamil Nadu | PO-1 | Ap |
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| **Unit** | **Modules** | | **Topics** | **Lecture Hours** | | | **Learning**  **Outcome** | | **Pedagogy** | | **Assessment/**  **Evaluation** | |
| I  **Vellore Mutiny** | | | | | | | | | | | | |
|  | 1 | | Causes, course &consequences | | | 3 | | To explain the causes & course of the war | Lecture Method | | Evaluation through short test | |
|  | 2 | | The British Administration in Tamil Nadu | | | 3 | | To analyze the British administration in TamilNadu | Lecture Method | | Asking Question | |
|  | 3 | | Land revenue administration | | | 3 | | To understand the land revenue system | Discussion method | | Quiz | |
|  | 4 | | Rayotwarisystem | | | 3 | | To understand the Rayotwari System | Group Discussion Method | | Evaluation through objective type test | |
|  | 5 | | Judicial Administration | | | 3 | | To explain about Judicial Administration | Lecture Method | | Evaluation through asking Question.  Formative | |
|  |  | |  | | |  | |  |  | | Assessment Test I | |
| **II Introduction of Western Education** | | | | | | | | | | | | |
|  | 1 | | Christian Missionary Activities | | 3 | | | To understand the Christian Missionary Activities | Lecture Method | | | Evaluation through Short Test |
|  | 2 | | Socio Religious Reform Movements | | 3 | | | To discuss about the socio religious movements | Discussion Method | | | Quiz |
|  | 3 | | Temple entry movement | | 3 | | | To Evaluate the temple entry Movement | Lecture Method | | | Short test |
|  | 4 | | Justice party | | 3 | | | To understand the Justice party | Power point | | | Home Assignment |
|  | 5 | | Self-Respect movement | | 3 | | | To explain about Self- Respect movement | Lecture Method | | | Objective type test  Formative Assessment II |
| **III Role of Tamil Nadu in Freedom Struggle** | | | | | | | | | | | | |
|  | 1 | V.O.ChidambaramPillai | | | 3 | | | To explain V.O.C | Lecture method | | | Quiz |
|  | 2 | SubramaniyaBharathi | | | 3 | | | To discuss about SubramaniyaBharathi | Lecture method | | | Evaluation through Short Test |
|  | 3 | Vanchinathan, Subramaniya Siva | | | 3 | | | To know about Vanchinathan and S.Siva | Discussion method | | | Evaluate through objective type test |
|  | 4 | Rajaji | | | 3 | | | To understand Rajai | Lecture method | | | Quiz |
|  | 5 | Kamaraj | | | 3 | | | To evaluate Kamaraj | Discussion method | | | Evaluation through Test  Formative Assessment III |
| **IV Tamil Nadu under Congress Rule** | | | | | | | | | | | | |
|  | 1 | Rajaji&Kamaraj Administration | | | 3 | | | To analyze the administration of Kamaraj&Rajaji | | Lecture method | | Asking question |
|  | 2 | Industrial Development under Kamaraj | | | 4 | | | To understand the industrial development under Kamaraj | | Lecture method | | Evaluation through short Test |
|  | 3 | Educational development | | | 4 | | | To explain the educational development | | Discussion method | | quiz |
|  | 4 | The Anti-Hindi agitation | | | 4 | | | To understand the Anti-Hindi agitation | | ppt | | Home assignment  Formative assessment IV |
| **v The rise of DMK to power** | | | | | | | | | | | | |
|  | 1 | C.N.Annadurai | | | 4 | | | To explain the role of C.N.Annaduri | Lecture method | | | Objective type test |
|  | 2 | The economic development of Tamil Nadu after 1947 | | | 4 | | | To understand the development of Tamilnadu after 1947 | Lecture method | | | Home assignment |
|  | 3 | The development of industries | | | 4 | | | To analyses the development of industries | Discussion method | | | Evaluation through Short Test |
|  | 4 | Social Welfare measures | | | 3 | | | To understand the social welfare measures | Discussion method | | | Quiz  Formative Assessment V |

Name of the Instructor Dr.T.Anitha Name of the H.O.D.:-Dr.D.Lekha

**Semester V**

**Name of the Course: - The Constitutional History of India,(1773-1947)**

**Course code:-SEHI5A**

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| --- | --- | --- | --- |
| **No of hours per week** | **Credits** | **Total no of hours** | **Marks** |
| 4 | 4 | 60 | 100 |

**Objectives:-**

1. To study about a focus on the various constitutional experiments in India
2. To have a clear cut idea on the content of Indian Councils Acts
3. To know more about the skeleton of the proposed Indian Constitution.

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| CO.NO | **Course Outcomes**  **upon completion of this course, the students will able to** | **PSOs**  **Addressed** | **CL** |
| CO-1 | Describe the provisions and significance of11773 Act | PO-2 | Ap |
| CO-2 | Critique the Charter Act of 179,1813,1833 | PO-2 | S |
| CO-3 | Elucidate the MintoMorely reforms | PO-2 | An |
| CO-4 | Interpret the Montague Chelmsford Reforms | PO-2 | E |
| CO-5 | Discuss about the Constitutional development 1935-1947 | PO-2 | U |

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| **Units** | **Module** | **Topics** | **Lecture Hours** | **Learning**  **Outcome** | **pedagogy** | **Assessment/**  **Evaluation** | |
| **I The regulating Act of1773** | | | | | | | |
|  | 1 | The regulating Act of 1773 | 3 | To understand 1773 Act | Lecture method | | Evaluation through short test |
|  | 2 | provision and significance of 1773Act | 3 | Discuss about the provision and significance of 1773Act | Lecture method | | quiz |
|  | 3 | The Act of1781 | 3 | To elucidate the Act of1781 | Discussion method | | Evaluation through short test |
|  | 4 | Pitt’s India Act | 3 | To explain the Pitt’s India Act | Lecture method | | Asking question |
| **II Charter Acts** | | | | | | | |
|  | 1 | Charter Act of 1793 | 3 | To understand the Charter At of 1793 | Lecture method | | Evaluation through short test |
|  | 2 | Charter Act of 18713,1833 | 3 | To elucidate the Act of 1881,1833 | Lecture method | | Asking question |
|  | 3 | The Act of 1858 | 3 | To explain the 1858 Act | Discussion method | | Home assignment |
|  | 4 | The Queens Proclamation | 3 | Discuss about the provision and significance of The Queens Proclamation | Lecture method | | Quiz  Formative Assessment II |
| **III The Indian Council Act** | | | | | | | |
|  | 1 | The Indian Council Act | 4 | To understand the Indian Council Act | Lecture method | | Asking question |
|  | 2 | The MintoMarly reforms | 4 | Discuss about the MintoMarly reforms | Lecture method | | Home assignment |
|  | 3 | Circumstances of MintoMarely reforms | 4 | To understand theMintoMarely reforms | Discussion method | | Quiz  Formative Assessment III |
| **IV Montague Chelmsford Act** | | | | | | | |
|  | | 1 | Provisions ofMontague Chelmsford Act | 3 | To examine the Provisions ofMontague Chelmsford Act | Lecture method | | Evaluation through short test |
|  | | 2 | Diarchy in the provinces | 3 | To understand the Diarchy in the provinces | Discussion method | | Asking question |
|  | | 3 | The Government India Act of 1935 | 3 | To estimate the Government India Act of 1935 | Lecture method | | Evaluate through objective type test |
|  | | 4 | Provincial autonomy | 3 | To examine the matters of provincial autonomy | Lecture method | | Formative assessment IV |
| **V Constitutional development between 1935-47** | | | | | | | | |
|  | | 1 | August Offer | 3 | To explain the August Offer | Lecture method | | quiz |
|  | | 2 | Crip’s Proposal | 3 | To discuss about Crip’s Proposal | Discussion method | | Evaluate through objective type test |
|  | | 3 | Cabinet Mission Plan | 3 | To examine the cabinet mission plan and its effects. | Group Discussion | | Asking question |
|  | | 4 | The Indian Independence Act of 1947 | 3 | To explain the main features and |  | | Formative assessment V |

Name of the Instructor Dr.T.Anitha Name of the H.O.D.:-Dr.D.Lekha

**Semester V**

**Name of the Course: - History of Science and Technology since 17th Century**

**Course Code:- SMHI62**

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| --- | --- | --- | --- |
| No. of Hours per Week | Credits | Total no of hours | Marks |
| 4 | 4 | 60 | 100 |

**Objectives:**

1. To assess the importance of scientific inventions

2. To understand the impacts of the scientific inventions

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| CO.NO | **Course Outcomes upon completion of this course, the students will able to** | **PSOs**  **Addressed** | CL |
| CO 1 | Describe the impact of Renaissance on Science and Technology | PO-2 | U |
| CO2 | List the contributions of various scientists | PO-2 | E |
| CO3 | Interpret the impact Science on Society | PO-2 | Ap |
| CO4 | Examine the effects of scientific inventions | PO-2 | AN |
| CO5 | Assess the importance of Scientific inventions | PO-2 | SY |

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| **Unit** | **Module** | **Topics** | **Lecture Hours** | **Learning Outcome** | **Pedagogy** | | **Assessment/**  **Evaluation** | |
| **I Science & Technology in the 17th Century** | | | | | | | | |
|  | 1 | Royal Academies | 3 | To understand the Royal Academies | Lecture method | | | Quiz |
|  | 2 | Isaac Newton | 3 | To explain  about the inventions of  Isaac Newton | Lecture method | | | Asking question |
|  | 3 | William Harvey | 3 | To have thorough  knowledge about the contributions of WilliamHarvey | Lecture method | | | Evaluation through short test |
|  | 4 | Marcello Malpige | 3 | To  analyze the  works of To  analyze the  works of  Marcello | Lecture method with ppt | | | Formative Assessment I |
| III **Science & Technology in the 18th Century** | | | | | | | | |
|  | 1 | Invention in textile industry | 3 | To evaluate  the  Industrialization  in cotton, mining  and metallurgy | Lecture method | | | Evaluation through short test |
|  | 2 | Hentry Cavendish | 2 | To analyze the  works of Hentry Cavendish | Lecture method | | | quiz |
|  | 3 | Joseph priestly | 2 | To have thorough  knowledge about  the contributions of Joseph priestly | Lecture method | | | Asking question |
|  | 4 | John Hunder | 2 | To explain  about  the inventions of John Hunder | Discussion method | | | Evaluation  through short  test |
|  | 5 | Edward Jenner | 3 | To have thorough  knowledge about  the contributions of Edward Jenner | ppt | | | Formative AssesmentII |
| III **Science & Technology in the 19th Century** | | | | | | | | |
|  | 1 | Progress of Biology | 3 | To understand the  various phases of  Progress in  Biology | Group  discussion | | | Evaluation  through short  test and multiple choice question |
|  |  | Charless Darwin | 2 | To explain  about  the inventions of  Charless Darwin | Lecture method | | | quiz |
|  |  | James ClerkMaxwell | 2 | To have thorough  knowledge about  the contributions of James Clerk Maxwell | Lecture method | | | Evaluation  through short  test |
|  |  | John Dalton | 2 | To explain  about  the inventions of  John Dalton | Discussion method | | | Evaluation  through short  test |
|  |  | James Young Simpson & Louis Pasture | 3 | To differentiate the  works of James Young Simpson & Louis Pasture | Lecture method | | | multiple choice  question  Formative assessment III |
| IV **Science & Technology in the 20th Century** | | | | | | | | |
|  | 1 | Alfred Nobel | 2 | To explain  about  the inventions of  Alfred Nobel | Discussion method | | | multiple choice  question |
|  | 2 | Albert Einsteen | 2 | To have thorough  knowledge about  the contributions of Albert Einsteen | Lecture method | | | Evaluation  through short  test |
|  | 3 | Invention of X-ray | 2 | To understand X-ray | Lecture method | | | Evaluation  through short  test |
|  | 4 | Marconi & Marie Curie | 2 | To  make through  knowledge about  the inventions of  Rontgen, Mary  Curie and  Marcon | Group  discussion | | | Open book test |
|  | 5 | Telephone, telegram, television & computer | 4 | To analyze the  developments in  Electronics and  Communication | Group  discussion | | | Formative assessment IV |
| **V** **Science & Technology in Modern India** | | | | | | | | |
|  | 1 | Space Research | 3 | Toexplain space mission ,atomic energy Commission and DRDO | Lecture method | Open book test | | |
|  | 2 | Pioneers of modern science | 3 | To explore the inventions by J.C.Bose, B.C.Roy and S.Ramanujam | Lecture through ppt | quiz | | |
|  | 3 | C.V.Raman and Chandrasekharan | 3 | To differentiate the discoveries of Raman and Chandrasekharan | Lecture method | Evaluation through test | | |
|  | 4 | APJ.AbdulkalamandM.S.Swaminathan | 3 | To explain the different conmtributions of APJ AbdulkalamandmM.S.Swaminathan | Lecture method | Formative assessment V | | |

