

G.T.N. ARTS COLLEGE (Autonomous)

Dindigul - 5

(Affiliated to Madurai Kamaraj University)

(Accredited with 'B' Grade by NAAC)



DEPARTMENT OF HISTORY

SYLLABUS

Under Outcome Based Education (OBE)

(With effect from the academic year 2020 –2021)

About the Department

The department is concerned in developing the students not only knowledgeable but also employable in the changing scenario. The strong faculty and steadfast students of the department have proved their expertise in organizing State level Seminars, Workshops and Exhibitions in the college. The professors like T. Dhanakoty, Prof. S. Ramakrishnan, Prof. Dr.M.Padmanaban, Prof. R.Jawaharlal, Dr.R.Pandian were pioneers in generating the regional histories. The department has conducted many programmes and seminars to enrich the historical knowledge of the students. The Department is bound to revive memories of a bygone era graced by scholars and men of eminence making Dindigul a mosaic of historical traditions and culture. The faculty consists of Dr.P.Balagurusamy,the Principal and Head, Dr. P. Sangaralingam, Associate Professor &Head I/C , Mrs. D. Srivenidevi , Dr. M. S. Fathima Begum and Dr. S. Palanikumar, Assistant Professors who have contributed extensively to researches on the various aspects of Ancient , Medieval and Modern Indian History. The Department of History, G.T.N. Arts College is an ideal centre to hold a Nation-wide conference of this kind. History has been offered as one of the major subjects right from the inception of the college (1965).The department aims at enhancing the chance of employability. It strives hard to nurture the students to become future administrators and responsible citizens of India. Special consideration is given to the socially and economically under privileged. The Department is offering the course in Tamil medium to assist the first-generation learners of the rural pockets of Dindigul district. In an innovative attempt, the department is practicing teaching technology through field exposure and practical applications. Special thrust on Archaeology, Epigraphy, Architecture, Tourism, Journalism, Panchayat Raj and Rural Development are provided in the curriculum.

PRINCIPAL

Dr. P. Balagurusamy, M.A., M.Phil., M.Ed., P.G.D.C.A., Ph.D.,

STAFF MEMBERS

1. **Dr. P. Balagurusamy**, M.A.,M.Phil., M.Ed., P.G.D.C.A., Ph.D., **Principal, Head**
2. **Dr. P. Sangaralingam**, M.A.,M.Phil.,PGDT., Ph.D., **Associate Professor and Head i/c**
3. **Mrs. D. Srivenidevi**, M.A., M.Phil., PGDCA., **Assistant Professor**
4. **Dr. M. S. Fathima Begum**, M.A (His.), M.A (Eng.), M.A (RPM), M.Phil.,Ph.D., **Assistant Professor**
5. **Dr. S. Palanikumar**, M.A., M.Phil., B.Ed., Ph.D., **Assistant Professor**

Programme Outcomes

The undergraduate students passing out from GTN Arts College

- PO 1** Acquire proficiency in Language, Arts, and Management studies and shall be equipped with ICT competencies including digital literacy.
- PO 2** Gain dexterity in communication skills and to apply the concepts and skills in a focused thematic area through sustained critical inquiry.
- PO 3** Develop necessary skills for employability and get instilled with ambition, involvement and responsibility by exploring their role in creating this world and positioning themselves in the 21st century.
- PO 4** Get acquainted with lifelong learning process by exploring knowledge independently
- PO 5** Attain a good knowledge on viewing society in inspirational way and be the best and responsible citizens of the society.

Department of History

Under Choice Based Credit System (CBCS)

Under Graduate Courses

G.T.N. Arts College (Autonomous), a pioneer in higher education institution in India, strives to work towards the academic excellence. The new Outcome Based Education (OBE) system allows enhance academic mobility and enriched employability for the students. At the same time this system preserves the identity, autonomy and uniqueness of every department and reinforces their efforts to be student centric curriculum designing and skill imparting. This new system will work concertedly to achieve and accomplish the following objectives:

1. Optimal utilization of resources both human and material for the academic flexibility leading to exemplary outcome.
2. Students experience or enjoy their choice of courses and credits for their horizontal mobility.
3. The existing curricular structure as specified by TANSICHE and other higher educational institutions facilitate the Credit- Transfer across the Disciplines (CTAD) – a uniqueness of the Choice Based Credit System.

What is Credit System?

Weightage to a course is given in relation to the hours assigned for the course. Generally, one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The following tables shows the correlation between credits and hours. However, there could be some flexibility because of practicals, field visits, tutorials and nature of the project work.

For UG Programmes, a student must earn a minimum of 150 credits as mentioned in the table below. The total number of minimum courses offered by a department is given in the course pattern.

Course Pattern for B.A History

The Under graduate degree course consists of five vital components. They are as follows:

- | | |
|-----------------|---|
| Part I | Language (Tamil/French) |
| Part II | English |
| Part III | Core Course (Theory, Practical, Electives, Allied, Project and Internship). |
| Part IV | Skill Based, Non Major Electives, Environmental Studies, Value Education and Self Study |
| Part V | Physical Education (Non Semester) and Extension Activities. |

Objectives

The Syllabus for B.A History Programme under semester system has been designed on the basis of Choice Based Credit System (CBCS), which would focus on job oriented programmes and value added education. It will come into effect from June2020onwards.

Eligibility

Candidates should have passed the Higher Secondary Examination, Government of Tamil Nadu or any other examination accepted by the syndicate of Madurai Kamaraj University as equivalent there to.

Duration of the Course

The students who join the B.A History Programme shall undergo a study period of three academic years – Six semesters.

SUMMARY OF HOURS AND CREDITS UG COURSES

Part	Semester	Specification	No. of Courses	Hrs	Credits	Total
I	I - IV	Languages (Tamil / French)	4	24	12	12
II	I - IV	English	4	24	12	12
III	I - VI	Core Courses Theory Practicals	18	86	82	106
	V & VI	Core Electives Courses	2	10	8	
	I - IV	Allied Courses Courses	4	24	16	
IV	I – IV	Skill Based Courses	2	4	4	16
	III & IV	Self Study Courses (Soft Skill I & Soft Skill II)	2		4	
	I & II	Non Major Elective Courses	2	4	4	
	I & II	1. Value Education 2. Environmental Studies	2	4	4	
V	II & IV	Physical Education (Non-Semester Course)	1		2	4
		Extension Activities	1		2	
		Total	Total number of Courses - 42	180	150	150

Examination Pattern

Two Continuous Internal Assessment (CIA) and One End Semester Examination (ESE) is conducted by the Office of the Controller of Examinations (COE). The marks are distributed as follows:

Nature of Study	CIA	ESE	Total
Theory	40	60	100
Practical	40	60	100

Continuous Internal Assessment (CIA)

The pattern of question paper for Continuous Internal Assessment (CIA) I and II is as follows. The duration for the assessment is 2 hours. Equal importance is given to all the units.

Blue Print of the Question Paper (CIA)**Maximum Marks:45**

Sections	Types of questions	No. of questions	No. of Questions to be answered	Marks for each question	Total Marks
A	Multiple Choice Questions	6	6	1	6
B	Paragraph Questions (Inbuilt choice)	5	5	3	15
C	Not exceeding four pages (Inbuilt choice)	3	3	8	24
Total					45

Continuous Internal Assessment components are:

- Two internal assessments is conducted for 45markseach
(The marks of two internal assessments will be converted into 30 marks $((45+45)/3) = 30$)
- Two Assignments to be submitted for 5 marks each (The average of two assignments is taken for 5marks)
- Seminar / Quiz / Group Discussion–5marks
(If Quiz is conducted, the average of two quizzes is taken for 5 marks)
- Third test may be allowed for absentees of anyone of the two assessmentsforgenuine Reasons.

End Semester Examinations (ESE)

Duration of the End Semester Examination is 3 Hours. Equal importance is given to all the units. The pattern of Question Paper for the End Semester Examination is as follows:

Blue Print of the Question Paper**Maximum Marks:100**

Sections	Types of questions	No. of questions	No. of questions to be answered	Marks for each question	Total Marks
A	Multiple Choice, One word Questions and Assertion and Reason	20	20	1	20
B	Paragraph Questions (Inbuilt choice)	5	5	6	30
C	Essay type Questions (Inbuilt choice)	5	5	10	50
Total					100

Evaluation Pattern

Passing minimum is

1. 35% in external examination i.e. 21 out of 60 marks.
2. An aggregate of 40 marks (sum of Continuous Internal Assessment and End Semester Examination).

Marks and Grades

The grade point of each course is computed by dividing the Total marks by 10.
The following Table gives the grade points and letter grades for the total marks obtained by the candidate in each course.