Name of the Instructor Dr.T.Anitha Name of the H.O.D.:-Dr.D.Lekha

**Semester IV**

**Name of the Course: -Principles and methods of Archaeology**

**Course code: - SSHI4A**

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| --- | --- | --- | --- |
| No. of Hours per Week | Credits | Total number of Hours | Marks |
| 5 | 2 | 75 | 100 |

**Objectives:-**

1. To study about the basic ideas of historical antiquity
2. To understand the Colonial Contributions in bringing out the Indian Archaeology
3. To shedmorelight on various archaeological sites includingKizhadi

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| CO.NO | **Course Outcomes upon completion of this course, the students will able to** | **PSOs**  **Addressed** | **CL** |
| CO 1 | Record the Scope and kinds of the Archaeology | PO-3 | Sy |
| CO2 | Value the origin and growth of Archaeology in India | PO-3 | Ev |
| CO3 | Analyse the excavation and exploration of Archaeology | PO-3 | Ap |
| CO4 | Access and understand the values of Dating methods and documentation of Archaeology | PO-3 | An |
| CO5 | Discuss the excavation and importance of Archaeological sites in TamilNadu | PO-3 | U |

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| **Unit** | **Module** | **Topics** | **Lecture Hours** | **Learning Outcome** | **pedagogy** | | **Evaluation/**  **Assessment** | |
| **I Definition and scope** | | | | | | | | |
|  | | 1 | Definition and scope of Archaeology | 3 | To explain the definition and scope of archaeology | Lecture method | | Evaluation through test | |
|  | | 2 | Archaeology and allied subject | 4 | To understand the various allied subjects of archaeology | Discussion Method | | quiz | |
|  | | 3 | Kinds of Archaeology | 4 | To explain the kinds of kinds and | Lecture Method | | Asking questions | |
|  | | 4 | Uses of Archaeology | 4 | To know about the important uses of kinds and | Lecture Method | | Formative  Assessment I | |
| **II Indian Archaeology** | | | | | | | | | |
|  | | 1 | Origin and growth of  Archaeology | 3 | To understand the origin and development of Archaeology | Lecture Method | | Evaluation through short test | |
|  | | 2 | Sir William Johns | 3 | To explain the contribution of Sir William Johns | Lecture Method | | Asking Question | |
|  | | 3 | Alexander Cunningham | 3 | To evaluate the archaeological excavations of Alexander Cunningham | Group discussion | | quiz | |
|  | | 4 | Lord Curzon andJohn Marshal | 3 | To compare and  Contrast different excavations Lord Curzon and John Marshal | Lecture Method | | Evaluation through objective type test | |
|  | | 5 | Mortimer Wheeler | 3 | To analyse the contributions of MortimerWheeler | Lecture Method | | Formative  Assessment II | |
| **III Functions of Archaeology** | | | | | | | | | |
|  | | 1 | Surface exploration of Archaeology | 3 | To explain the Surface survey of Archaeology | Lecture Method | | Evaluation through objective type test | |
|  | | 2 | Scientific aids in Exploration | 3 | To understand the scientific aids in Exploration | Lecture Method | | Asking Question | |
|  | | 3 | Excavation equipment | 3 | To analyse the excavation equipment of archaeology | Discussion method | | quiz | |
|  | | 4 | Excavation personals | 3 | To discuss the different personals in archaeology | Lecture method | | Asking Question | |
|  | | 5 | Kinds of excavations | 3 | To understand the various types of excavations | Lecture method | | Evaluation through short test | |
| **IV Dating Methods** | | | | | | | | | |
|  | 1 | Radio carbon dating | 3 | To know about the Radio carbon dating method | Lecture method | | quiz | |
|  | 2 | Thermo luminescence dating | 3 | To explain what is Thermo luminescence dating | Lecture method | | Evaluation through short test | |
|  | 3 | Dentro Chronology | 3 | To understand the dentro chronology | Discussion method | | Asking question | |
|  | 4 | Documentation | 3 | To learn about the importance of  Documentation method of archaeology | Lecture method | | Evaluation through objective test | |
|  | 5 | Conservation of artifacts | 3 | To estimate the  Conservation of artifacts |  | | Evaluation through short test | |
| **V Archaeology in Tami lNadu** | | | | | | | | |
|  | 1 | Archaeological sites in Tamilnadu- Athirapakkam | 3 | To explain different archaeological sites in Tamilnadu | | Lecture through ppt | | Home assignment | |
|  | 2 | Pyyampalli and  Attichanallur | 3 | To compare the two different archaeological sites likePyyampalli and  Attichanallur | | Lecture method | | Asking question | |
|  | 3 | Kaviripumpattinam | 3 | To analyse the archaeological site Kaviripumpattinam | |  | |  | |
|  | 4 | Kodumanal and Korkkai | 3 |  | |  | |  | |
|  | 5 | Arikkamduand Keezhadi | 3 | To understand the excavation from Arikkamdu and Keezhadi | |  | |  | |

Name of the Instructor Dr.T.Anitha Name of the H.O.D.:-Dr.D.Lekha

**Teaching Plan**

**Semester-VI**

Name of the Course : **History of Europe1789-1945 A.**D

Course Code **: SI6MH1**

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| **No.of hours per week** | **Credits** | **Total no.of hours** | **marks** |
| **5** | **4** | **75** | **100** |

**Objectives**:

1.To make the students learn major issues and current issues during the period under study

2.To make the students understand the reaction yo Nationalism and Liberalism

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| **CO.NO** | **Course outcome:Upon completion of B.A.Degree ,the graduates will be able to** | **PSOs addressed** | **CL** |
| CO.1 | Discuss the cause,course and results of French RevolutionAND Rise of Napoleon Bonaparte | PSO1 | U |
| CO.2 | Evaluate the Vienna Cogress andMatternich system | PSO1 | E |
| CO.3 | Interpret the Unification of Italy and Germany | PSO1 | An |
| CO.4 | Elucidate the causes for Greek war of Independence and Crimean wars | PSO1 | U |
| CO.5 | Critique the causes of I world war and II worldwar and its results and also to discuss the effects Nazism and Fascism | PSO1 | Ap |

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| **UNIT** | **MODULE** | **TOPICS** | **LECTURE HOURS** | **LEARNING OUTCOME** | **PEDAGOGY** | **ASSESSMENT/EVALUATION** |
| 1 | 1 | French Revolution | 5 | To explain the couse,course and results of French Revolution | Lecture Method | Test |
|  | 2 | Napoleon Bonaparte | 4 | To evaluate the policies of Napoleon | Lecture method and group discussion | Evaluation through asking questions |
|  | 3 | Continental lsystem | 3 | To understand continental system and its effects on the history of Europe | Lecture method and debate | quiz |
|  | 4 | Failure of Napoleon | 3 | To understand the factors which led to the failure of Napoleon | Group Discussion | Formative assessment I |

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| **II** | 1 | Vienna Congress | 3 | To explain the impotance of Vienna Congress | Lecture method and seminar | test |
|  | 2 | Concert of Europe | 3 | To understand Concert of Europe | Lecture Method | Evaluation through asking questions |
|  | 3 | matternich | 3 | To explain the policies of Matternich | Group discussion and Lecture method | Quiz |
|  | 4 | CharlesX | 3 | To discuss the reforms of CharlesX | PPT | Short test through multiple choice questions |
|  | 5 | NapoleonIII | 3 | To understand the policies of Napoleon III | Lecture method | FA-II |

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| **III** | 1 | Unification of Italy | 5 | To understand the circumstances which led to the unification of Italy | Lecture method and Discussion | Short test |
|  | 2 | Unification of Germany | 3 | To explain the causes led to the unification of Germany | Lecture method | Evaluation through asking questions |
|  | 3 | Various stages of unification | 4 | To understand the various stages of Unification | Group discussion | quiz |
|  | 4 | Bismark | 3 | To explain the Role of Bismark in Unification | Lecture and discussion | FA III |

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| **IV** | 1 | Eastern Question | 5 | To explain Greekwar of independence | Lecture method | Evaluation through questions |
|  | 2 | Greek war of Independence | 4 | To discuss the cause for the war | Discussion method | quiz |
|  | 3 | Young turk movement | 3 | To analyse the Young turk movement | Lecturemethod and seminar | Short test |
|  | 4 | Crimean war | 3 | To evaluate the cause and effects of Crimean war | Group discussion | FAIV |

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| **V** | 1 | First world war | 3 | To analse the cause and effects of Iworld war | Lecture method with discussion | Short test |
|  | 2 | League of nations | 3 | To know about the circumstances which caused for the formation of the League | Lecture method with debate | Evaluation through question method |
|  | 3 | Russian revolution | 3 | To analyse the Revolution of 1917 | Discusson method | quiz |
|  | 4 | Nazism and fascism | 3 | To evaluate Nazism and fascism | Lecture method | Short test |
|  | 5 | II Worl War and UNO | 3 | To evaluate the causes and effects of II World war and formation of UNO | PPT | FA V |

Name of the Course Instructor:**Dr.ANAND LALI SEENA** Name of the HOD:**Dr.D.LEKHA**

**Teaching Plan**

**Semester-I**

Name of the Course :**Principles of Tourism**

Course Code :**SMHI13**

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| --- | --- | --- | --- |
| No.of hours per week | Credits | Total no.of hours | marks |
| 4 | 4 | 60 | 100 |

**Objectives:**

1.To make the students learn the origin and development of Tourism in India

2.To make the students understand the method of undertaking tourism in India and Abroad

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| **CO.NO** | **Course outcome:Upon completion of B.A.Degree ,the graduates will be able to** | **PSOs addressed** | **CL** |
| CO.1 | discuss the meaning and origin of tourism | PSO2 | k |
| CO.2 | Evaluate the various Forms of Tourism | PSO2 | E |
| CO.3 | Interpret evolution of Tourism | PSO2 | An |
| CO.4 | Elucidate growth of Transportation in India | PSO2 | C |
| CO.5 | understand the travel formalities and regulations | PSO2 | E |

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| **UNIT** | **MODULE** | **TOPICS** | **LECTURE HOURS** | **LEARNING OUTCOME** | **PEDAGOGY** | **ASSESSMENT/EVALUATION** |
| **I** | 1 | Definition of tourism and origin | 3 | To explain the causes for the rapid growth of tourism | Lecture Method | Test |
|  | 2 | Basic component of tourism | 3 | To understand the basic component of tourism | group discussion | Evaluation through asking questions |
|  | 3 | accommodation | 3 | To analyse the evolution of accommodation in india | Lecture method and debate | quiz |
|  | 4 | Transport | 3 | To elucidate the factors which led to the growth of transport in india | Group Discussion | Formative assessment I |

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| **II** | | | 1 | | | Types of tourism | | | 4 | | | | To understand the types of tourism | | | | Lecture method and seminar | | | Short test | | | |
|  | | | 2 | | | Forms of tourism | | | 5 | | | | To know the forms of tourism | | | | PPT | | | Evaluation through asking questions | | | |
|  | | | 3 | | | Eco tourism | | | 3 | | | | To explain the rel;evince of eco tourism in the present scenario | | | | Group discussion and Lecture method | | | FA II | | | |
|  | | |  | | |  | | |  | | | |  | | | |  | | |  | | | |
| **III** | | 1 | | | Travel through ages | | | 5 | | | To understand the evolution of Travel in India | | | | | | | Lecture method and Discussion | | | Short test | | |
|  | | 2 | | | Contribution of Romans and Greeks | | | 4 | | | To elucidate the contribution of Romans and Greeks in the field of travel | | | | | | | Lecture method | | | Evaluation through asking questions | | |
|  | | 3 | | | Travel in modern period | | | 3 | | | To understand the development of travel in modern period | | | | | | | Lecture method and seminar | | | FAIII | | |
|  | |  | | |  | | |  | | |  | | | | | | |  | | |  | | |
| **IV** | 1 | | | Industrial revolution and tourism | | | 4 | | | To understand industrial revolution and growth of tourism | | | | | Lecture method and discussion | | | | | | | Evaluation through questions | |
|  | 2 | | | Transportation | | | 4 | | | To discuss the growth of transportation in india | | | | | Discussion method | | | | | | | quiz | |
|  | 3 | | | Tourism organisations | | | 4 | | | To analyse the turism organisations | | | | | Lecture method and seminar | | | | | | | FAIV | |
|  |  | | |  | | |  | | |  | | | | |  | | | | | | |  | |
| **V** | 1 | | | Travel formalities | | | 3 | | | To analse the travel formalities and regulatons | | | | Lecture method with discussion | | | | | | | | | Short test |
|  | 2 | | | passport | | | 3 | | | | | To know about the significance of passport in tourism | | | | Lecture method | | | Evaluation through question method | | | | |
|  | 3 | | | visa | | | 3 | | | | | To analyse the types of visa | | | | Discusson method | | | quiz | | | | |
|  | 4 | | | Impact of tourism | | | 3 | | | | | To critique the positive and negative impacts of tourism | | | | Lecture method AND FROUP DISCUSSION | | | FA V | | | | |