TABLE OF GRADE POINTS AND LETTER GRADE

RANGE OF MARKS	95 -	90 -	85 -	80 -	75 -	70 -	65 -	60 -	55 -	50 -	45 -	40 -	00 -	ABSENT
	100	94	89	84	79	74	69	64	59	54	49	44	39	
GRADE POINTS	9.5 -	9.0 -	8.5 -	8.0 -	7.5 -	7.0 -	6.5 -	6.0 -	5.5 -	5.0 -	4.5 -	4.0 -	0.0	0.0
	10.0	9.4	8.9	8.4	7.9	7.4	6.9	6.4	5.9	5.4	4.9	4.4		
LETTER GRADE	O+	O	D++	D+	D	A++	A+	A	B+	B	C+	C	U	AA

For example:

For the total mark 83, the grade point is 8.3.

Calculation of Grade Point Average for a Semester Examination:

$$\text{GPA(Grade Point Average)} = \frac{\sum_i C_i G_i}{\sum_i C_i} \quad \text{OR}$$

Sum of the multiplication of grade point by the respective credit of the course cleared in a semester
 GPA = $\frac{\text{Sum of the multiplication of grade point by the respective credit of the course cleared in a semester}}{\text{Sum of the credit of the courses cleared in a semester}}$

Calculation of Cumulative Grade Point Average for the Entire Programme

$$\text{CGPA (Cumulative Grade Point Average)} = \frac{\sum_i C_i G_i}{\sum_i C_i} \quad \text{OR}$$

Sum of the multiplication of grade point by the respective credit of the course cleared in the entire programme
 CGPA = $\frac{\text{Sum of the multiplication of grade point by the respective credit of the course cleared in the entire programme}}{\text{Sum of the credit of the courses cleared in the entire programme}}$

Where C_i = Credit earned for a course in any semester.

„ G_i “ = Grade Point obtained for a course/in any semester.

„ \sum_i “ = Summation of all courses cleared in a semester in the case of GPA and all courses cleared in all semester in the case of CGPA.

CGPA	Corresponding Grade	Classification of Final results
9.50000 – 10.00000	O+	FIRST CLASS WITH SPECIAL DISTINCTION
9.00000 – 9.49999	O	
8.50000 – 8.99999	D++	FIRST CLASS WITH DISTINCTION
8.00000 – 8.49999	D+	
7.50000 – 7.99999	D	
7.00000 – 7.49999	A++	FIRST CLASS
6.50000 – 6.99999	A+	
6.00000 – 6.49999	A	
5.50000 – 5.99999	B+	SECOND CLASS
5.00000 – 5.49999	B	
4.50000 – 4.99999	C+	THIRD CLASS
4.00000 – 4.49999	C	

Other Abbreviations

P – Pass; RA – Reappear; AA – Absent; A – April; N – November

Eligibility for the Degree

- (i) A candidate will be eligible for the B.A History Programme by completing three years (six semesters) and passing all the prescribed examinations.
- (ii) A candidate shall be declared as passed the B.A History programme, if he / she scored a minimum of 40 % marks in each paper of all the subjects.

Declaration of Results

Mr. / Ms. _____ has successfully completed the Under Graduate in _____ programme. The candidate's Cumulative Grade Point Average (CGPA) in Part – III is _____ and the Class secured is _____ by completing the minimum of 150 credits. The candidate has acquired _____ (if any) more credits from NCC / MOOC / SWAYAM / NPTEL etc. The candidate has also acquired _____ (if any) extra credits through the courses offered by the parent department.

Programme Specific Outcomes (PSOs)

- PSO 1** Enumerate the prominence of the Regional, National and International History knowledge of different dimensions of communication, historical perspectives of other related areas of studies and illustrate the rise and fall of the Civilization, Culture, Society and various political states
- PSO 2** Analyze the historical disputes of Regional, National and International level by gaining the capacity of problem solving.
- PSO 3** Signify the achievements of national leaders and historical heroes
- PSO 4** Motivate and inspire members to focus the recent trends of Archaeology and Epigraphy besides safeguarding the National culture, traditions and monuments and discovering Archaeological Sources in their region.
- PSO 5** Evince and investigate in raising relevant contemporary questions by synthesizing and articulating research methods
- PSO 6** Proficient in using one or more established scientific technical methods to address existing topics in a Humanities field
- PSO 7** Prioritize the Tamil culture, civilizations & literature its helps to understand the regional history
- PSO 8** Students acquire ability to know the knowledge about trough the ages, the challenges, responsibilities and consequences and our nation History thus helps us to understand the present day problems both at the national and international level accurately and objectively.
- PSO 9** Gain Knowledge of grammatical conventions and varieties. Become competent to face competitive examinations through development of language skills
- PSO 10** Creating the environment awareness among the students. Importing basic knowledge about the of Environment and its allied problems and developing an attitude of concern for the environment.
- PSO 11** Indicate Moral values and ethical awareness and upgrade the breadth and creativity of human experience as expressed in the Humanities and Arts.
- PSO 12** Enhance themselves as lifelong learner and consistently update themselves with current knowledge, skills and technology.

Department of History
Course Pattern (from 2020-2021)

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credits
I	I	Tamil –I	20UTAL11	ஐ;fhy ஃt;ijAk; rpWஃijAk;	6	3
	II	English –I	20UENL11	Language through Literature-I	6	3
	III	Core Course I	20UHIC11	Paper-I History of India up to 320 C.E	4	4
		Core Course II	20UHIC12	Paper-II- History of Tamilnadu upto 575 C.E	4	4
		Allied Course I	20UHIA11	General Economics-I	6	4
	IV	Non - Major Elective I	20UHIN11	Paper-I Freedom Movement in India Since 1885 C.E	2	2
		Value Education	20UVEV11	Value Education	2	2
					Total	30

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credits	
II	I	Tamil –II	20UTAL21	஑;j; ,yff;akK; Gj;dKk	6	3	
	II	English –II	20UENL21	Language through Literature-II	6	3	
	III	Core Course III	20UHIC21	Paper-III History of India 320 C.E to 975C.E	4	4	
		Core Course IV	20UHIC22	Paper-IV History of Tamilnadu 575 C.E to 985 C.E	4	4	
		Allied Course II	20UHIA21	General Economics-II	6	4	
	IV	Non -Major Elective II	20UHIN21	Paper-II Introduction to Indian Constitution	2	2	
		Environmental Studies	120UEGS21	Environmental Studies	2	2	
	V	Extension Activity	20UPEV2P	Physical Education – Practical (Non-Semester Course)	-	2	
					Total	30	24

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credits
V	III	Core Course IX	20UHIC51	Paper IX History of India 1761 to 1947 C.E	5	5
		Core Course X	20UHIC52	Paper X History of Tamil nadu 1659 to 1806 C.E	5	5
		Core Course XI	20UHIC53	Paper XI History of Europe 1453 to 1789 C.E	5	5
		Core Course XII	20UHIC54	Paper XII Elements of Historiography	5	5
		Core Course XIII	20UHIC55	Paper XIII Introduction to Archaeology	5	5
		Core Elective Course I	20UHIE51	Paper I History of USA 1860 to 1945 C.E	4	4
	20UHIE52		Paper II History of World Civilizations			
	20UHIE53		Paper III Elements of Tourism			
				Total	29	29

Sem	Part	Study Component	Course Code	Course Title	Hrs	Credits
VI	III	Core Course XIV	20UHIC61	Paper XIV History of India 1947 to 2020 C.E	5	5
		Core Course XV	20UHIC62	Paper XV History of Tamil nadu 1806 to 2020 C.E	5	5
		Core Course XVI	20UHIC63	Paper XVI History of Europe 1789 to 1945 C.E	5	5
		Core Course XVII	20UHIC64	Paper XVII History of Science and Technology	5	5
		Core Course XVIII	20UHIC65	Paper XVIII- Epigraphy with Spl. Ref. to Tamilnadu	5	5
		Core Elective Course II	20UHIE61	Paper IV International Relations 1945 to 2020 C.E	4	4
	20UHIE62		Paper V History of Dindigul Region (Sangam to Zamindari Period)			
	20UHIE63		Paper VI Constitutional History of India Since 1773 C.E			
				Total	29	29
				Overall Total for six Semesters	180	150

Allied Courses

There will be FOUR Allied courses to fulfill the B.A History Programme during three years.

Subject	Maximum Marks	Year of Study
Allied Course I	100	I or I & II
Allied Course II	100	II

The Syllabus for the Allied Courses can be obtained from the Allied Department of Economics and our own department

Extra Credit Value Added Courses

The Department of History has offered the following Extra Credit Value Added Courses is for one hour for all UG students with no prejudice to the B.A History programme results.

- (i) Introduction to Tourism and its Organizations
- (ii) Hotel and Travel Management
- (iii) Introduction to Archaeology
- (iv) Epigraphy

Evaluation Pattern of Extra Credit Value Added Courses

As regards the Extra Credit Value Added Courses, the study material will be prepared by the course teacher. One Continuous Internal Assessment will be conducted for 25 marks and the End Semester Examination will be conducted for 50 marks and the evaluation will be made by the course teacher.

Blue Print of the Question Paper (CIA)

Maximum Marks:25

Sections	Types of questions	No. of questions	No. of questions to be answered	Marks for each question	Total Marks
A	Answer in one or two Sentences	5	5	1	5
B	Paragraph Questions	3	2	5	10
C	Essay Questions	2	1	10	10
Total					25

End Semester Examination for Extra Credit Value Added Courses

Duration of the End Semester Examination for Extra Credit Value Added Courses is for 2 Hours. The pattern of Question Paper is as follows:

Blue Print of the Question Paper

Maximum Marks: 50

Sections	Types of questions	No. of questions	No. of questions to be answered	Marks for each question	Total Marks
A	Answer in one or two sentences	5	5	2	10
B	Paragraph Questions	6	4	5	20
C	Essay Questions	3	2	10	20
	Total				50

Extra Credit Self Paced Courses for Advanced Learners

The Department of History has offered the following Extra Credit Self Paced Courses to enlighten the advanced learners. The department persuades the students to take virtual courses on MOOCS, SWAYAM and NPTEL.

- (i) **Women Studies**
- (ii) **Human Rights**
- (iii) **Gandhian Thought**
- (iv) **Socio-Religious Reform Movements in India**

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHIC11	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
CORE COURSE I			
Course Title	HISTORY OF INDIA (UPTO 320 C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Indian History up to 320 B.C.E to enable Students to understand and gain knowledge about Pre-Historic India, the geographical features and sources of Indian History, Historical importance of Ancient Civilizations, Religious upheaval of India and brings to lime light the facets of the Mauryas, Historical Invasion of Alexander, Inter Culture Dialogue.

Unit I Pre - Historic and Geographical Features of India 10 Hours

Paleolithic Period - Mesolithic Period - Neolithic and Megalithic Period, Chalcolithic Period The Himalayas, Indo - Gangetic Plains, Deccan Plateau, Coastal Plains, Eastern and Western Ghats - Impact and Influence on Indian History.

Unit II Sources of Indian History 12 Hours

Archaeological Sources - Epigraphical, Numismatics, Monuments, Literary Sources : Vedic, Jains, Buddhist Literatures - Historic Literatures – Rajatarangini - Harsha Charitha - Foreign Accounts.

Unit III Ancient Civilizations 16 Hours

Harappan Civilization - Origins: settlement patterns and town planning - Salient features -Vedic Civilization - Early Vedic Age - Later Vedic Age - Political, Social, Economic and Religious Condition. **Religious Upheaval in 6th Century C. E:** Rise of Magadha - Mahajanapadas Buddhism- Gautama Buddha - Principles - Jainism - Vardhamana Mahavira - Principles.

Unit IV The Emergence of Mauryas 12 Hours

Persian and Alexander's Invasion - Rise of the Mauryan Empire - Chandragupta Maurya - Ashoka the Great - Kalinga War - Edicts of Asoka-Contribution to Buddhism - Mauryan Administration, Mauryan Art - Causes for the downfall of Mauryas.

Unit V Pre - Kushanas and Post – Kushanas 10 Hours

Sungas - Pushiyamitra Sunga - Indo-Bactirians - Sakas - Kushanas - Kaniska - Contribution to Buddhism - Gandhara School of Art - Sathavahanas - Kharavela of Kalinga.

Maps:

1. Indus Valley Sites
2. Asoka Empire
3. Kaniska Empire

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Case Study

Text Book

1. Sathianathaier.R.(1952), *History of India*, Viswanathan Bros, Chennai.

Reference Books

1. Bhasam. A.L. (2000), *The Wonder that was India*, Rupa & Co New Delhi.
2. Ray Choudry.S.C (2010), *Social, Cultural and Economic History of India* (Ancient Times to 1526), Surjeet Publications, NewDelhi.
3. Hans Raj. (2010), *Advanced History of India*, Surjeet Publications,NewDelhi.

E - Resources

1. <https://www.historydiscussion.net/history-of-india/geographical-features-of-india/2981>
2. <https://oureducare.com/history/sources-of-ancient-indian- history/>
3. <https://www.britannica.com/topic/Indus- civilization>
4. <https://www.britannica.com/place/Mauryan-Empire>
5. <https://gujarat.pscnotes.com/prelims-notes/indian-history/the-kushanas-short- introduction/>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Illustrate the pre-historic period and Physical Features of India
CO2	Explain the various historical sources of India
CO3	Identify the Harappan Civilization and Religious upheaval
CO4	Indicate the Historical importance Invasion of Alexander and Mauryas
CO5	Focus the importance of Post-Mauryan Kingdom of North and So

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉	PSO ₁₀	PSO ₁₁	PSO ₁₂
CO ₁	3	2	2	3	3	3	1	2	0	2	3	2
CO ₂	3	1	0	0	2	2	2	2	2	2	2	3
CO ₃	3	3	0	3	3	3	2	2	2	2	3	3
CO ₄	3	1	2	2	2	0	2	2	3	2	2	2
CO ₅	2	2	2	2	2	0	2	2	2	2	2	1

1 – Low, 2 – Medium & 3- High

BLUE PRINT

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1 & K1	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K2 & K2	2(K2&K2)	2(K2&K2)
3	CO3	Up to K3	4	K1 & K2	2(K3&K3)	2(K3&K3)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K3	4	K1 & K2	2(K3&K3)	2(K3&K3)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	23%
K2	10	24	40	74	41.11	41%
K3		24	40	64	35.56	36%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Pre-Historic and Geographical Features of India	A) Paleolithic Period, Mesolithic Period B) Megalithic Period, Chalcolithic Period C) The Himalayas, Indo-Gangetic Plains D) Deccan Plateau, Coastal Plains E) Eastern and Western Ghats	10	2 2 2 2 2	Black & White Board activities Chalk & Talk Map Study Group Discussion Seminar
UNIT II Sources of Indian History	A) Archaeological Sources, Epigraphical, Numismatics, Monuments B) Literary Sources : Vedic, Jains, Buddhist Literatures C) Historic Literatures, Rajatarangini, Harsha Charitha D) Foreign Accounts.	12	3 3 3 3	Black & White Board activities Chalk & Talk / Map Study Group Discussion Seminar
UNIT III Ancient Civilizations	A) Harappan Civilization, Origins, settlement patterns and town planning-salient features B) Vedic Civilization- Early Vedic Age- Later Vedic Age- Political, Social, Economic and Religious Condition C) Rise of Magadha- Mahajanapadas D) Buddhism- Gautama Buddha- Principle E) Jainism- Vardhamana Mahavira- Principles.	16	5 5 2 2 2	Black & White Board activities Chalk & Talk Map Study, Lecture / Group Discussion, Seminar
UNIT IV The Emergence of Mauryas	A) Persian and Alexander's Invasion B) Rise of the Mauryan Empire- Chandragupta Maurya C) Ashoka the Great- Kalinga War- Edicts of Asoka- Contribution to Buddhism D) Mauryan Administration, Mauryan Art, Causes for the downfall of Mauryas	12	3 3 3 3	Black & White Board activities Chalk & Talk Map Study, Group Discussion, Seminar
UNIT V Pre-Kushanas and Post-Kushanas	A) Sungas, Pushyamitra Sunga B) Indo-Bactrians C) Sakas, Kushanas, Kaniska- Contribution to Buddhism D) Gandhara School of Art E) Kharavela of Kalinga	10	2 2 2 2 2	Black & White Board activities Chalk & Talk Map Study Group Discussion Seminar

COURSE DESIGNED BY : Dr. P. Sangaralingam, Dr. M. S. Fathima Begum

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHC12	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
CORE COURSE II			
Course Title	HISTORY OF TAMILNADU (UPTO 575 C.E)		
Cognitive Level	Up to K3		

Preamble

This course aims to provide a strong foundation in Tamilnadu History upto 575 C.E. Besides to analyze and illustrate the Geography , Sources of Tamil country , Pre - Historic Tamils , Golden Age of Tamils, Later Sangam Age and to describe about the conditions of Kalabhras rule, the Archaeological sites inTamilnadu

Unit I Geography of Tamil Country and Sources**10 Hours**

Geographical features - Impact and influence on the History of Tamilnadu - Tolkappiyam - Sangam Literature - Sources -Literary, Epigraphy, Numismatics, Excavation, Monuments and Foreign Accounts.