Name of the Course Instructor:**Dr.ANAND LALI SEENA** Name of the HOD:**Dr.D.LEKHA**

**Teaching Plan**

**Semester-I**

Name of the Course : **Tourism Products in India**

Course Code :**SMHi23**

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| --- | --- | --- | --- |
| No.of hours per week | Credits | Total no.of hours | marks |
| 4 | 4 | 60 | 100 |

**Objectives:**

1.To make the students learn the Tourism products in India

2.To make the students understand the culture,festivals.monuments and sanctuaries of India

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| **CO.NO** | **Course outcome:Upon completion of B.A.Degree ,the graduates will be able to** | **PSOs addressed** | **CL** |
| CO.1 | Understand the Tourism products | PSO2 | k |
| CO.2 | To know the Tourist centres of India | PSO2 | E |
| CO.3 | Analyse the tourist centres of India | PSO2 | An |
| CO.4 | Elucidate the cultural attractions of India | PSO2 | C |
| CO.5 | understand the role of Tourist guide | PSO2 | E |

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| **UNIT** | **MODULE** | **TOPICS** | **LECTURE HOURS** | **LEARNING OUTCOME** | **PEDAGOGY** | **ASSESSMENT/EVALUATION** |
| **I** | 1 | Definition of tourism product | 3 | To understand the definition of tourism product and geographical features of India | Discussion method | Test through objective type quesions |
|  | 2 | Unity in Diversity | 3 | To analyse unity in diversity | group discussion and lecture method | Evaluation through asking questions |
|  | 3 | Seasonal incidence | 3 | To examine the seasonal incidences | Lecture method and debate | quiz |
|  | 4 | Natural tourist resources | 3 | To elucidate the natural tourist resources of India | Group Discussion | Formative assessment I |

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| **II** | | | 1 | | | Tourist centres of India | | | 4 | | | | To understand the tourist centres of India | | | | Lecture method and seminar | | | Short test | | | |
|  | | | 2 | | | monuments | | | 5 | | | | To know the monuments of India | | | | PPT | | | Evaluation through asking questions | | | |
|  | | | 3 | | | Forts and palaces | | | 3 | | | | To analyse the forts and palaces of India | | | | Group discussion and PPT | | | FA II | | | |
|  | | |  | | |  | | |  | | | |  | | | |  | | |  | | | |
| **III** | | 1 | | | Piilgrim centres of India | | | 5 | | | To understand the major pilgrim centres of India | | | | | | | Lecture method and Discussion | | | Short test | | |
|  | | 2 | | | Jain and Buddhist centres | | | 4 | | | To know the Jain and Buddhist centres of India | | | | | | | Lecture method | | | Evaluation through asking questions | | |
|  | | 3 | | | Christian churches and mosques | | | 3 | | | To understand the Christian churches and mosques of India | | | | | | | Lecture method and seminar | | | FAIII | | |
|  | |  | | |  | | |  | | |  | | | | | | |  | | |  | | |
| **IV** | 1 | | | Cultural attractions of India | | | 4 | | | To understand the cultural attractions of India | | | | | Lecture method and discussion | | | | | | | Evaluation through questions | |
|  | 2 | | | Forms of Dances | | | 4 | | | To discuss the various dance forms of India | | | | | Discussion method and PPT | | | | | | | quiz | |
|  | 3 | | | Fairs and Festivals of India | | | 4 | | | To analyse the Fairs and Festivals of India | | | | | Lecture method and seminar | | | | | | | FAIV | |
|  |  | | |  | | |  | | |  | | | | |  | | | | | | |  | |
| **V** | 1 | | | Adventure centres of India | | | 4 | | | To analse the the Adventure centres of India | | | | Lecture method with discussion | | | | | | | | | Short test |
|  | 2 | | | Adventure tourism | | | 4 | | | | | To know about adventure tourism | | | | Lecture method | | | Evaluation through question method | | | | |
| FA V | 3 | | | Tourist guide | | | 4 | | | | | To evaluate the role of tourist guide | | | | Discusson method | | | quiz | | | | |

Name of the Course Instructor:**Dr.ANAND LALI SEENA** Name of the HOD:**Dr.D.LEKHA**

**B.A HISTORY**

**Academic Year 2019-20**

**Major Elective – 3- Epigraphy**

**Semester – VI**

**Teaching Plan**

**Name of the Course :** Epigraphy

**Course Code :** SEHI6A

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| **No. of hours per week** | **Credits** | **Total no. of hours** | **Marks** |
| 4 | 4 | 60 | 100 |

**Objectives :**

1. To understand the historicity of a country with the study of Epigraphy.
2. To know more about the evolution of various script.
3. To understand the significance of inscriptions and copper plates.
4. To estimate the contribution made by both foreign and indigenous epigraphists in writing History of India.

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| **CO.NO** | **Course Outcomes**  **Upon completion of B.A degree programme, the graduates will be able to** | **PSCs addressed** | **CL** |
| CO1 | Value the importance of Epigraphy to know the History of India | PSO3 | EV |
| CO2 | To make the students knowledge about various script prevailed in Ancient India | PSO3 | KN |
| CO3 | Appraise Dating system and Eras | PSO3 | AP |
| CO4 | To discuss about the contributions of Indian and Foreign Epigraphists | PSO3 | R |
| CO5 | Demonstrate the importance of Inscriptions | PSO3 | U |

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| **Unit** | **Module** | **Topics** | | | **Lecture Hours** | | **Learning Outcome** | | **Pedagogy** | | **Assessment/Evaluation** | |
| **I** | **INTRODUCTION** | | | | | | | | | | | |
|  | 1 | Importance of Epigraphy | | | 2 | | Explain about the importance of Epigraphy | | Lecture method | | Evaluation through short test | |
| 2 | Origin and Growth of Epigraphy | | | 4 | | Designed to give students an origin and growth | | Lecture method | | Evaluation through asking question | |
| 3 | Kinds of Inscriptions | | | 4 | | To understand the various types of Epigraphy | | Group Discussion | | Evaluation through Debate | |
| **II** | **EVOLUTION OF SCRIPTS** | | | | | | | | | | | |
|  | 1 | Paleography | | | 1 | | To understand the study of Ancient writing system | | Lecture Method | | Evaluation through asking question | |
| 2 | Pictograph | | | 1 | | Explain pictoral symbol | | PPT | | Debate | |
| 3 | Ideograph | | | 1 | | To understand signs ancient period | | PPT | | Asking question | |
| 4 | Logograph | | | 1 | | Describe the Chinese writing system | | Lecture method | | Evaluation through Short test | |
| 5 | Cuneiform, Graffiti | | | 1 | | Have knowledge about earliest writing system | | Group Discussion | | Asking question | |
| 6 | Linear | | | 1 | | Understand about straight line | | Lecture method | | Asking question | |
| 7 | Brahmi | | | 2 | | To assess knowledge about ancient tamil script | | PPT | | Open book test | |
| 8 | Vattezhuthu | | | 2 | | To know about South Indian script | | PPT | | Asking question | |
| **III** | **DATING SYSTEM** | | | | | | | | | | | |
|  | 1 | | | Eras | 3 | | To describe about Historical calendar | | Lecture | | Evaluation through Slip test | |
|  | 2 | | | Kali Era | 4 | | To analyze cycle of Yugas | | Lecture | | Evaluation through Quiz | |
|  | 3 | | | Kollam Era | 3 | | To describe the origin of Malayalam Calendar | | Lecture | | Evaluation through Asking question | |
| **IV** | **EMINENT EPIGRAPHISTS** | | | | | | | | | | | |
|  | 1 | | | James Princep | 2 | | To know about decipherment | | Lecture | | Evaluation through Slip test | |
|  | 2 | | | James Buhler | 2 | | To estimate the works | | Lecture | | Asking question | |
|  | 3 | | | V.Venkayya | 2 | | Explain the contribution of Venkayya to Epigraphy | | Lecture | | Debate | |
|  | 4 | | | J.F.Fleet | 2 | | Explain about the works of J.F.Fleet | | Lecture | | Asking question | |
|  | 5 | | | H. Krishna Sastri | 2 | | Explain the contributions of Sastri to Epigraphy | | Lecture | | Asking question | |
| **V** | **INSCRIPTIONS** | | | | | | | | | | | |
|  | 1. | | Uttaramerur  Inscriptions | | | 2 | | To explain  Chola election  system | | Lecture | | Formative  Assessment I |
|  | 2. | | Manur  inscriptions | | | 2 | | To understand  Tamil and Sanskrit script | | Group Discussion | | Evaluation through test |
|  | 3. | | Kannyakumari luscription | | | 2 | | Explain about rule of pandyas | | PPT | | - |
|  | 4. | | Copper plates | | | 2 | | To Describe about the donations provide by the kings | | PPT | |  |
|  | 5. | | Estem page | | | 2 | | To analyze the exact replice of inscription | | Lecture | | Asking quesions |

Name of the courseInstruction: Dr. P.Leelamoni Name of the HOD : Dr. Lekha

**leelamoni2015@gmail.com**

**BA HISTORY**

**ACADEMIC YEAR 2019-2020**

**Semester 1**

**NAME OF THE COURSE**:History of India upto 647 A.D.

**COURSE CODE** :SMHI11

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| **NO. OF HOURS PER WEEK** | **CREDIT** | **TOTAL NO. OF HOURS** | **MARKS** |
| 4 | 4 | 60 | 100 |

**OBJECTIVES:**

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| **1** | To understand the natural boundaries of India |
| **2** | To know about the administrative systems. |
| **3** | To estimate the emergence of new religions in India. |
| **4** | To understand art and architecture style of Guptas. |
| **5** | To know more about the rock cut Etics of Asoka. |

**OUTCOMES:**

**Course outcomes upon completion of this course, students will able to**

CO-1 To make knowledge about geography of India.

CO-2 To understand the rise of new Religions in India.

CO-3 Make awareness about the administrative system of Mauriyas.

CO-4 To educate he students all round development especially art and architecture.

CO-5 Demonstrate the contribution of Kanishka to History.

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| **UNIT** | **MODULE** | **TOPICS** | **LEC. HRS** | **LEARNING OUTCOMES** | **PEDOGOGY** | **ASSESSMENT** |
| **1.**  **GEOGRAPHICAL FEATURES OF INDIA** | 1 | Survey of ancient India | 2 | To have knowledge about the importance of sources | Lecture meeting | Evaluation through short test |
| 2 | Pre historic India | 3 | to understand reliable evidence | Lecture meeting | Asking questions |
| 3 | Indus valley civilizations | 3 | to explain the salient features of Indus valley civilizations | Lecture meeting | Quiz |
| 4 | Vedic civilizations | 2 | To describe politi social cultural and religious life | Lecture meeting | Multiple choice questions |
|  | 5 | Caste systems | 2 | To analyse the principle of classes |  | Asking questions |
| **2. CONDITION OF NORTH INDIE DURING THE 6th CENTURY BC** | 1 | Condition of India in 6th century | 2 | Explain about new religions | Lecture meeting | Evaluation through short test |
| 2 | Buddhism | 2 | To explain the doctrines and wisdom | Discussion | Asking questions |
| 3 | Jainism | 2 | Understand about teaching of tirthanbara | Lecture meeting | Short test |
| 4 | Greek invasions and their effects | 2 | To explain about Alexander the Great | Lecture meeting | Asking questions |
| 5 | Persian invasion | 2 | Describe about invasion in India and the relation between Persia and India | Lecture meeting | Asking questions |
| **3.THE MAURYAN EMPIRE** | 1 | Chandra Gupta Maurya | 2 | Describe about the achievements of CGM | Lecture meeting | Short test |
| 2 | Asoka | 2 | To explain about Asoka’s principles | Lecture meeting | Open book test |
| 3 | Mauryanadmn | 2 | To understand administrative measures of Chandra gupta and Asoka | Lecture meeting | Asking questions |
| 4 | Causes for the fall of Mauryan empire | 1 | To analyse the causes for the disintegration of Mauryan Empire | Lecture meeting | Short test |
| 5 | Kanishka | 1 | To understand Kanishka’s effort to preach Buddhism | Lecture meeting | Short test |
| 6 | Gandhara art | 1 | To explain the importrance of Gandhara art | PPT | Short test |
| **4.THE GUPTA DYNASTY** | 1 | Samudra Gupta 1 | 2 | To explain his greatness | Discussion | Short test |
| 2 | Gupta Admn | 2 | To describe the rule of Gupta rulers | Lecture meeting | Quiz |
| 3 | Golden age of Gupta | 2 | To describe about development of the kingdom | Lecture meeting | Slip test |
| 4 | Causes for downfall of Gupta dynasty | 2 | To analyse the causes for downfall of Gupta dynasty | Lecture meeting | Slip test |
| 5 | Fahien’s report | 1 | Explain his visit to India | Lecture meeting | Slip test |
| **5.VARDHANA DYNASTY** | 1 | HarshaVardhana | 2 | To analyse Era about HarshaVardhana | Discussion | Slip test |
| 2 | Political socal economic religious life | 2 | To examine the rule of the rulers of Vardhna Dynasty and conditioning society economic stabilty | Lecture meeting | Slip test |
| 3 | HinenTsauy | 2 | Chinese pilgrims visit to India | Lecture meeting | Slip test |
| 4 | Objectivity in history writing | 2 | Motivate to write history in objective way | Lecture meeting and discussion | Short test |
| 5 | Foot – notes | 2 | How to put references | Group discussion | Short test |
| 6 | bibliography | 2 | Know more about necessary books | Lecture meeting | Asking questions |

**COURSE INSTRUCTOR: Dr. P. LEELAMONI HOD: DR. D. LEKHA**

**leelamoni2015@gmail.com**

**BA HISTORY**

**ACADEMIC YEAR 2019-2020**

**Semester 5**

**NAME OF THE COURSE**: Elements of historiography

**COURSE CODE** : SMHI51

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| **NO. OF HOURS PER WEEK** | **CREDIT** | **TOTAL NO. OF HOURS** | **MARKS** |
| 4 | 4 | 60 | 100 |

**OBJECTIVES:**

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| **1** | To make the students to understand this fact that History is a utility subject. |
| **2** | To educate the students to have basic knowledge on Historical research methodology. |
| **3** | To study the contributions of Indian Historiographers in writing objective History. |

**OUTCOMES:**

**Course outcomes upon completion of this course, students will able to**

CO-1 Develop knowledge about History.

CO-2 Elucidate the role of individuals in History.

CO-3 Demonstrate the contributions of Historians in History.

CO-4 Elucidate the contribution of Indian historian to History.

CO-5 Develop knowledge about research Methodology**.**

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| **UNIT** | **MODULE** | **TOPICS** | **LEC. HRS** | **LEARNING OUTCOMES** | **PEDOGOGY** | **ASSESSMENT** |
| 1. **HISTORY MEANING AND SCOPE** | 1 | Definitions of History | 2 | To explain various definitions related to History | Lecture meeting | Evaluation through short test |
| 2 | Kinds of History | 3 | To describe different types of History | Lecture meeting | Asking questions |
| 3 | Uses and Abuses of History | 3 | To improve the knowledge of History | Lecture meeting | Quiz |
| 4 | Lessons of History | 2 | To understand the morals learnt from History | Lecture meeting | Multiple choice questions |
| **2.THEORY OF CONSATION** | 1 | Role of individuals | 2 | To appraise the part played by individuals in History | Lecture meeting | Evaluation through short test |
| 2 | Institutions and ideas | 2 | To have knowledge about ideas in history | Lecture meeting | Open book test |
| **3.REPUTED HISTORIANS** | 1 | Herodotaus | 2 | To understand about 1st historian to collect materials systematically and write history | Lecture meeting | Asking questions |
| 2 | Thucydides | 2 | Explain the historical works of Thucydides | Lecture meeting | Evaluation through short test |
| 3 | Edward Gibbon | 2 | To appraise the writings of Edward Gibbon | Lecture meeting | Open book test |
| 4 | Hegal | 1 | To explain the philosophy of Hegal | Lecture meeting | Open book test |
| 5 | Immanuel Kant | 1 | To understand the Doctrine of transcendental idealism |  | Asking questions |
| 6 | Karl Marx | 1 | To narrate the labour theory of Karl Marx | Lecture meeting | Asking questions |
| 7 | A J Toynbee | 1 | To explain the complex theory of the growth and demise of civilizations | Lecture meeting | Slip test |
| **4.INDIAN HISTORIANS** | 1 | Kalhana | 2 | To understand the first Historian of India | Discussion | Asking questions |
| 2 | AbulFazal | 2 | To describe the books of AbulFazal | Lecture meeting | Asking questions |
| 3 | R C Majumdar | 2 | To understand about the books written by RCM | Lecture meeting | Asking questions |
| 4 | RanajithGula | 2 | Contributions to the development of History | Lecture meeting | Asking questions |
| 5 | K Rajayyan | 2 | Works related with South India | Lecture meeting | Quiz |
| **5.HISTORICAL RESEARCH** | 1 | Pre requisites of research scholar | 2 | Understand the philosophy and methodology of research | Discussion | Open book test |
| 2 | Selection of topic | 2 | Explain how to choose a topic for research | Lecture meeting | Asking questions |
| 3 | Collection of sources | 2 | Systematically make difference about dates | Discussion | Asking questions |
| 4 | Objectivity in history writing | 2 | Motivate to write history in objective way | Lecture meeting and discussion | Short test |
| 5 | Foot – notes | 2 | How to put references | Group discussion | Short test |
| 6 | bibliography | 2 | Know more about necessary books | Lecture meeting | Asking questions |

**COURSE INSTRUCTOR: Dr. P. LEELAMONI HOD: Dr. D. LEKHA**

**TEACHING PLAN**

**B. A. History**

**Academic Year 2019-2020**

**Semester - I**

**Name of the Course : History of Tamil Nadu upto 1336 A. D.**

**Course Code : SMHI12**

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| --- | --- | --- | --- |
| No. of hours per week | Credits | Total no. of hours | Marks |
| 5 | 5 | 75 | 100 |

Objectives:

1. To study the various sources of ancient Tamil Nadu.
2. To understand the evolution of ages of the Pallavas and Cholas.
3. To make aware of the students about the Contribution of Pallavas to art.
4. To realize the impact of the advent of Muslims in India and its permanent results.

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| CO.NO | Course OutcomesUpon completion of B.A degree programme, the graduateswill be able to | PSOsaddressed | CL |
| CO-1 | Value the importance of sources to write the history of TamilNadu | PSO -1 | Ev |
| CO-2 | Create awareness about the cultural heritage of the Sangam age | PSO -1 | U |
| CO-3 | Analyse the important features of the Sangam Literatures | PSO -1 | An |
| CO-4 | List the contributions of various Sangam rulers | PSO -1 | Re |
| CO-5 | Interpret the results of the Kalabhra interregnum | PSO -1 | Un |

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| **Unit** | **Modules** | **Topics** | **Lecture Hours** | **Learning Outcome** | **Pedagogy** | **Assessment/**  **Evaluation** |
| **I** | **Geographical features of Tamil Nadu** | | | | | |
| 1 | Sources | 2 | To explain the kinds of sources | Lecture method | Asking  Questions  Evaluation  through short  test  Multiple choice  Question  Formative  Assessment-I |
| 2 | Sangam Age – Political, Social and Economic condition | 3 | To examine the political, social and economic conditions of sangam period | Lecture method |
| 3 | Sangam Literatures | 3 | To analyse the literatures of sangam. | Smart class |
| 4 | Sangam rulers | 3 | To discuss the varies rulers. | Lecture method |
| 5 | Kalabhra interregnum | 4 | To appraise the Kalabhra interregnum | Lecture method |
| **II** | **Age of the Pallavas** | | | | | |
| 1 | Pallavas – origin | 3 | To understand the origin of Pallavas. | PPT - Class | Class Test  Asking  Questions  Quiz  Assignment |
| 2 | MahendraVarma-I | 3 | To knows about MahendraVarma-I | Lecture method |
| 3 | Narasimhavarman-I | 2 | To knows about the Narasimhavarman-I | Lecture method |
| 4 | Contribution of Pallavas to art. | 3 | To analyse the Contribution | Discussion |
| 5 | Contribution of Pallavas to Literature. | 4 | To identify the various literature. | Discussion and Lecture Method |
| **III** | **Cholas** | | | | | |
| 1 | Paranthaka I,  Rajaraja I,  Rajendra I | 4 | To discuss the famous rulers. | Lecture method | Open book test  Short Test  Asking Questions  Assignment |
| 2 | Chalukya Cholas,  Kulottungan III | 2 | To have a  knowledge about Chalukya Cholas | Lecture and debates |
| 3 | Chola administration | 3 | To understand the administration | Lecture method |
| 4 | Social, economic and religious conditions | 3 | To evaluate the Social, economic and religious conditions | PPT with Discussion |
| 5 | Contribution to art and architecture. | 3 | To explain the Contribution to art and architecture. | Group Discussion |
| **IV** | **Pandyas** | | | | | |
| 1 | Introduction to Pandyas | 3 | To explain the Pandyas | Smart Class | Evaluation  through asking  question  Chart  preparation  Quiz |
| 2 | First Pandyan Empire | 2 | To discuss the First Pandyan Empire | Discussion and Lecture Method |
| 3 | Second Pandyan Empire | 3 | To discuss the Second Pandyan Empire | Lecture method |
| 4 | Contribution of Pandas to art | 4 | To evaluate the Contribution of Pandas to art | Lecture method |
| 5 | Contribution of Pandas to architecture | 3 | To assess the architecture | Lecture method |
| **V** | **Muslim invasion** | | | | | |
| 1 | Causes of Muslim invasion | 3 | To views the Causes of Muslim invasion | Discussion  method | Multiple choice  question  Assignment  Open book test  Evaluation  through debates |
| 2 | Muslim invasion in Tamil Country | 3 | To explain the Muslim invasion in Tamil Country | Lecture method |
| 3 | Invasion of Malik Kafur | 2 | To knows about the Invasion of Malik Kafur | Lecture with  PPT |
| 4 | Rise of Madurai Sultanate | 3 | To discuss the Rise of Madurai Sultanate | Lecture and  discussion |
| 5 | Impact of Muslim rule. | 4 | To discuss the Impact of Muslim rule. | Lecture  and debates |

**Name of the Course Instructor: Dr.V.Karthik Nisha Name of the HOD: Dr.D.Lekha**

**TEACHING PLAN**

**B. A. History**

**Academic Year 2019-2020**

**Semester – II**

**Name of the Course : History of Tamil Nadu 1336 A.D. – 1800 A.D.**

**Course Code : SMHI22**

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| No. of hours per week | Credits | Total no. of hours | Marks |
| 5 | 5 | 75 | 100 |

Objectives:

1. To explain the students about the Administrative policies of the Vijayanagar and the Nayakas rule.
2. To make the students to understand the Religion and Culture under the Nawabs of Carnatic.
3. To study in detail the emergence of Hindu revivalism by way of Maratha imperialism.
4. To study about the rise of regional Sub-nationalism in Tamil Nadu.