Unit II Pre-Historic Tamils**12 Hours**

Pre Historic Period - Paleolithic - Neolithic - Mesolithic - Megalithic age to Formation of States - Origin and Development of Tamil Scripts - The Sangam Age - Sources - Literature - Epigraphy - Theories regarding the period of Sangam Age - Spread of Tamil Culture in ancient countries through trade and commerce.

Unit III Golden age of Tamils**18 Hours**

Sangam Period - Chera, Chola and Pandyan Kingdoms - Karikala - Chenkutuvan - Thalaiyalamkanathu Seruvenra Pandyan Nedunchelivan - rise and development of royal cities : Madurai, Uraiyur, Korkai, Vanchi, Kanchi - Social, Political, Cultural and Economic Conditions during the Sangam age - Golden age of Tamils.

Unit IV Emergence of Kalabhras**10 Hours**

Advent of Kalabhras - Kalabhra interregnum - Velvikudi grant inscription - PulalanKuruchi Inscription - Sources - Literature - Impacts of Kalabhra's rule

Unit V Later Sangam Age**10 Hours**

Dominance of Buddhism and Jainism - Social, Political and Religious conditions under Kalabhras - Causes for its decline and fall ofTamil Culture.

Maps:

1. Archaeological Sites
2. Sea Ports and Royal Cities
3. Tamili and Tamil Epigraphical Sites

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study

Text Books

1. Subramaniam. N. (1924), *History of Tamil Nadu*, Vol I & II, KoodalPublications, Madurai.
2. Rajayyan. K. (1995) , *History of Tamilnadu Past to present*, RatnaPublications, Madurai.
3. Swaminathan. A.(1993),*History of Tamil Nadu* , DeepaPathipagam, Madras.

Reference Books

1. Pillai. K. K . (1969), *The Social History of Tamils*, University of Madras.
2. NilakantaSastri. K.A. (2009), *History of South India (From Prehistoric Times to the fall of Vijayanagar)*, Oxford UniversityPress.
3. Subramanian. N. (1991), *Social and Cultural History of Tamil Nadu upto 1336 A.D* , Ennes Publications, Udumalpet.
4. Noboru Karashima, A . (, 2014), *Concise History of South India: Issues and Interpretations*, Oxford UniversityPress.

E - Resources

- 1 <https://www.britannica.com/place/Tamil-Nadu>
2. http://www.brainkart.com/article/Prehistoric-Tamilagam_35681/
3. <http://www.socialvillage.in/resources/36606-sangam-age-tamil-literature-old-tamil>
4. <http://ancienttamilinglist.blogspot.com/2015/05/the-first-peasant-revolution-of-world.html>
5. <https://www.historydiscussion.net/history-of-india/sangam-period-literature-administration-and-economic-condition-during-sangam-period/739>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Describe the Geography and sources of Tamil Country
CO2	Examine the Pre-historic period of the Tamil people
CO3	Estimate the Golden Age of Tamils
CO4	Infer the later Sangam Age
CO5	Identify the socio-religious and political conditions of Kalabhra rule

Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉	PSO ₁₀	PSO ₁₁	PSO ₁₂
CO ₁	3	1	2	3	2	0	0	2	2	3	0	2
CO ₂	3	2	2	2	3	2	3	3	0	2	3	3
CO ₃	2	1	3	2	3	1	2	2	2	2	2	2
CO ₄	2	0	1	0	2	1	2	2	2	2	2	2
CO ₅	2	2	2	1	1	1	2	2	2	2	2	2

1 – Low, 2 – Medium & 3- High

BLUE PRINT

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1 & K2	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
3	CO3	Up to K3	4	K1 & K2	2(K2&K2)	2(K2&K2)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K3	4	K1 & K2	2(K3&K3)	2(K3&K3)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	23%
K2	10	24	40	74	41.11	41%
K3	-	24	40	64	35.56	36%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
Unit I Geography of Tamil Country and Sources	A) Geographical features B) Impact and influence on the History of Tamilnadu C) Tolkappiyam D) Sangam Literature E) Sources Literary, Epigraphy, Numismatics, Excavation, Monuments and Foreign Accounts.	10	2 2 1 2 3	Map study/Chalk & Talk Descriptive Method Lecture Seminar Descriptive Method / PPT
Unit II Pre - Historic Tamils	A) Pre Historic Period Paleolithic, Neolithic ,Mesolithic, Megalithic age to Formation of States B) Origin and Development of Tamil Scripts C) The Sangam Age, Source, Literature Epigraphy D) Theories regarding the period of Sangam Age E) Spread of Tamil Culture in ancient countries through trade and commerce.	12	2 2 4 2 2	Seminar Descriptive Method Lecture Descriptive Method Map study/Chalk & Talk
Unit III Golden age of Tamils	A) Sangam Period B) Karikala ,Chenkutuvan &Thalaiyalamkanathu Seruvenra Pandyan Neduncheliyan C) Rise and development of royal cities, Madurai, Uraiyur, Korkai, Vanchi, Kanchi. D) Social, Political, Cultural and Economic Conditions. E) Golden age of Tamils.	18	3 6 4 4 1	Descriptive Method Lecture Map study/Chalk & Talk Seminar Lecture
Unit IV Emergence of Kalabhras	A) Advent of Kalabhras & Kalabhra interregnum B) Velvikudi grant inscription & PulalanKuruchi Inscription C) Literatrary Sources D) Impacts of Kalabhra's rule	10	2 3 2 3	Descriptive Method Lecture Seminar Group discussion
Unit V Later Sangam Age	A) Dominance of Buddhism and Jainism B) Social, Political and Religious conditions under Kalabhras C) Causes for its decline and fall of Tamil Culture.	10	4 4 2	Lecture Descriptive Method Group discussion

COURSE DESIGNED BY : Dr. P.Sangaralingam, Mrs. D. Srivenidevi

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHN11	Number of Hours/Cycle	2
Semester	I	Max. Marks	100
Part	III	Credit	2
NON-MAJOR ELECTIVE-I			
Course Title	FREEDOM MOVEMENT IN INDIA (SINCE 1885 C.E-1947 C.E)		
Cognitive Level	Up to K3		

Preamble

This course is offered for Non-Major Elective students to know about the various stages of Freedom Movement in India from 1885 C.E to 1947 C.E . It enable the students to gain knowledge about the origin of Congress, prominent nationalist of Freedom Movement, Jallian Walabagh Massacre and to provide a knowledge about the Gandhian Mass Movements and the events that upsurge the Independence

Unit I Rise of Nationalism**5 Hours**

Causes for Rise of Nationalism - Factors - Birth of Indian National Congress - Lord Duffrein - Home Rule League

Unit II Prominent Nationalists**6 Hours**

Role of Moderates: G.K.Gokhale, W.C.Banerjee , DhadabhaiNaorji - Role of Extremists :LalaLajpat Ray, Bipin Chandra Pal, Bala GangadaraThilak, V.O. Chidambaram, Subramaniam Siva, Bharathiyar - 1907 Surat Split -1916 Lucknow Pact - Congress united.

Unit III Aggressive Attitude of the British**7 Hours**

Minto - Morely Reforms Act - Home Rule Movement - Montague-Chelmsford Act-Rowlatt Act- Jallian Walabagh Massacre of 1919

Unit IV Prelude to Gandhian Era**6 Hours**

Non- Co-operation Movement - Civil Disobedience Movement - Individual Satyagraha - Dandi March- Round Table Conferences - Gandhi - Irwin Pact

Unit V India Wins Freedom**6 Hours**

World War and India-Quit India Movement- Cripps Mission-Cabinet Mission-Interim Government, Direct Action Day- Indian Independence Act 1947 – Partition and Pakistan- India wins Freedom.

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Case Study

Text Book

1 .Venkatesan. G &Dr. Chandra Prabu.P.(2013), *Indhiya Viduthalai Poratta Varalaru*, V.C. Publications, Rajapalayam.

Reference Books

1. Sen. S.N. (1997), *History of the Freedom Movement in India (1857- 1947)*, New Age International, Kochi.
2. Sir SayyidAhmad Khan.(1873),*The Causes of the Indian Revolt* ,Oxford University Press UK .
3. DesaiA.R.(1976), *Social Background of Indian Nationalism*,Popular Publications,Bombay.

E - Resources

1. <https://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indian-history/648>
2. <https://academicjournals.org/journal/AJPSIR/article-full-text-pdf/6DA795952944>
3. <https://neostencil.com/upsc-modern-history-montague-chalmers-reforms-and-government-of-india-act-1919>
4. <https://www.britannica.com/biography/Mahatma-Gandhi/Emergence-as-nationalist-leader>
5. https://cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/i/Indian_independence_movement.htm

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO ₁	Examine the Rise of Nationalism
CO ₂	Describe about Extremists and Moderates
CO ₃	Estimate the Reform Acts, Home Rule League, Jallian Walabagh Massacre
CO ₄	Define the Non-Co-Operation Movement, Civil Disobedience, Salt Law and Dandi March
CO ₅	Focus the Gandhian Movements and Independence

On the successful completion of the course the students will be able to understand the struggles and sacrifices of the freedom fighters of our nation and the value of freedom gained from the Colonial rule.