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| CO.NO | Course OutcomesUpon completion of B.A degree programme, the graduateswill be able to | PSOsaddressed | CL |
| CO-1 | Assess the importance of Vijayanagar empire and their administration | PSO -1 | An |
| CO-2 | Describe the Poligar System and administration | PSO -1 | Un |
| CO-3 | Examine the Impact of Society, Economy, Religion and Culture under Marathas | PSO -1 | Ev |
| CO-4 | Discuss about the key features of the Anglo-Mysore wars. | PSO -1 | R |
| CO-5 | Develop unique knowledge about the South Indian Rebellions. | PSO -1 | C |

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| **Unit** | **Modules** | **Topics** | **Lecture Hours** | **Learning Outcome** | **Pedagogy** | **Assessment/**  **Evaluation** |
| **I** | **Foundation of Vijayanagar empire** | | | | | |
| 1 | Introduction to Vijayanagar empire | 3 | To knows about the Vijayanagar empire | Lecture method | Class Test,  Assignment,  Multiple choice  question  Oral Test |
| 2 | Invasion of Kumara Kampana | 3 | To explain the Kumara Kampana | Lecture with  PPT |
| 3 | Impact of Vijayanagar rule on Tamil Nadu | 2 | To discuss the Impact of Vijayanagar rule | Discussion  method |
| 4 | Vijayanagar empire Administration | 3 | To evaluate the administration. | PPT with Discussion |
| 5 | Valangai and Idangai issuses | 4 | To views the above the issues. | Group Discussion |
| **II** | **The Nayakas of Madurai and Poligar** | | | | | |
| 1 | The Nayakas of Madurai,  ViswanathaNayak,  ThirumalaiNayak, Rani Mangammal,  Meenakshi | 3 | To discuss the Nayakas rulers of the Madurai | PPT with Lecture method | Quiz Test  Short test  Open book  Test  Formative  Assessment |
| 2 | The decline of Nayak of Madurai | 4 | To explain the decline of Nayak of Madurai | Lecture method |
| 3 | Poligar System and administration | 3 | To knows about the Poligar System | Lecture method |
| 4 | Social and Economic condition | 3 | To describe the Social and Economic condition | Illustration |
| 5 | Spread of Christianity – Contribution of Nayak to Tamil culture. | 2 | To understand the Contribution of Nayak to Tamil culture | Discussion  method |
| **III** | **The Marathas of Tamil Country** | | | | | |
| 1 | The Marathas Administration | 3 | To explain the Marathas Administration | Lecture method | Evaluation  through short  test and multiple  choice question  Open book test  Home  assignments |
| 2 | Constitution of Marathas to Tamil Culture | 2 | To analyze the Marathas to Tamil Culture. | Group Discussion |
| 3 | Sethupatis of Ramnad | 3 | To discuss the Sethupatis | Lecture with Discussion |
| 4 | some aspects of the rule of Sethupatis | 4 | To evaluate the Sethupatis | Lecture Method |
| 5 | Society, Economy, Religion and Culture under Marathas | 3 | To understand the Culture under Marathas | Smart Class |
| **IV** | **The Nawabs of Carnatic** | | | | | |
| 1 | The Nawabs of Carnatic | 2 | To explain the Nawabs of Carnatic | Lecture method | Short test  Open book  Test  Evaluation  through asking  question |
| 2 | Tamil Society under Nawabs | 3 | To understand the status of Tamil Society under Nawabs | PPT with Lecture method |
| 3 | Anglo-Mysore relations | 4 | To analyze the Anglo-Mysore relations | Illustration |
| 4 | Administration under Nawabs | 3 | To explain the Administration | PPT with Lecture method |
| 5 | The Carnatic wars - Society, Economy, Religion and Culture. | 3 | To discuss the results of the Carnatic wars | Lecture with Discussion |
| **V** | **The Poligar Rebellion** | | | | | |
| 1 | Outlines of the Poligar Rebellion | 3 | To explain the Poligar Rebellion | Lecture method | Evaluation through  asking question  Open book  Test |
| 2 | Khan Sahib and PuliThevar | 4 | To estimate the achievements of the PuliThevar | Lecture method |
| 3 | Veerapandia Kattabomman | 3 | To analyze the role of the Veerapandia Kattabomman | Lecture  method  and Chart  Making |
| 4 | The South Indian Rebellion of 1800 – 1801 | 3 | To discuss the South Indian Rebellions. | Group Discussion |
| 5 | Causes, Course and result | 2 | To evaluate the Causes, Course and result | Lecture method with Discussion |

**Name of the Course Instructor: Dr.V.Karthik Nisha Name of the HOD: Dr.D.Lekha**

**TEACHING PLAN**

**B. A. History**

**Academic Year 2019-2020**

**Semester - V**

**Name of the Course : Indian Public Administration**

**Course Code : SMHI54**

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| No. of hours per week | Credits | Total no. of hours | Marks |
| 4 | 4 | 60 | 100 |

Objectives:

1. To understand the basic principles of public administration
2. To study more on functions, pavers of chief Executive
3. To have a wider knowledge on the principles of organization and its structure
4. To understand the role of planning commission and Nidhi Ayog in the development of Indian economy.

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| CO.NO | Course OutcomesUpon completion of B.A degree programme, the graduateswill be able to | PSOsaddressed | CL |
| CO-1 | Formulate the important features of the Public Administrations | PSO -1 | U |
| CO-2 | Analyze the growth and authorities of Public Enterprises | PSO -1 | An |
| CO-3 | Identify the emergence of the Centralised and decentralized administrations. | PSO -1 | Po |
| CO-4 | Discuss the important features of the National Development Council and Nidhi Ayog | PSO -1 | R |
| CO-5 | Create awareness about the Contemporary challenges in Public Administration. | PSO -1 | Ap |

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| **Unit** | **Modules** | **Topics** | **Lecture Hours** | **Learning Outcome** | **Pedagogy** | **Assessment/**  **Evaluation** |
| **I** | **Public Administration** | | | | | |
| 1 | Meaning of Administration | 2 | To explain the Meaning of Administration | Lecture method | Short  test  Asking  Questions  Multiple choice  Question |
| 2 | Nature of Public Administration | 3 | To understand the Nature of Public Administration | PPT with Lecture method |
| 3 | Scope of Public Administration | 2 | To analyze the Scope of Public Administration | Illustration |
| 4 | Public administration in developed countries | 3 | To explain the status in developed countries | PPT with Lecture method |
| 5 | Public administration in developing countries | 2 | To explain the status in developing countries | Lecture with Discussion |
| **II** | **Functions and powers** | | | | | |
| 1 | Chief Executive and Functions and powers | 3 | To explain the Functions and powers of Chief Executive | Lecture method | Class Test  Assignment  Open book test  Evaluation  through debates |
| 2 | Departments as fundamental units of administration | 2 | To discuss the fundamental units | Lecture with  PPT |
| 3 | Location of authority in a department | 3 | To discuss the authority in a department | Discussion  method |
| 4 | Public Enterprises and its growth | 2 | To evaluate the Public Enterprises and its growth | PPT with Discussion |
| 5 | Independent Regulatory Commission. | 2 | To assess the I.R.C | Group Discussion |
| **III** | **Principles of Organisation** | | | | | |
| 1 | Principles of Organisation | 3 | To knows about the Principles of Organisation | Lecture method | Open book test  Dramatisation  Asking Questions  Class test |
| 2 | Hierarchy and Span of Control | 2 | To explain the Hierarchy and Span of Control | Lecture with  PPT |
| 3 | Unity of Command | 2 | To discuss the Unity of Command | Discussion  method |
| 4 | Centralised and decentralized administration | 2 | To evaluate the Centralised and decentralized administration | PPT with Discussion |
| 5 | Structure of organisation of the 73rd and 74th constitutional amendments | 3 | To views the constitutional amendments | Group Discussion |
| **IV** | **Management issues** | | | | | |
| 1 | Management issues | 2 | To explain the Management issues | PPT with Lecture method | Assignment  Chart  preparation  Open book test |
| 2 | Participative Management | 3 | To understand the Participative Management | Illustration |
| 3 | Planning Commission and Nidhi Ayog | 3 | To evaluate the Planning Commission and Nidhi Ayog | Lecture method |
| 4 | National Development Council | 2 | To narrate the National Development Council | Lecture method |
| 5 | Finance Commission | 2 | To enumerate the importance of F.C | Lecture method |
| **V** | **Commission and Acts** | | | | | |
| 1 | Administrative Reforms Commission | 2 | To appraise the needs of A.R.C | Discussion  method | Assignment  Open book test  Multiple choice  question |
| 2 | A.R.C’s recommendations | 2 | To describe the important of the recommendations | PPT with Discussion |
| 3 | Right to Information Act | 3 | To evaluate the privileges of the RTI | Lecture with  PPT |
| 4 | Disaster Management | 2 | To understand the needs of Disaster Management | Lecture and  Illustration |
| 5 | Contemporary challenges in Public Administration. | 3 | To finds the real challenges of the Public Administration. | Interaction  Method |

**Name of the Course Instructor: Dr.V.Karthik Nisha Name of the HOD: Dr.D.Lekha**

**TEACHING PLAN**

**B. A. History**

**Academic Year 2019-2020**

**Semester - V**

**Name of the Course : Panchayat Raj in India**

**Course Code : SEHI5B**

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| No. of hours per week | Credits | Total no. of hours | Marks |
| 4 | 4 | 60 | 100 |

Objectives:

1. To understand the evolution of Panchayat Raj as an institution in India.
2. To study the impact of Gandhian views on Panchayat Raj.
3. To make aware of the students about the history of Panchayat Raj over theyears.
4. To understand gross root democracy and decision making from the bottom –up.

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| CO.NO | Course OutcomesUpon completion of B.A degree programme, the graduateswill be able to | PSOsaddressed | CL |
| CO-1 | Describe the role and impact of Panchayat Raj in India | PSO -1 | Un |
| CO-2 | Assess the importance of the organisation’s role in Panchayat Raj | PSO -1 | An |
| CO-3 | Access and understand the values of the Panchayat Raj Development and Financing. | PSO -1 | E |
| CO-4 | Record the recommendations of the Balwant Roy Mehta Committee & Ashok Mehta Committee. | PSO -1 | R |
| CO-5 | List the contributions of the Village Panchayats, Panchayat Samitis and Zillah Parishad | PSO -1 | Lo |

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| **Unit** | **Modules** | **Topics** | **Lecture Hours** | **Learning Outcome** | **Pedagogy** | **Assessment/**  **Evaluation** |
| **I** | **Local Self Government** | | | | | |
| 1 | Local Self Government an introduction | 2 | To appraise the Local Self Government | Lecture and  Illustration | Class Test  Short  test  Multiple choice  Question  Asking  Questions |
| 2 | Evolution of Panchayat Raj in India | 3 | To estimate the Panchayat Raj in India | Lecture method |
| 3 | Local Self Government during the Chola period | 2 | To assess the Cholas administrative reforms | Field Visit with direct experience |
| 4 | The contribution of British Colonial Government | 3 | To explore the British contributions to the Local Self Government | Lecture with  PPT |
| 5 | The Experiments of Lord Rippon | 2 | To assess the achievements of Lord Rippon | Lecture method |
| **II** | **Principles & Movements** | | | | | |
| 1 | Grama Rajya, Gandhian Principles | 3 | To critique the Gandhian Principles | Lecture method | Asking  Oral Questions  Quiz  Assignment |
| 2 | Bhoodan Movement | 2 | To understand the impacts of Bhoodan Movement | PPT with Discussion |
| 3 | Sarvodaya Philosophy | 2 | To explore the  importance of the Sarvodaya Philosophy | Lecture with  PPT |
| 4 | Role of Non - Governmental Organisation in Panchayat Raj | 3 | To debate the above the organisation’s role in Panchayat Raj | Smart class |
| 5 | 73rd Constitutional Amendment. | 2 | To analyze the needs and impacts of amendment. | Lecture method |
| **III** | **Panchayat Raj system in India** | | | | | |
| 1 | Panchayat Raj system in India | 2 | To know about the Panchayat Raj system in India | Lecture method | Open book  Test  Evaluation  through asking  question |
| 2 | Merits of Panchayat Raj system in India | 2 | To understand the various Merits of Panchayat Raj | Lecture with  PPT |
| 3 | Development from 1947-2001 | 3 | To review the Panchayat Raj Development | Discussion  method |
| 4 | Panchayat finance | 2 | To explain the utilisations of the Panchayat finance. | PPT with Discussion |
| 5 | Panchayat administration. | 3 | To understand the importance of the Panchayat administration. | Group Discussion |
| **IV** | **Local Government and Committees** | | | | | |
| 1 | Urban Local Government | 3 | To explain the development of Urban Local Government | PPT with Discussion | Evaluation  through asking  question  Chart  preparation  Home Assignment |
| 2 | Financial Administration | 2 | To explore the financial authorities and maintenance. | Lecture method |
| 3 | State Control over Urban Local Government | 3 | To understand the statuses of Local Government | Lecture and  Illustration |
| 4 | Balwant Roy Mehta Committee | 2 | To review the recommendations of the committee. | Lecture method |
| 5 | Ashok Mehta Committee. | 2 | To review the impacts of the Ashok Mehta Committee. | Lecture method |
| **V** | **Rural Local Government** | | | | | |
| 1 | Rural Local Government, Village Panchayats | 2 | To understand the importance of the Panchayats | Lecture with  PPT | Evaluation  through debates  Assignment  Open book test |
| 2 | Panchayat Samitis, Zillah Parishad | 3 | To explain the works of Zillah Parishad | Lecture method |
| 3 | Income of Rural Local Governments, Municipalities, Corporations | 3 | To know about the various financial sources. | PPT with Discussion |
| 4 | 74th Constitutional Amendment | 2 | To appreciate the merits of the Amendment | Group discussion |
| 5 | Role of people in Panchayat Raj institutions. | 2 | To review the peoples participations. | Lecture method |

**Name of the Course Instructor: Dr.V.Karthik Nisha Name of the HOD: Dr.D.Lekha**

**B. A History**

**Academic Year 2019-2020**

**Semester II**

Name of the course: History of India from 647 to 1526 AD

Course Code : SMHI21

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| **Number of Hours per week** | **Credits** | **Total number of hours** | **Marks** |
| **4** | **4** | **60** | **100** |

**Objectives**

1. To understand the sources of medieval Indian History.
2. To evaluate the contributions of Delhi Sultanate.
3. To enhance their role of Muslim Invaders in India.
4. To understand the administration of early Hindu Rulers of India.

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| **CO.No.** | **Course Outcomes Upon completion of this course, students will be able to** | **PSOs**  **Addressed** | **CL** |
| CO-1 | Evaluate the source of Medieval India | PSO-1 | Ev |
| CO-2 | Critique the establishment of Muslim Invaders in India | PSO\_1 | R |
| CO-3 | Create awareness about Khilji Imperialism | PSO\_1 | Un |
| CO-4 | Estimate the role of Vijayanagar Kingdom | PSO\_1 | Un |
| CO-5 | Enlighten the importance of Bahmini Kingdom | PSO\_1 | R |

**Teaching Plan**

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| **Unit** | **Modules** | **Topics** | **Lecture Hours** | | **Learning outcome** | **Pedagogy** | **Assessment/Evaluation** |
| **I** | **Sources for Medieval Indian History** | | | | | |  |
|  | 1 | Different Sources of medieval Indian History | 2 | | To explain sources of medieval Indian History | Lecture method | Asking questions |
|  | 2 | Origin and theory of Rajputs | 1 | | To describe the origin of Rajputs | Lecture method | Evaluation through short test |
|  | 3 | Rajputs civilization and culture | 2 | | To explain the culture and civilization of Rajputs | Discussion method |
|  | 4 | Arab conquests of Sindh and effects | 3 | | To analyze the impacts of Arab conquest | Lecture method | Formative assessment –I |
| **II** | **Advents of Muslim invaders** | | | | | |  |
|  | 1 | Mohamud of Ghazni and Ghor | 3 | | To explain about the sultans of Ghazhi and Ghor | Lecture method | Evaluation through multiple choice questions |
|  | 2 | First and second battles of Tarain | 2 | | To narrate the first and second battles of Tarain | Discussion method | Open book test |
|  | 3 | Foundation of slave dynasty-qutb-ud-din Aibak | 3 | | To discuss about the slave dynasties | Lecture method |
|  | 4 | Sulthana Razia and Balban | 3 | | To appraise the administration of Sulthana razia and Balban | Lecture method | Quiz |
|  | 5 | Administration of slave dynasty | 4 | | To have a knowledge about the administration of slave dynasty | Discussion method | Evaluation through short test |
|  | 6 | Mongolian threats and effects | 2 | | To understand the Mongolian threats and effects | Lecture method | Asking questions |
| **III** | **Khilji imperialism** | | | | | |  |
|  | 1 | Alaudin Khilji and Malik Kafur | | 4 | To understand about Alaudin Khilji and Malik Kafur | Lecture method | Open book test |
|  | 2 | Administration and economic reforms | | 4 | To narrate the administration and economic condition of khiljis | Discussion method |
|  | 3 | Rise of Thuglaq – muhammed bin Tuglaq and Firoz shah Tuglaq | | 3 | To explain about the Thuglaq dynasties | Lecture method | Formative assessement –II |
|  | 4 | Sayyids and Lodis | | 3 | To analyze the sayyids and Lodis | Lecture method | Book test |
|  | 5 | Art and Architecture of Delhi Sultanate | | 3 | To trace the art and architecture of Delhi sultanate | Lecture method | Quiz |
|  | 6 | Administration of Delhi Sultanate | | 2 | To examine the administration of Delhi Sultanate | Discussion method | Asking questions |

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| **IV** | | **Vijayanagar Empire** | | | | | |
|  | 1 | Foundation of Vijayanagar Empire | 2 | To describe about the Vijayanagar Empire | | Lecture method | Multiple choice questions |
|  | 2 | Administration of Vijayanagar rulers | 3 | To narrate the administration of Vijayanagar rulers | | Discussion method | Open book test |
|  | 3 | Art , architecture and literature of Vijayanagara rulers | 4 | To discuss about the art, architecture of Vijayanagar rulers | | Lecture method | Evaluation through short test |
|  | 4 | Battle of Talikottai | 2 | To describe about the battle of Talikottai | | Lecture method |
| **V** | **Bahmini kingdom** | | | | | |  |
|  | 1 | Origin of Bahmini Kingdom | 1 | To explain about Bahmini Kingdom | Lecture method | | Asking questions |
|  | 2 | Disintegration of Bahmini kingdom | 2 | To understand the disintegration of Bahmini Kingdom | Discussion method | |
|  | 3 | Muhammud Gawan | 2 | To discuss about Muhammud Gawan | Lecture method | | Formative Assessment III |

**Name of the Course Instructor : Dr. P. Pravitha Name of the HOD: Dr. D. Lekha**

**Semester IV**

Name of the course: Indian Polity

Course Code : SNHI4A

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Hours per week** | **Credits** | **Total number of hours** | **Marks** |
| **2** | **2** | **30** | **100** |

**Objectives**

1. To enable the learners aware of the rights and duties of Indian Citizen.
2. To enhance their role as enlightened citizens.
3. To understand the importance of centre – state relations.
4. To focus more attention on constitutional amendments.

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| **CO.No.** | **Course Outcomes Upon completion of this course, students will be able to** | **PSOs**  **Addressed** | **CL** |
| CO-1 | Estimate the nature of Indian Constitution | PSO-3 | Ev |
| CO-2 | Discuss about the Union Government | PSO-3 | Un |
| CO-3 | Assess the importance of the State Government | PSO-3 | R |
| CO-4 | Evaluate the Centre and State relations | PSO-3 | Un |
| CO-5 | Create awareness about constitutional functionaries | PSO-3 | R |

**Teaching Plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture Hours** | | **Learning outcome** | **Pedagogy** | **Assessment/Evaluation** |
| **I** | **Nature of the Indian Constitution** | | | | | |  |
|  | 1 | The Preamble | 2 | | To discuss about the Preamble of Indian Constitution | Lecture method | Asking questions |
|  | 2 | Fundamental Rights and Fundamental Duties | 2 | | To describe the importance of Fundamental Rights and Fundamental Duties | Discussion method | Evaluation through short test |
|  | 3 | The Directive principles of State Policy | 2 | | To explain the Directive Principles of State Policy | Discussion method |
| **II** | **The Union Government** | | | | | |  |
|  | 1 | Executive | 2 | | To understand the importance of Executive | Lecture method | Evaluation through multiple choice questions |
|  | 2 | Legislature | 1 | | To discuss about the Indian Legislature | Discussion method | Open book test |
|  | 3 | Judiciary | 1 | | To find out the role of Judiciary | Group discussion |
|  | 4 | Legislature | 2 | | To have a knowledge about the Legislature | Lecture method | Quiz |
| **III** | **The State Government** | | | | | |  |
|  | 1 | The Governor | | 1 | To understand the role of Governor | Lecture method | Open book test |
|  | 2 | Chief Minister | | 1 | To have a knowledge about Chief Minister | Discussion method |
|  | 3 | High Court | | 1 | To understand the role of High Court | Lecture method | Formative assessement –II |
|  | 4 | Panchayat Raj | | 3 | To analyze the importance of Panchayat Raj | Lecture method | Book test |

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| **IV** | | **The Centre and State Relations** | | | | | |
|  | 1 | Emergency Provisions | 1 | To understand the Emergency Provisions | | Ppt | Multiple choice questions |
|  | 2 | Recommendations of the Constitution | 1 | To familiar the recommendations of the Constitution | | Discussion method | Open book test |
|  | 3 | Review commission | 2 | To discuss about the review commission | | Lecture method | Evaluation through short test |
|  | 4 | Important amendments | 2 | To narrate the important amendments | | Lecture method |
| **V** | **Constitutional functionaries** | | | | | |  |
|  | 1 | Election Commission | 2 | To understand the role of election commission | Lecture method | | Asking questions |
|  | 2 | General Elections | 2 | To understand the importance of general elections | Discussion method | |
|  | 3 | National and Regional Parties | 2 | To discuss about national and regional parties | Seminar | | Formative Assessment III |

**Name of the Course Instructor : Dr. P. Pravitha Name of the HOD: Dr. D. Lekha**

**Semester VI**

Name of the course: History of India Since 1947.

Course Code : SMHI63

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Hours per week** | **Credits** | **Total number of hours** | **Marks** |
| **5** | **4** | **75** | **100** |

**Objectives**

1. To understand the conditions of India on the eve of independent .
2. To study the contributions made by the architects of India.
3. To know more about the foreign policy of India which is always working for global peace.
4. To understand the emergency of regional sub nationalism in India and its results.

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| **CO.No.** | **Course Outcomes Upon completion of this course, students will be able to** | **PSOs**  **Addressed** | **CL** |
| CO-1 | Describe the position of India | PSO\_1 | R |
| CO-2 | Analyze the role of Prime Ministers of India | PSO\_1 | Un |
| CO-3 | Identify the Prime Ministers | PSO\_1 | Ev |
| CO-4 | Evaluate the foreign policy of India | PSO\_1 | C |
| CO-5 | Estimate the developments of India | PSO\_1 | R |

**Teaching Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture Hours** | **Learning outcome** | **Pedagogy** | **Assessment/Evaluation** |
| **I** | **Position of India** | | | | | |
|  | **1** | Position of India on the eve of Independence | 3 | To understand the position of India on the eve of independence | Lecture method | Book test |
|  | 2 | Problems of partition | 3 | To find out the problems of partition | Discussion method | Evaluation through short test |
|  | 3 | Integration of Indian States | 4 | To analyze the integration of Indian States | Seminar | Multiple choice question |
|  | 4 | States re-organization | 3 | To examine the States re –organization | Lecture method | Asking questions |
| **II** | **Prime Ministers of India** | | | | | |
|  | 1 | Jawaharlal Nehru | 3 | To study about Jawaharlal Nehru | Discussion method | Book test |
|  | 2 | Internal and foreign policy | 3 | To discuss the foreign policy of Jawaharlal Nehru | Debate | Formative Assessment I |
|  | 3 | Lal Bahadur sastri | 2 | To study about Lal Bahadur Sastri | Interaction method | Evaluation through short test |
|  | 4 | Indira Gandhi and Emergency | 2 | To evaluate the role of Indira Gandhi | Lecture method |
|  | 5 | Birth of Bangladesh | 2 | To find out the birth of Bangladesh | Power point presentation | Quiz |
| **III** | **Prime Ministers** | | | | | |
|  | 1 | Rajiv Gandhi and foreign policy | 3 | To review the foreign policy of Rajiv Gandhi | Discussion method | Open book test |
|  | 2 | National Front Government | 3 | To discuss about National Front Government | Seminar | Home Assignments |
|  | 3 | Narasimha Rao | 3 | To study about Narasimha Rao | Lecture method | Asking questions |
|  | 4 | Atal Bihari Vajpaye | 3 | To enumerate the role of Atal Bihari Vajpaye | Lecture method | Short test |
| **IV** | **Foreign policy of India** | | | | | |
|  | 1 | Peasants struggle | 4 | To realize about peasants struggle | Discussion method | Formative Assessment II |
|  | 2 | Terrorism in Punjab | 3 | To discuss about the terrorism in Punjab | Lecture method | Quiz |
|  | 3 | Assam Struggle and Telengana Struggle | 2 | To analyze Assam Struggle and Telengana Struggle | Seminar | Asking questions |
|  | 4 | Foreign policy of India | 2 | To understand India’s Foreign policy | Lecture method | Book test |
|  | 5 | UNO-SAARC | 1 | To realize UNO-SAARC | Discussion method | Asking questions |
| **V** | **Development of India** | | | | | |
|  | 1 | Development of Education | 4 | To examine the Development of Education | Seminar | Home Assignments |
|  | 2 | Planned Economic Development | 4 | To discuss about Planned Economy | Discussion method | Short test |
|  | 3 | Transpo rt and Communication | 2 | To narrate the Transport and Communication | Group discussion | Formative Assessment III |
|  | 4 | Cultural Activities in India | 2 | To explain the Cultural Activities in India | Lecture method | Short test |

**Name of the Course Instructor : Dr. P. Pravitha Name of the HOD: Dr. D. Lekha**

**Semester III**

Name of the course: Freedom Movement in India

Course Code : SNHI3A

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Hours per week** | **Credits** | **Total number of hours** | **Marks** |
| **2** | **2** | **30** | **100** |

**Objectives**

1. To imbibe the spirit of Nationalism and Patriotism to the students.
2. To make the students understand the various trends and currents of freedom struggle.
3. To make the students to realize the sacrifices of our leaders.
4. To study about the history of the Indian Independence Movement.