BLUE PRINT**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1&K1	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K1&K1	2(K1&K1)	2(K1&K1)
3	CO3	Up to K2	4	K1&K1	2(K2&K2)	2(K2&K2)
4	CO4	Up to K3	4	K2&K2	2(K2&K2)	2(K3&K3)
5	CO5	Up to K3	4	K2&K2	2(K3&K3)	2(K2&K2)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	12	24	40	76	42.22	42%
K2	8	24	40	72	40.00	40%
K3	-	12	20	32	17.88	18%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Rise of Nationalism	A) Causes for Rise of Nationalism, Factors B) Birth of Indian National Congress- Lord Duffrein C) Home Rule League	5	2 2 1	Black & White Board activities Chalk & Talk, Group Discussion & Seminar
UNIT II Prominent Nationalists	A) Role of Moderates: G.K.Gokhale, W.C.Banerjee, DhadabhaiNaoroji B) Role of Extremists: LalaLajpatRay, BipinChandra Pal, BalaGangadaraThilak, V.O. Chidambaram, Subramaniam Siva, Bharathiyar C) Surat Spilit-1916 Lucknow Pact- Congress united.	6	2 3 1	Black & White Board activities Chalk & Talk, Group Discussion, Seminar
UNIT III Prelude to Gandhian Movement	A) Minto-MorelyReforms Act- Home Rule Movement B) Montague-Chelmsford Act- Rowlatt Act C) Jallian Walabagh Massacre of 1919	7	3 3 1	Black & White Board activities Chalk & Talk Map Study Group Discussion, Seminar
UNIT IV The Emergence of Gandhian Era	A) Non- Co-operation Movement – Civil Disobedience Movement B) Individual Satyagraha- Dandi March C) Round Table Conferences- Gandhi-Irwin Pact	6	2 2 2	Black & White Board activities Chalk & Talk & Map Study Group Discussion & Seminar
UNIT V India Wins Freedom	A) World War and India Quit India Movement- Cripps Mission-Cabinet Mission B) Interim Government, Direct Action Day C) Indian Independence Act 1947 – Partition and Pakistan- India wins Freedom	6	2 2 2	Black & White Board activities, Chalk & Talk Map Study, Group Discussion & Seminar

COURSE DESIGNED BY: Dr.P.Sangaralingam, Dr. M. S. Fathima Begum

PROGRAMME	B.A/B.SC/B.COM	PROGRAMME CODE	UHI
Course Code	20UVEV11	Number of Hours/Cycle	2
Semester	I	Max. Marks	100
Part	IV	Credit	2
Course Title	VALUE EDUCATION		
Cognitive Level	Up to K3		

Preamble

This course aims to develop the students in all dimensions so that they can be the Better Citizens of this nation with more social responsibility and patriotism

Unit I Values and Individual 6 hours

Values meaning - the Significance of values - Classification of values - Needs of value education - Values and the individual; self - discipline, self - confidence, self-initiative, empathy, compassion, forgiveness, honesty and courage.

Unit II Values and Religion 6 hours

Karma Yoga in Hinduism - Ahimsa in Jainism - Compassion in Buddhism - Love and justice in Christianity - Universal Brotherhood in Islam - Selfless service in Sikhism - Need for religious harmony.

Unit III Values and Society 6 hours

Definition of Society - Democracy - Secularism - Socialism - Gender justice human rights - Socio political awareness - Social integration - Social justice.

Unit IV Professional Values 6 hours

Definition -Accountability - Willingness to learn - Team spirit - Competence development - Honesty - Transparency - Respecting others - Democratic functioning - Integrity and commitment.

Unit V Role of Social Institutions in Value formation and Constitutional Values 6 hours

Role of family, peer group - Society - Educational institutions - Role models - Swami Vivekananda - Mahatma Gandhi - Martin Luther King - Mother Teresa and mass media in value formation - Dignity of the individual - Unity and integrity of the nation - International peace.

Text Book

1. Saravanan. P, Andichamy.P, (2011) "Value Education" MeritIndiaPublications, Madurai.

Reference Books

1. Murugesan.R (2015), Value Education, MillenniumPublishers&Distributors, Madurai
2. Subramanyam. K. (2002), Value Education (Socio-Spiritual), Sri RamakrishnaTapovanam, Trichy.
3. Complete Works of Swami. Vivekananda, Sri RamakrishnaMutt, Chennai
- 4.M.K. Gandhi, 2019"An Autobiography or The Story of My Experiment with Truth" Navajeevan Publication, Ahmadabad
5. Jeyapragasam.S, 2006, "World Religions" CEPCHIRA, Madurai, 2006.

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO1	Trace their personality and social values based on the principles of human values
CO2	Relate a sense of Love, Peace and Brotherhood at the local, national and international level
CO3	Identify the social realities and inculcate essential value system towards building a healthy society
CO4	Employ the knowledge of professional values in life
CO5	Associate the role in social institutions, family and constitutional values

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO ₁₀	PSO ₁₁	PSO ₁₂
CO₁	2	3	2
CO₂	2	2	3
CO₃	2	2	2
CO₄	2	2	2
CO₅	2	2	3

1 – Low, 2 – Medium & 3- High

BLUE PRINT**Articulation Mapping-K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. of Questions	K- Level	No. of Questions	No. of Questions
1	CO1	Up to K2	4	K1 & K2	2(K1 & K1)	2(K1 & K1)
2	CO2	Up to K2	4	K1 & K2	2(K2 & K2)	2(K2 & K2)
3	CO3	Up to K3	4	K1 & K2	2(K3 & K3)	2(K3 & K3)
4	CO4	Up to K2	4	K1 & K2	2(K2 & K2)	2(K2 & K2)
5	CO5	Up to K3	4	K1 & K2	2(K3 & K3)	2(K2 & K2)
No. of Questions to be asked			20		10	10
No. of Questions to be answered					5	5
Marks for each Question					6	10
Total Marks for each Section					30	50

K1-Remembering and recalling facts with specific answers

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

K3-Application oriented-Solving problems

Distribution of Section-wise Marks and K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	24%
K2	10	24	60	94	52.22	52%
K3		24	20	44	24.4	24%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Values and Individual	a) Values Meaning b) Classification of values c) Needs of value Education d) Self discipline, self confidence e) Honesty and Courage	6	2 1 1 1 1	Descriptive Method Lecture Seminar Descriptive Method PPT
UNIT II Values and Religion	a) Karma Yoga in Hindusium b) Ahimsa in Jainism c) Compassion in Buddhism d) Universal Brother hood-In Islam e) Honesty and Courage	6	2 1 1 1 1	Lecture Group Discussion Chalk and Talk method Descriptive Method PPT
UNIT III Values and Society	a) Definition of Society b) Democracy c) Gender Justice human rights d) Socio-Political awareness e) Social Justice	6	2 1 1 1 1	Chalk and Talk method Lecture Descriptive Method Seminar Group Discussion
UNIT IV Professional values	a) Definition b) Willingness to learn c) Competence development d) Democratic functioning e) Integrity and commitment f) Role of family, poor group	6	2 1 1 1 1	Seminar Chalk and Talk method Descriptive Method Lecture PPT
UNIT V Role of Social Institution	a) Education Institutions b) Vivekananda Mahatma Gandhi c) Unity and Integrity of the nation d) Intonation peace	6	2 1 1 1 1	Chalk and Talk method Lecture Seminar Descriptive Method Group Discussion

COURSE DESIGNED BY: Dr. J. Sathiyabama, Dr. M. Inbalakshmi

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHIC21	Number of Hours/Cycle	4
Semester	II	Max. Marks	100
Part	III	Credit	4
CORE COURSE III			
Course Title	HISTORY OF INDIA (325 C.E to 975 C.E)		
Cognitive level	Up to K3		

Preamble

This course provides a strong foundation in Indian History from 325 C.E. to 975 C.E. Students gain knowledge about the disintegration of the states in northern India and the emergence of Gupta Empire Golden age of Guptas, Pushyabhuthy Dynasty, emergence of Rajputs, and it also brings to limelight the rise of Islam in India.

Unit I Towards Early Medieval India**12 Hours**

Gupta Age: Sources - Chandra Gupta Maurya - Samudra Gupta- Chandra Gupta II - Skanda Gupta- Huns - invasions - Gupta Administration - Agrarian expansion - The Urban Settlements - Puranas incarnations- Foreign Accounts

Unit II Golden Age of Guptas**12 Hours**

Administration of Gupta Empire- Society- Economic condition-Hindu Renaissance - growth and development of Literature- development of Science and Medicine- Sculpture-Painting, Architecture Post Gupta period - Nalanda University- Decline and fall of Guptas.