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| **CO.No.** | **Upon completion of this course, students will be able to:** | **PSOs**  **Addressed** | **CL** |
| CO-1 | Record the important events of freedom movement in India | PSO-3 | R |
| CO-2 | Compare the activities of Moderated and Extremists | PSO-3 | An |
| CO-3 | Value the importance of Mahatma Gandhi in freedom struggle | PSO-3 | Cv |
| CO-4 | Recognize the meritorious services of the freedom fighters in India | PSO-3 | R |
| CO-5 | Reconstruct the events led to the Indian independence | PSO-3 | C |

**Teaching Plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture Hours** | | **Learning outcome** | **Pedagogy** | **Assessment/Evaluation** |
| **I** | **Indian Nationalism** | | | | | |  |
|  | 1 | Origin of Indian Nationalism | 2 | | To discuss about the origin of nationalism | Lecture method | Asking questions |
|  | 2 | Birth of Indian National Congress | 2 | | To describe the birth of Indian National Congress | Discussion method | Evaluation through short test |
|  | 3 | Moderates and extremists | 2 | | To explain the role of Moderates and Extremists | Discussion method |
| **II** | **National Movements** | | | | | |  |
|  | 1 | Home Rule Movement | 2 | | To understand the role of HomeRule Movement | Lecture method | Quiz |
|  | 2 | Jallianwala Bagh Tragedy | 2 | | To discuss about Jallianwla Bagh Tragedy | Discussion method | Open book test |
|  | 3 | The Khilafat Movement | 2 | | To find out the importance of Khilafat Movement | Group discussion |
| **III** | **Non co-operation movement** | | | | | |  |
|  | 1 | Swarajist Party | | 2 | To understand the role of Swarajist party | Lecture method | Open book test |
|  | 2 | Simon Commission | | 2 | To have a knowledge about Simon Commission | Discussion method |
|  | 3 | Nehru Report | | 2 | To understand the role of Nehru Report | Lecture method | Formative assessement –II |

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| **IV** | | | **Civil Disobedient Movement** | | | | | | | |
|  | 1 | | Dandi March | | 2 | To discuss about Dandi March | | Ppt | | Multiple choice questions |
|  | 2 | | Round Table Conference | | 2 | To familiar the importance of Round Table Conference | | Discussion method | | Open book test |
|  | 3 | | Gandi Irwin Pact | | 2 | To discuss about Gandi Irwin Pact | | Lecture method | | Evaluation through short test |
|  | |
| **V** | **Quit India Movement** | | | | | | | | |  |
|  | 1 | | Indian National Army | | 2 | To understand the role of Indian National Army | Lecture method | | | Asking questions |
|  | 2 | | Wavell Plan | | 1 | To have a knowledge about Wavell Plan | Discussion method | | |
|  | 3 | | Mount Batten plan | | 1 | To discuss about Mount Batten Plan | Seminar | | | Formative Assessment III |
|  | 4 | | Dawn of Indian Independence | 2 | | To understand the Dawn of Indian Independence | Group discussion | | quiz | |

**Name of the Course Instructor : Dr. P. Pravitha Name of the HOD: Dr. D. Lekha**

**III- SEMESTER**

**Name of the Course: HISTORY OF INDIA(1526-1772 A.D)**

**Course code : SMHI31**

|  |  |  |  |
| --- | --- | --- | --- |
| **No. of the hours per week** | **Credits** | **Total no. hours** | **Marks** |
| 4 | 4 | 60 | 100 |

**Objectives :**

1. To understand the contributions of Mughal Empire
2. To evaluate the socio-economic life of Indian people
3. To analyse the advent of the Europeans

**Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **CO.NO** | **Upon completion of this course, students will be able to** | **PSOs addressed** | **CL** |
| CO1 | Identify the administration of Mughal Empire | PSO-1 | Un |
| CO2 | Analyse various rulers achievements in Mughal dynasty | PSO-1 | An |
| CO3 | Evaluate the art and architecture to the Mughal period | PSO-1 | Ev |
| CO4 | People know about the Marathas rule and administration | PSO-1 | Un |
| CO5 | Construct new idea about advent of Europeans in India | PSO-1 | C |

**Teaching Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture hours** | **Learning outcomes** | **pedagogy** | **Assessment/**  **Evaluation** |
| **IMUGHAL EMPIRE** | | | | | | |
|  | 1 | Mughal Empire , sources | 3 | To understand the sources of Mughal Empire | Lecture method | Asking one word questions |
|  | 2 | India on the eve of Babur’s invasion | 2 | To know about the Babur’s invasions in India | Lecture Method | Evaluation through short test |
|  | 3 | Babur conquests and administration | 2 | To analyse the causes of the conquest and his administration | Group Discussion  Method | Open book test |
|  | 4 | Humayum and causes for his failure | 2 | To explain about Humayum and his failure | Lecture Method | Quiz |
|  | 5 | Shersha conquest and administration | 3 | To evaluate Shersha conquest, administration | Lecture method | Asking Multiple choice questions |
| **II** | **MUGHAL EMPIRE** | | | | | |
|  | 1 | Akbar the great, conquests administration and religious policy | 4 | To explain about Akbar new administration system and his religious policy | Seminar method | Multiple choice questions |
|  | 2 | Jahangir, Rule of Nurjahan | 2 | To analyse the women’s rule in Mughals | Lecture method | Open book test |
|  | 3 | Shajahan , Golden Age | 4 | To understand golden age and his achievements | Lecture method with PPT | Formative assessment – I |
|  | 4 | War of Succession | 2 | To identify the rulers | Discussion Method | Asking questions |
| **III** | **MUGHAL EMPIRE** | | | | | |
|  | 1 | Aurangzeb and conquest | 2 | To explain about conquest of Aurangzeb | Lecture method | Evaluation through short test |
|  | 2 | Deccan Policy, Religious Policy | 2 | To understand Aurangzeb Deccan and religious Policy | Lecture Method | Chart Preparation |
|  | 3 | Downfall of Mughals | 1 | To identify the reason of fall of Mughals | Group discussion | Assignment |
|  | 4 | Mughals Administration | 2 | To enumerate the importance of Mughals Administration | Lecture and Illustration | Asking questions |
|  | 5 | Social, economic, cultural conditions under Mughals | 3 | To explain the social, economic conditions of Mughals | Seminar method | Multiple Choice Questions |
|  | 6 | Mughal art and architecture | 2 | To assess the importance of art and architecture | Lecture and PPT | Short Test |
| IV | **THE MARATHAS** | | | | | |
|  | 1 | Shivaji ,early career,conquests,  Administration | 3 | To explain about Shivaji achievements in Marathas | Lecture Method | On the spot test |
|  | 2 | Decline of Marathas | 2 | To evaluate the fall of empire | Discussion Method | Evaluation through asking questions |
|  | 3 | Peshwas –BalajiViswanth | 2 | To analyse to Peshwas Rules | Lecture Method | Asking simple questions |
|  | 4 | BajiRao, BalajiBajiRao | 3 | To examine the achievements of Peshwas | Seminar Method | Formative Assessment-II |
|  | 5 | Third Battle of Panipat | 2 | To know the importance of Third Battle of Panipat | Lecture Method | Short test |
| **UNIT V** | **THE ADVENT OF EUROPEANS** | | | | | |
|  | 1 | Portugues, Dutch | 2 | To understand Europeans advent in India | Lecture Method | Asking questions |
|  | 2 | English and French | 2 | To discuss about English and French companies in India | Lecture method | Open Book Test |
|  | 3 | The Anglo-French rivalry in the Carnatic | 2 | To understand the rivalry in Carnatic | Group Discussion method | Asking Questions |
|  | 4 | Carnatic Wars | 2 | To narrates the Wars and its results | Seminar Method | assignment |
|  | 5 | Robert Clive | 1 | To explain about Robert Clive policies | Seminar Method | Multiple choice questions |
|  | 6 | Battle of Plassey and Buxar | 2 | To know about the importance of the Battles | Group Discussion | Formative Assessment-III |
|  | 7 | Dual government in Bengal | 1 | To understand about Dual Government in Bengal | Lecture method | Asking Questions |

**Name of the Course Instructor :Dr.S.PRATHIKA**

**Name of the H.O.D : Dr.D. LEKHA**

**III- SEMESTER**

**Name of the course:Skill based Core I- HUMAN RIGHTS**

**Course Code: SSHA3A**

|  |  |  |  |
| --- | --- | --- | --- |
| **No. of the hours per week** | **Credits** | **Total no. hours** | **Marks** |
| 4 | 5 | 60 | 100 |

**Objectives:**

1. To acquire knowledge about theories and characteristic of Human Rights
2. To understand the Indian Societal Problems and Obstacles in enforcing Human Rights
3. To know more about the grievance redressal Mechanism in guaranteeing Human Rights

**Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **CO.NO** | **Upon completion of this course, students will be able to** | **PSOs addressed** | **CL** |
| CO1 | Record the theories and kinds of Human rights | PSO-2 | R |
| CO2 | Identify U.N. declarations | PSO-2 | Un |
| CO3 | Analyse the difference between human rights and fundamental rights | PSO- 2 | An |
| CO4 | Evaluate various problems of human being | PSO-2 | Ev |
| CO5 | Idea about different laws of protection of Human | PSO-2 | C |

**Teaching Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture hours** | **Learning outcomes** | **pedagogy** | **Assessment/**  **Evaluation** |
| **I INTRODUCTION** | | | | | | |
|  | 1 | Definition of Human Rights | 1 | To understand the various author definitions in Human Rights | Lecture method | Asking one word questions |
|  | 2 | Origin and Development of Human rights | 2 | To know about the origin and development of Human Rights | Lecture and PPT | Evaluation through short test |
|  | 3 | Theories | 3 | To analyse the various theories of Human Rights | Seminar Method | On the spot exam |
|  | 4 | Kinds: Nature, Moral, Legal, Political, Economic and Civil | 4 | To explain the kinds of human rights | Lecture Method | Formative assessment- I |
| **II** | **DECLARATIONS OF HUMAN RIGHTS** | | | | | |
|  | 1 | Universal Declaration of Human Rights 1948 | 2 | To discuss the various declaration of human rights in 1948 | Discussion Method | Short question test |
|  | 2 | International Covenant in Civil and Political Rights 1966 | 2 | To understand the political rights 1966 | Lecture method | Assignment |
|  | 3 | Economic , social and cultural Rights 1966 | 2 | To have clear idea about Economic , social and cultural Rights 1966 | Lecture method with PPT | Asking multiple choice questions |
|  | 4 | Racial Discrimination 1965 and 1979 | 2 | To explain various phase of racial discrimination of 1965 and 1979 | Lecture Method | Quiz |
|  | 5 | U.N. Declarations, duties and responsibilities of Individuals, 1997 | 3 | To know about individual duties and responsibilities law under 1997 | Group Discussion | Open book test |
|  | 6 | U.N.Agencies ,UN high commission for Human Rights and the committee under the various conventions | 3 | To identify various agencies of U.N | Lecture Method | Asking questions |
| **III** | **CONSTITUTIONAL PROVISIONS** | | | | | |
|  | 1 | Difference between human rights and Fundamental rights | 2 | To distinguish the difference between the human rights and Fundamental rights | Lecture method | Evaluation through one word questions |
|  | 2 | Human Rights organisations | 2 | To have evaluate various Human Rights organisations | Lecture Method | Asking questions |
|  | 3 | National and state Human Rights Commissions | 2 | To identify the functions of national and state commissions | Lecture Method | Spot exam |
|  | 4 | Grievance Redressal, Mechanism | 2 | To have understand the Grievance Redress al, Mechanism | Group Discussion | Asking questions |
|  | 5 | NGO’s Social Movements and Pressure Groups | 4 | To know about NGO functions and Importance of Pressure Groups | Seminar method | Multiple Choice Questions |
| IV | **CORE PROBLEMS** | | | | | |
|  | 1 | Poverty , unemployment, illiteracy, caste and class | 4 | To identify the problem of Poverty , unemployment, illiteracy, caste and class | Lecture Method | Assignment |
|  | 2 | Custodial Violence, problem of health and environmental Protection | 3 | To explain about Custodial Violence and problem of health and environmental Protection | Discussion Method | Evaluation through asking questions |
|  | 3 | Problems of aged and physically challenged people | 2 | To analyse the problems aged and physically challenged people | Lecture Method | Asking simple questions |
|  | 4 | Discrimination against Women and Children | 3 | To evaluate the features Women’s and Children’s Laws | Seminar Method | Formative Assessment-II |
| **UNIT V** | **SPECIAL LAWS VOLATILE OF HUMAN RIGHTS** | | | | | |
|  | 1 | POTA, TATA, TESMA | 3 | To understand different laws of Human Rights | Lecture Method | Asking questions |
|  | 2 | Lack of accountability and transparency in government functioning | 3 | To explain about government functions | Group Discussion | Asking multiple choice questions |
|  | 3 | Right to information | 2 | To know about how to use the law of Right to information | Lecture with PPT | Quiz |
|  | 4 | Inadequate functioning of democratic institutions | 4 | To understand about the functions of democratic institutions | Lecture Method | Formative Assessment-III |