Unit III Pushyabhuthy Dynasty**16 Hours**

Harshavardhana- invasions - Religious Policy - Administration - Hieun Tsang - Contribution to Buddhism - Vatapi Chalukyas - Pulakesin II - Rastrakudas and Malkhad - Govinda III - Contribution to Art and Architecture.

Unit IV Rajputs**12 Hours**

Origin and Theories - Agnikunda theory - Pratiharas, Chauhans, Paramaras, Kalachuris –Administration - Contribution to Art & Architecture and their Achievements.

Unit V Invasion of Mohammedans in India**8 Hours**

Arabs Invasion of Sindh- Causes, Courses and Effects - Al-Hajjaj-Mohammed-Bin-Qasim - Tebal-Thahir - Effectless Victory.

Maps:

1. Gupta Empire
2. Harsha Empire
3. Monuments of Chalukyas and Rashtrakutas

Pedagogy

Class Room Lectures, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming , MapStudy

Text Book

1. Sathianathaier .R.(1952), *History of India*, Viswanathan Bros,Chennai.

Reference Books

1. Bhasam. A.L. (2000), *The Wonder that was India*,Rupa& Co NewDelhi.
2. Ray Choudry.S.C (2010), *Social, Cultural and Economic History of India* (Ancient Times to 1526),SurjeetPublications, New Delhi.
3. HansRaj. (2010) , *Advanced History of India*,Surjeet Publications,NewDelhi.

E - Resources

1. <https://www.uio.no/studier/emner/hf/iakh/HIS2172/h10/undervisningsmateriale/HIS%202172-early%20medieval.pdf>
2. <https://www.ushistory.org/civ/8e.asp>
3. https://www.ancient.eu/Pushyabhuti_Dynasty/
4. <http://www.indianrajputs.com/history/>
5. <https://www.mapsofindia.com/history/battles/arab-invasion-of-sind-under-mohammed-bin-qasim.html>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO ₁	Recall the Society and Culture of Guptas
CO ₂	Explain the Golden Age of Guptas and Post Gupta politics
CO ₃	Describe about Pushyabhuthy Dynasty, Harsha and Chalukyas
CO ₄	Illustrate about various dynasties of Rajput Kingdom
CO ₅	Indicate the Advent of Islam in India

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉	PSO ₁₀	PSO ₁₁	PSO ₁₂
CO ₁	3	1	2	2	2	2	3	2	2	3	3	2
CO ₂	2	1	2	3	2	2	3	2	2	2	3	2
CO ₃	2	1	2	1	0	0	2	3	2	2	2	3
CO ₄	3	2	2	2	2	2	1	3	1	2	1	3
CO ₅	2	2	2	2	2	2	2	2	1	0	2	2

1 – Low, 2 – Medium & 3- High

BLUE PRINT

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1 & K2	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
3	CO3	Up to K3	4	K1 & K3	2(K3&K3)	2(K3&K3)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K3	4	K1 & K3	2(K3&K3)	2(K3&K3)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	23%
K2	10	24	40	74	41.11	41%
K3	-	24	40	64	35.56	36%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Towards Early Medieval India	A) Gupta Age: Sources-Chandra Gupta Maurya-Samudra Gupta-Chandra Gupta II – Skanda Gupta	12	5	Black & White Board activities
	B) Huns invasions Gupta Administration-Agrarian expansion,- The Urban Settlements		5	Chalk & Talk, Map Study
	C) Puranas incarnations, Foreign Accounts		2	Group Discussion, Seminar
UNIT II Golden Age of Guptas	A) Administration of Gupta Empire- Society- Economic condition	12	3	Black & White Board activities
	B) Hindu Renaissance - growth and development of Literature Development of Science and Medicine - Sculpture-Painting, Architecture		5	Chalk & Talk, Map Study
	C) Post Gupta period-Nalanda University		3	Descriptive Method
	D) Decline and fall of Guptas.		1	Group Discussion, Seminar
UNIT III Pushyabhuthy Dynasty	A) HarshaVardhana- invasions- Religious Policy- Administration	16	4	Black & White Board activities
	B) HieunTSang- Contribution to Buddhism		3	Chalk & Talk,
	C) Vatapi Chalukyas-PulakesinII		3	Map Study,
	D) Rastrakudas and Malkhad-GovindaIII		3	Descriptive Method
	E) Contribution to Art and Architecture		3	Group Discussion, Seminar
UNIT IV Rajputs	A) Origin and Theories-Agnikunda theory	12	4	Black & White Board activities
	B) Pratiharas, Chauhans, Paramaras, Kalachuris		4	Chalk & Talk, Map Study
	C) Administration- Contribution to Art & Architecture and their Achievements		4	Group Discussion, Seminar
UNIT V Invasion of Mohammedans in India	A) Arabs Invasion of Sindh- Causes, Courses and Effects	8	3	Black & White Board activities
	B) Al-Hajjaj-Mohammed-Bin-Qasim-Tebal-Thahir		3	Chalk & Talk, Map Study
	C) Effectless Victory		2	Group Discussion, Seminar

COURSE DESIGNED BY: Dr. P. Sangaralingam, Dr. M. S. Fathima Begum

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHIC22	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
CORE COURSE IV			
Course Title	HISTORY OF TAMILNADU (575 C.E – 985C.E)		
Cognitive Level	Up to K3		

Preamble

This course provides a strong foundation in Tamilnadu History from 575 C.E to 985 C.E. It describes the emergence of First Pandiya Empire, Pallava kingdom and Illustrates about the Pallava's conflicts and Bakthi Movement and the emergence of later Cholas.

Unit I Emergence of Pandyan Empire

12 Hours

Emergence of First Pandyan Empire–Kadungon-MaravarmaArikesari-VaragunaPandyan-VaragunaPandya II - Causes for its decline-Society, Economic and Cultural Conditions- Contribution of Art and Architecture - Administration - Nadus and itsChieftains

Unit II Emergence of Pallavas

12 Hours

Origin of Pallavas - Various theories - Sources - Archaeological Sources- Epigraphy - Literary -Simha Vishnu - MahendraVarman I - NarasimhaVarman I - Parameshwaran I - NarasimhaVarman II - NandivarmanII.

Unit III Conflicts for the Supremacy

14 Hours

Pallava - Pandya Conflicts- Supremacy for the Cauveri and Kongu region – Pallava - Chalukya conflicts - supremacy for the Krishna and Thungabatra region - Causes, Course and impacts of the conflicts- causes for decline and fall of the Pallavas.

Unit IV Conditions under the Pallavas Rule

12 Hours

Pallavas Administration , Society, Economic condition - Art And Architecture - cave temples- Monolithics - Temple structures - Hindu Rennaisance - Bhakti Movement: Nayanmars and Alvars - role of TamilLiterature.

Unit V Emergence of Later Cholas

10 Hours

Thirupurambiam War - Vijayalaya and his wars - Adithya I - Parantaka I - Sundara Chola -Significance and rise of Medieval Cholas

Maps:

1. FirstPandya Empire
2. Pallava Empire
3. Monumental sites of Pallavas

Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments, Experience Sharing, Brain storming, Activity, Field Study

Text Books

1. Subramaniam. N. (1924), *History of Tamil Nadu*, Vol I & II, KoodalPublications, Madurai.
2. Rajayyan. K. (1995) , *History of Tamilnadu Past to present*, RatnaPublications, Madurai.
3. Swaminathan. A.(1993),*History of Tamil Nadu* , DeepaPathipagamMadras.

Reference Books

1. KrishnasamyAiyangar.S.(1918), *Beginning of South Indian History*, Modern Printing works, Madras.
2. NilakantaSastri.K.A.(1932), *Studies of Chola History and Administration*, University of Madras.
3. SadasivaPandarathar.(1974), *History of the Later Cholas*, Annamalai University.
4. Kanagasabai.V.(1989), *The Tamils 1800 years ago*, Asian Educational Services, Madras.

E - Resources

1. https://www.newworldencyclopedia.org/entry/Pandyan_Kingdom
2. <https://www.historydiscussion.net/history-of-india/the-pallavas-kingdom-origin-and-life-under-the-pallavas/2535>
3. <https://iasscore.in/upsc-prelims/the-pallavas>
4. <https://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
5. <https://timesofindia.indiatimes.com/blogs/desires-of-a-modern-indian/brief-history-of-chola-dynasty/>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO ₁	Explain the emergence of Pandya Empire
CO ₂	Infer the emergence of Pallavas
CO ₃	Examine the conflicts for the supremacy of Pallavas
CO ₄	Identify the socio-religious and political conditions of the Pallavas
CO ₅	Estimate the emergence of Later Cholas

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO ₁	PSO ₂	PSO ₃	PSO ₄	PSO ₅	PSO ₆	PSO ₇	PSO ₈	PSO ₉	PSO ₁₀	PSO ₁₁	PSO ₁₂
CO ₁	3	2	2	2	2	2	2	2	2	3	3	2
CO ₂	3	2	2	2	2	2	2	3	3	3	3	2
CO ₃	2	3	2	2	1	1	1	0	0	1	2	3
CO ₄	3	2	2	3	2	0	2	2	2	2	1	1
CO ₅	3	2	2	2	2	2	2	2	2	3	3	2

1 – Low, 2 – Medium & 3- High

BLUE PRINT

Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1 & K2	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
3	CO3	Up to K3	4	K1 & K3	2(K3&K3)	2(K3&K3)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K3	4	K1 & K3	2(K3&K3)	2(K3&K3)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	23%
K2	10	24	40	74	41.11	41%
K3	-	24	40	64	35.56	36%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Emergence of Pandyan Empire	A) Emergence of First Pandyan Empire Kadungon B) MaravarmaArikesari, Varaguna Pandyan & Varaguna Pandya II C) Causes for its decline D) Society, Economic and Cultural Conditions Contribution of Art and Architecture E) Administration, Nadus and its Chieftains	12	2 4 1 3 2	Descriptive Method Lecture Group Discussion Descriptive Method / PPT Chalk and Talk Method
UNIT II Emergence of Pallavas	A) Origin of Pallavas Various theories Sources B) Archaeological Sources, Epigraphy, Literary C) Simha Vishnu & Mahendra Varman I D) Narasimha Varman I, Parameshwaran I, Narasimha Varman II & Nandivarman II.	12	2 3 3 4	Lecture Map Study / Descriptive Method Chalk and Talk Method Chalk and Talk Method
UNIT III Conflicts for the Supremacy	A) Pallava - Pandya Conflicts B) supremacy for the Cauveri and Kongu region C) Pallava- Chalukya conflicts D) supremacy for the Krishna and Thungabatra region E) Causes, Course and impacts of the conflicts F) Causes for decline and fall of the Pallavas	14	3 2 2 2 3 2	Chalk and Talk Method / Group discussion Descriptive Method Chalk and Talk Method / Group discussion Descriptive Method Seminar Lecture
UNIT IV Conditions under the Pallavas Rule	A) Pallavas Administration, Society, Economic condition, Art & Architecture, cave temples B) Monolithics, Temple structures C) Hindu Renaissance D) Bhakti Movement: Nayanmars and Alvars E) Role of Tamil Literature	12	4 2 2 3 1	Seminar Descriptive Method Lecture Chalk & Talk Method / Debate Group discussion
UNIT V Emergence of Later Cholas	A) Thirupurambiam War B) Vijayalaya and his wars C) Adithya I D) Parantaka I & Sundara Chola E) Significance and rise of Medieval Cholas	10	2 2 1 3 2	Descriptive Method Lecture Descriptive Method Map Study/Descriptive Method Seminar

COURSE DESIGNED BY: Dr. P. Sangaralingam, Mrs. D. Srivenidevi

PROGRAMME	B.A	PROGRAMME CODE	UHI
Course Code	20UHN21	Number of Hours/Cycle	2
Semester	I	Max. Marks	100
Part	IV	Credit	2
NON-MAJOR ELECTIVE - II			
Course Title	INTRODUCTION TO INDIAN CONSTITUTION		
Cognitive Level	Up to K3		

Preamble

This course is offered for Non-Major Elective students to provide a strong foundation about the Indian Constitutional Development. Students gain knowledge about the origin of Indian Constitution, Fundamental rights and Duties, Law making Procedure etc and to bring to limelight the President, Prime Minister, Cabinet, Lok Sabha, Rajya Sabha, Judiciary.

Unit I Making of Indian Constitution

5 Hours

Formation of Constituent Assembly- Making of the Constitution - Preamble - Significance.

Unit II Salient Features of the Constitution

5 Hours

Fundamental Rights- Fundamental Duties - Directive Principles of State Policy - Parliament and Law Making – Procedure of Amendment

Unit III Indian Executive

8 Hours

President and His Powers - Vice-President - Prime Minister and His Cabinet - Governors of States - Chief Minister and His Powers

Unit IV Indian Parliament

5 Hours

Lok Sabha: Composition- Powers and functions-Speaker-Rajya Sabha: Composition-Powers and functions- process of Law making-Committee system

Unit V Judiciary

7 Hours

Supreme Court- Composition- Powers and functions-Historical Judgments - Judicial Review- High Court-District Court–Center-State Relation in India-Amendments-Civil Services.

Pedagogy

Class Room Lectures, Group Discussion, Quiz, Assignments, Experience Sharing, Brain storming, Mock Parliament

Text Book

- 1 . Gomathinayagam P.(2010), *Modern Governments*, Tensy Publications, Sivakasi.

Reference Books

- 1 Anup Chandra Kapur. (1976), *Select Constitutions*, S. Chand & Co. Pvt. Ltd, New Delhi .
2. MahajanV.D .(1991), *Select Constitutions* S. Chand &Co. Pvt. Ltd New Delhi.
- 3.Jayapalan. N.(1999), *Modern Governments*, Atlantic Publishers &Dist, New Delhi .

E - Resources

1. https://www.constitutionofindia.net/constitution_of_india
2. <https://blog.ipleaders.in/salient-features-of-the-indian-constitution/>
3. https://www.tutorialspoint.com/indian_polity/indian_polity_union_executive.htm
4. https://rajyasabha.nic.in/rsnew/Parliament_of_India.pdf
5. <https://www.toppr.com/guides/general-knowledge/the-judiciary-system-of-india/judiciary-system/>

Course Outcomes

At the end of the course, students would be able to:

No.	Course Outcome
CO ₁	Explain the evolution of Indian Constitution
CO ₂	Describe the Fundamental Rights and Duties of Indian Constitution
CO ₃	Estimate the powers of the President and Prime Minister
CO ₄	Illustrate the composition and functions of Lok Sabha and Rajya Sabha
CO ₅	Infer the powers of Judiciary and the Centre State Relations

On the successful completion of the course the students will be able to understand about the features of Indian Constitution, formation and functions of the Government entities and Rule of Law.

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Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1&K1	2(KI&K1)	2(KI&K1)
2	CO2	Up to K2	4	K1&K1	2(K1&K1)	2(K1&K1)
3	CO3	Up to K2	4	K1&K1	2(K2&K2)	2(K2&K2)
4	CO4	Up to K3	4	K2&K2	2(K3&K3)	2(K3&K3)
5	CO5	Up to K2	4	K2&K2	2(K2&K2)	2(K2&K2)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

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

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	12	24	40	76	42.22	42%
K2	8	24	40	72	40	40%
K3	-	12	20	32	17.8	18%
Total Marks	20	60	100	180		100%

LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Making of Indian Constitution	A) Formation of Constituent Assembly	5	2	Black & White Board activities,
	B) Making of the Constitution		2	Chalk & Talk
	C) Preamble-Significance		1	Group Discussion, Seminar
UNIT II Salient Features of the Constitution	A) Fundamental Rights-Fundamental Duties	5	2	Black & White Board activities
	B) Directive Principles of State Policy - Parliament and Law Making		2	Chalk & Talk
	C) Procedure of Amendment		1	Lecture & Group Discussion
UNIT III Indian Executive	A) President and His Powers - Vice-President	8	3	Black & White Board activities
	B) Prime Minister and His Cabinet		3	Chalk & Talk
	C) Governors of States Chief Minister and His Powers		2	Descriptive Method & Group Discussion
UNIT IV Indian Parliament	A) LokSabha: Composition- Powers and functions Speaker	5	2	Black & White Board activities
	B) RajyaSabha: Composition-Powers and functions		2	Chalk & Talk
	C) Process of Law making-Committee system		1	Group Discussion, Seminar
UNIT V Judiciary	A) Supreme Court- Composition- Powers and functions	7	2	Black & White Board activities
	B) Historical Judgments- Judicial Review		2	Chalk & Talk / Lecture
	C) High Court-District Court, Center-State Relation in India- Amendments - Civil Services.		3	Group Discussion, Seminar

COURSE DESIGNED BY: Dr .P. Sangaralingam, Dr. M. S. Fathima Begum

PROGRAMME	B.A/B.SC/B.COM	PROGRAMME CODE	UHI
Course Code	20UEGS21	Number of Hours/Cycle	2
Semester	II	Max. Marks	100
Part	IV	Credits	2
ENVIRONMENTAL STUDIES			
Course Title	ENVIRONMENT & GENDER STUDIES		
Cognitive Level	Up to K3		

Preamble

This course aims to bring to the knowledge of the students that environment and conservation play a vital role in any nation. Nations across the globe face newer environmental challenges. The degradation of our biodiversity in the form of deforestation, industrialization, etc. and further the equality between sexes and gender sensitization are the need of the hour that led to placing both environment and gender studies in Curricula.