**Name of the Course Instructor :Dr.S.PRATHIKA**

**Name of the H.O.D : Dr.D. LEKHA**

**1V- SEMESTER**

**Name of the course: HISTORY OF EUROPE (476- 1453 A.D)**

**Course Code : SMHI42**

|  |  |  |  |
| --- | --- | --- | --- |
| **No. of the hours per week** | **Credits** | **Total no. hours** | **Marks** |
| 4 | 4 | 60 | 100 |

**Objectives :**

1. Toexplain the glorious legacy of Roman Empire
2. To understand the significance of the basic tenets of various religious
3. To study more on the Society during the Middle Ages

**Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **CO.NO** | **Upon completion of this course, students will be able to** | **PSOs addressed** | **CL** |
| CO1 | Understand the rise and fall of Roman Empire | PSO-2 | Un |
| CO2 | Identify the eastern roman empire | PSO-2 | An |
| CO3 | Evaluate the spread of Islam and its impact | PSO-2 | Ev |
| CO4 | Record the struggle between empire and papacy | PSO-2 | R |
| CO5 | Clear idea about the renaissance period in Europe | PSO-2 | C |

**Teaching Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Modules** | **Topics** | **Lecture hours** | **Learning outcomes** | **pedagogy** | **Assessment/**  **Evaluation** |
| **I RISE AND FALL OF ROMAN EMPIRE** | | | | | | |
|  | 1 | Rise and causes for the downfall | 3 | To understand the Rise and causes for the downfall | Lecture method | Asking questions |
|  | 2 | Legacy of Rome | 2 | To evaluate the contributions of Rome to the world | Lecture Method | Asking questions |
|  | 3 | Establishment of Venice | 2 | To explain about the Establishment of Venice | Group Discussion  Method | Open book test |
|  | 4 | Occupation of Western Europe by Barbarians | 5 | To discuss about various types of people occupy to Rome | Lecture Method | Quiz |
| **II** | **EASTERN ROMAN EMPIRE** | | | | | |
|  | 1 | Emperor of Justinian, cultural Contribution | 2 | To explain about Justinian and his administration | Lecture Method | Multiple choice questions |
|  | 2 | Rise and spread of Christianity | 2 | To identify the origin of Christianity and spread of Christianity in Rome | Lecture with PPT | Asking questions |
|  | 3 | Papacy , Monastries | 2 | To know about the power of Papacy and creation of monasteries | Lecture method | Spot examination |
|  | 4 | The Frankish Kingdom, Charlemagne | 2 | To understand about the new kingdom and Charlemagne achievements | Seminar Method | Asking questions |
|  | 5 | Break up of Carolingian Kingdom | 2 | To have knowledge about Break up of Carolingian Kingdom | Lecture Method | Assignment |
|  | 6 | Carolingian Renaissance | 2 | To know about the Carolingian Renaissance | Discussion Method with PPT | Quiz |
| **III** |  | | | | | |
|  | 1 | Spread of Islam, Legacy of Islam to Europe | 2 | To explain about religion of Islam and its contributions | Lecture method | Evaluation through short test |
|  | 2 | The Holy Roman Empire | 2 | To understand the holy Roman Empire | Lecture Method | Asking questions |
|  | 3 | Henry Fowler, Otto the great | 1 | To evaluate the king HentryFowler, Otto the great their administration and policies | Group discussion | Open book test |
|  | 4 | Feudalism, Manorial system | 2 | To enumerate the importance of Feudalism, Manorial system | Lecture and Illustration | Asking questions |
|  | 5 | The capetian kings of France, social and economic conditions | 3 | To examine the condition of the society and economic stability of the people | Seminar method | Multiple Choice Questions |
| IV | **THE STRUGGLE BETWEEN EMPIRE AND PAPACY** | | | | | |
|  | 1 | The Crusades | 2 | To knowledge about the Crusades | Lecture Method | Evaluation through asking questions |
|  | 2 | The rise of universities | 2 | To explain about the new universities | Discussion Method | Open book test |
|  | 3 | Growth of towns, Guild System | 2 | To understand about the Growth of towns, Guild System | Lecture Method | Asking simple questions |
|  | 4 | The hundred years War | 3 | To discuss about the hundred years War and its significance | Lecture Method | Formative Assessment-I |
|  | 5 | Church during later Medieval Ages | 3 | To assess the church conditions during medieval period | Lecture Method | Quiz |
| **UNIT V** | **ENLIGHTMENT AND RENAISSANCE** | | | | | |
|  | 1 | Plague | 1 | To explain about Plague | Lecture Method | Asking questions |
|  | 2 | France and Germany during later Medieval period | 3 | To know about the France and Germany during later Medieval period | Lecture Method | Open book test |
|  | 3 | Trade and commerce, Guild System | 2 | To have clear idea about Trade and commerce | Seminar method | Asking multiple choice questions |
|  | 4 | Rise and growth of Representative institutions | 3 | To understand about growth of institutions | Lecture Method | Assignment |
|  | 5 | The Ottoman Empire, society at the end of Middle Age | 3 | To narrates the Ottoman Empire, society at the end of Middle Age | Group discussion with PPT | Formative assessment –II |

**Name of the Course Instructor :Dr.S.PRATHIKA**

**Name of the H.O.D : Dr.D. LEKHA**

**IV Semester**

**Name of the Course: History of India 1772-1947**

**Course Code :SMHI41**

|  |  |  |  |
| --- | --- | --- | --- |
| **No. of the hours per week** | **Credits** | **Total no. hours** | **Marks** |
| 4 | 4 | 60 | 100 |

**Objectives :**

1. To explain the Imperialistic policies of the British rule
2. To understand the various social reforms initiated in India
3. To estimate the role of Indian leaders in liberating mother India from alien rule

**Course Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **CO.NO** | **Upon completion of this course, students will be able to** | **PSOs addressed** | **CL** |
| CO1 | Understand about the governor generals rules in India | PSO-1 | Un |
| CO2 | Analyse the revolt and its impact | PSO-1 | An |
| CO3 | Remember about the India partition and Independence | PSO-1 | R |
| CO4 | Evaluate the socio-religious reform movements in India | PSO-1 | Ev |
| CO5 | Clear idea about Indian National Leaders role in Indian Independence | PSO-1 | C |

**Teaching Plan**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Module** | | | **Topics** | | **Lecture Hours** | | **Learning Out comes** | | **Pedagogy** | **Assessment /Evaluation** |
| **I GOVERNOR GENERALS** | | | | | | | | | | | |
|  | 1 | | | Lord Warren Hastings and reforms | | 2 | | To have knowledge about Lord Warren Hasting | | Lecture method | Asking one word questions |
|  | 2 | | | Lord Cornwalls and reforms | | 2 | | Compare the governor generals | | Lecture Method | Evaluation through short test |
|  | 3 | | | Permanent revenue settlement | | 2 | | To know about the revenue system | | Lecture Method | Asking multiple choice questions |
|  | 4 | | | Lord Wellesly and Subsidiary system | | 2 | | To understand about subsidiary system | | Lecture Method | Evaluate through out asking questions |
|  | 5 | | | Wars with HyderAli | | 2 | | To analyse the causes of the war and results | | Lecture method | Quiz |
|  | 6 | | | War with Tipusultan | | 2 | | To discuss about Mysore war and British administration | | Lecture method | Formative Assessment- I |
| **II** | **GOVERNOR GENERALS AND REVOLT** | | | | | | | | | | |
|  | 1 | | | Lord William Bentinck and reforms | | 3 | | To understand the William Bentinck reforms | | Discussion Method | Formative assessment-I |
|  | 2 | | | Lord Delhousie and doctrine of Lapse , policy of annexation | | 3 | | To explain about Lord Delhousie and his policy of annexation | | Lecture method | Multiple choice questions |
|  | 3 | | | The Indian revolt of 1857- Nature, Causes and results | | 6 | | To analyse the causes and result of the revolt | | Lecture method | Evaluation through asking questions |
| **III** | **INDIA UNDER THE CROWN** | | | | | | | | | | |
|  | 1 | | | Lord Canning | | 1 | | To evaluate the achievements of Lord Canning | | Group discussion | Formative Assessment – II |
|  | 2 | | | Ripon and Reforms | | 2 | | To identify various reforms | | Lecture Method | Quiz |
|  | 3 | | | Lord Curzon and policies , administration | | 1 | | To explain the policies and administration of Lord Curzon | | Seminar Method | Asking questions |
|  | 4 | | | Indian National Congress | | 2 | | To enumerate the importance of Indian National Congress | | Lecture Method | Open book Test |
|  | 5 | | | Extremist Movement | | 1 | | To assess the importance of extremist movement | | Discussion Method | Multiple Choice Questions |
|  | 6 | | | Home Rule Movement | | 1 | | To explain about the home rule movement | | Lecture method | Asking questions |
|  | 7 | | | Ghandhi and his role in the Freedom movement | | 3 | | To have a clear idea about Gandhi contribution to freedom movements in India | | Discussion method with PPT | Formative Assessment –III |
|  | 8 | | | Partition and Independence | | 1 | | To explain about Partition of India and Independence Act | | Lecture method | Home Assessment |
| **UNIT IV** | **SOCIO RELIGIOUS REFORM MOVEMENT** | | | | | | | | | | |
|  | | 1 | BrahmoSamaj, AryaSamaj | | 2 | | To distinguish the importance of BrahmoSamaj and AryaSamaj | | Lecture Method | | Evaluation through short test |
|  | | 2 | The Theosophical Society | | 1 | | To understand the importance of Theosophical Society | | Lecture Method | | Asking questions |
|  | | 3 | Rama Krishna Mission | | 2 | | To evaluate the feature of Rama Krishna Mission | | Group Discussion | | Open book test |
|  | | 4 | Development of Education | | 2 | | To explain new educational system | | Lecture Method | | Short test |
|  | | 5 | Growth of local-self government | | 2 | | To assess administration system in local self - government | | Lecture Method | | Multiple Choice questions |
|  | | 6 | Impact and legacy of British rule in India | | 3 | | To understand about legacy of British rule in India | | Group Discussion | | On the Spot  Exam |
| **UNIT V**  **INDIAN NATIONAL LEADERS** | | | | | | | | | | | |
|  | | 1 | DadabaiNauroji | | 2 | | To understand his contribution to India | | Lecture Method | | Quiz |
|  | | 2 | G.K.Gokhale | | 2 | | To explain his policies | | Lecture method | | Open Book Test |
|  | | 3 | B.G.Tilak | | 2 | | To evaluate the role of B.G. Tilak in Freedom Movement | | Discussion method | | Asking Questions |
|  | | 4 | LalaLajpat Roy | | 2 | | To understand the leader LalaLajpat Roy | | Lecture Method | | Short Test |
|  | | 5 | Annie Besant | | 1 | | To explain Annie Besant importance in History | | Seminar Method | | Asking questions |
|  | | 6 | V.O.ChidambaramPillai | | 2 | | To understand V.O.C. contribution to Indian Freedom Movement | | Group Discussion | | Formative Assessment-IV |
|  | | 7 | Jawaharlal Nehru, Kamaraj | | 2 | | To compare Jawaharlal Nehru and Kamaraj policies and achievements in Indian Government | | Lecture method | | Asking Questions |

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**Name of the H.O.D : Dr.D. LEKHA**