Unit I Environment Education**8 Hours**

Objectives – Nature and Scope – Environment Education in India, Components of Environment – Biosphere, Lithosphere, Hydrosphere, and Atmosphere. Global Environmental Issues – Global Warming, Ozone Layer Depletion, Acid Rain, Desertification – Loss of Biodiversity – E-wastes and Cloud Bursting.

Unit II Ecosystem & Biodiversity**8 Hours**

Ecosystem: Concept – Structure and Functions of an Ecosystem: Producers, Consumers and Decomposers – Energy Flow in an Ecosystem; Food Chains, Food Webs and Ecological Pyramids; Biodiversity: Introduction – National and Global Levels – Loss of Biodiversity – Hotspots – Conservation Strategies: In Situ and Ex Situ.

Unit III Energy Resources and Conservation**4 Hours**

Definition – Classification: Conventional and Non-Conventional – Types of Wastes: Solid, Liquid and Gaseous – Conversion of Wastes into Wealth – Energy from Wastes.

Unit IV Natural Resources**6 Hours**

Introduction – Types of Resources: Forest, Water, Mineral, Animal and Livestock, Land and Food – Resources Depletions: Causes, Consequences and Remedial Measures – Environmental Laws – Acts, Rules and Procedures in India – Social Issues – Sustainable Development.

Unit V Gender: Introduction**4 Hours**

Constitutional Guarantees - Types of Gender - Influence of Genes, Hormones and their Roles – Agents of Gender Socialization: Role of Family – Role of Peer Group – Role of Religion.

Text Book

Ravichandran, P. and Muthumari, M. (2019). Environmental Studies, New Century Book House, Chennai, Tamil Nadu, India.

Reference Books:

Abhijit Mallick (2014). Environmental Science and Management, Viva Books Private Limited, New Delhi, India.

Kanagasabai, S. (2010). Textbook on Environmental Studies, PHI Learning Private Limited, New Delhi, India.

Rajagopalan, R. (2005). Environmental Studies, Oxford University Press, New Delhi, India.

UlaganathanSankar (2001). Environmental Economics, Oxford University Press, New Delhi, India.

Shukla, R.S. and Chandel, P.S. (2003). Plant Ecology, S.Chand& Company Limited, New Delhi, India.

Ramakrishnan, P.S. (2013). Ecology and Sustainable Development, National Book Trust, New Delhi, India.

Chattopadhyay, S.K. (2017). Gender Socialization and the Making of Gender in the Indian Context. Sage Publication, New Delhi, India.

Journal Source:

The Indian Journal of Gender Studies [Journals.sagepub.com]

Course Outcomes

At the end of the course, students would be able to:

No	Course Outcome
CO₁	Define the concepts of Environmental Education and Relate the various environmental issues.
CO₂	Classify the behaviour of various Trophic Levels of Ecosystems and Interpret their Energy Flow. And make use of acquired knowledge in mitigation of Loss of Biodiversity.
CO₃	Identify and apply knowledge in various types of wastes and their conversion into wealth.
CO₄	Illustrate the Environmental Laws and Develop knowledge about Sustainable Development.
CO₅	Make use of acquired knowledge in issues related to gender equality.

Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

	PSO₁₀	PSO₁₁	PSO₁₂
CO₁	2	1	2
CO₂	2	1	2
CO₃	2	2	2
CO₄	2	2	2
CO₅	2	2	2

1 – Low, 2 – Medium & 3- High

BLUE PRINT**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/Or Choice	Either/Or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	4	K1 & K2	2(K1&K1)	2(K1&K1)
2	CO2	Up to K3	4	K1 & K2	2(K3&K3)	2(K3&K3)
3	CO3	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
4	CO4	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
5	CO5	Up to K2	4	K1 & K2	2(K2&K2)	2(K2&K2)
No of Questions to be asked			20		10	10
No of Questions to be answered			20		5	5
Marks for each Question			1		6	10
Total Marks for each Section			20		30	50

K1 – Remembering and recalling facts with specific answers

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

K3 – Application oriented – Solving problems

Distribution of Section –wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	10	12	20	42	23.33	23%
K2	10	36	60	106	58.88	59%
K3	-	12	20	32	17.77	18%
Total Marks	20	60	100	180		100%



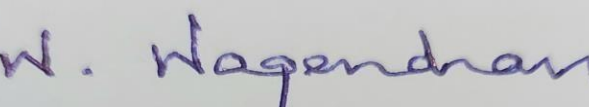

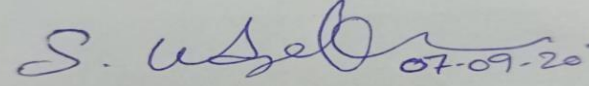

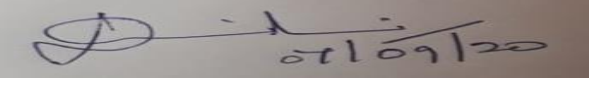

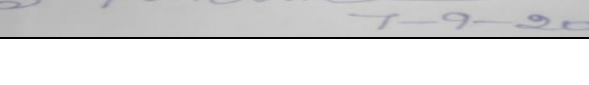
47
LESSON PLAN

Unit	Description	Allotted Hours	Hours	Mode
UNIT I Environment Education	a) Nature and Scope b) Environment Education in India c) Global Environmental Issues d) Loss of Bio-diversity e) E-Waste and cloud bursting	8	2 2 2 1 1	Descriptive Method Lecture Seminar Descriptive Method PPT
UNIT II Eco systems	a) concept b) Energy flow in an eco-system c) Food webs d) Food chains e) Ecological pyramids	5	1 1 1 1 1	Lecture Group Discussion Chalk and Talk method Descriptive Method PPT
UNIT III Energy Resources and conservation	a) Definition b) Conventional and Non-conventional c) Types of waste solid, Liquid and Gaseous d) Conversion of wastes into wealth e) Energy from wastes	6	1 2 1 1 1	Chalk and Talk method Lecture Descriptive Method Seminar Group Discussion
UNIT IV Natural Resources	a) Types of Resources b) Resources Depletions c) Remedial Measures d) Environmental Laws e) Sustainable Development	5	1 1 1 1 1	Seminar Chalk and Talk method Descriptive Method Lecture PPT
UNIT V Bio-diversity and conservation	a) Levels of Biodiversity Genetic, Species and Ecological b) Global and National levels c) Remedial Measures d) Hot spots of Bio-diversity e) In situ and Ex-situ	6	2 1 1 1 1	Chalk and Talk method Lecture Seminar Descriptive Method Group Discussion

COURSE DESIGNED BY: Dr. P. Ravichandran, Dr. M. Muthumari

Placed on the Online Board of Studies on **07.09.2020** and approved with the following modifications.

1. It is resolved to bring certain modifications that the teaching pedagogy must be same and there should be uniformity followed in Reference Books
2. The Board of Studies members recommended to include field visit as one unit in the syllabus of History of India, History of Tamilnadu, Archaeology, Epigraphy and Architecture and informed to change the heading of IV Unit as Prelude to Gandhian Era instead of Aggressive Attitude of British
3. It is resolved to bring modification to introduce Career oriented Syllabus in any one of the semesters and it was instructed by the board to include Employability Skill Paper

Sl. No.	Members	Name & Designation	Signature
1	Chairman	Dr.P.Sangaralingam, Associate Professor & Head	
2	University Nominee	Dr. P. Nagoorkani Assistant Professor Madurai, Kamaraj University, Madurai	
3	Subject Expert – I	Dr. N. Nagendran Associate Professor and Head, Vivekananda Arts College, Thiruvadakam, Madurai	
4	Subject Expert – II	Dr. G. Ravi Associate Professor and Head, V.H.N.S.N College, Virudhunagar	
5	Alumnus	Dr. S. Udhyakumar Assistant Professor Govt. Arts College, Karur	
6	Industrialist	Mr. S. Ganesh Nippon Group of Companies No.3, Nippon Furniture Salai Road, Dindigul	
	Department Faculties	Mrs. D. Srivenidevi, Assistant Professor of History	
		Dr. M.S. Fathima Begum, Assistant Professor of History	
		Dr. S. Palanikumar, Assistant Professor of History	

Dean of Arts

(Dr. N. LAKSHMI PRIYA)

Principal

(Dr. P. BALAGURUSAMY)