

**Holy Cross College (Autonomous), Nagercoil-629004  
Kanyakumari District, Tamil Nadu.**

**Accredited with A<sup>++</sup> by NAAC - V cycle – CGPA 3.53**

*Affiliated to*

**Manonmaniam Sundaranar University, Tirunelveli**



**DEPARTMENT OF HISTORY  
UNDERGRADUATE PROGRAMME**



**TEACHING PLAN  
EVEN SEMESTER 2025-2026**

## DEPARTMENT OF HISTORY



### Vision

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright future and to create a harmonious and sustainable society.

### Mission

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

### Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A degree programme, the graduates will be able to	Mission addressed
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2

<b>PEO 2</b>	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	<b>M2, M3, M4 &amp; M5</b>
<b>PEO 3</b>	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	<b>M3, M4, M5 &amp; M6</b>

### Programme Outcomes (POs)

<b>PO</b>	<b>Upon completion of B.A. degree programme, the graduates will be able to:</b>	<b>PEOs addressed</b>
<b>PO 1</b>	obtain efficiently the knowledge and skills to face life challenges.	<b>PEO 1</b>
<b>PO 2</b>	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	<b>PEO 1</b>
<b>PO 3</b>	enhance leadership qualities, team spirit and communication skills for a better developmental career.	<b>PEO 2</b>
<b>PO 4</b>	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	<b>PEO 2</b>
<b>PO 5</b>	communicate effectively and collaborate successfully with peers to become competent professionals.	<b>PEO 2 &amp; PEO 3</b>
<b>PO 6</b>	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	<b>PEO 2 &amp; PEO 3</b>
<b>PO 7</b>	participate in learning activities throughout life, through self-paced and self-directed learning to develop knowledge and skills.	<b>PEO 1 &amp; PEO 3</b>

### Programme Specific Outcomes (PSO)

<b>PSO</b>	<b>Upon completion of B.A. History Programme, the graduates will be able to:</b>	<b>Mapping with POs</b>
<b>PSO1</b>	discuss the contributions of History to the socio, economic, religious, cultural, aesthetic, art and architecture, language and literature, science and technology and industrial developments at the local, regional, national and global levels	<b>PO1, PO2&amp; PO7</b>
<b>PSO2</b>	articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	<b>PO3 &amp; PO5</b>
<b>PSO3</b>	approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	<b>PO4 &amp; PO7</b>
<b>PSO4</b>	pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	<b>PO4, PO6 &amp; PO7</b>
<b>PSO5</b>	contribute to the sustainable development of the contemporary society with the thorough understanding of the historical roots and context of the various social, environmental, ethical human rights, women's and other issues faced by humanity.	<b>PO1, PO2 &amp; PO6</b>

**Department** : History  
**Class** : I B.A. History  
**Title of the Course** : CORE COURSE III: HISTORY OF MEDIEVAL INDIA 712 CE–1526 CE  
**Semester** : II  
**Course Code** : HU242CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC1	4	1	-	-	5	5	75	25	75	100

**Learning Objectives:**

1. To understand the genesis of the Muslim rule and their contributions.
2. To illustrate the administration, art and architecture during Bahmini and Vijayanagar Kingdoms.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	name the important rulers of Medieval India.	<b>K1</b>
2	discuss the impact of Muslim rule on Indian Society and Economy.	<b>K2</b>
3	outline the characteristic features of Medieval Indian Culture.	<b>K3</b>
4	illustrate the religious devotees of Medieval India	<b>K1</b>
5	compare and contrast the achievements of medieval Indian administrators.	<b>K3</b>

**K1** - Remember; **K2** - Understand; **K3**

**Teaching plan**  
**Total Contact hours: 75(Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I Rajputs</b>									
	1.	Rajputs	2	2	K1(R)	Story telling method	Classroom experiments, models, 3D charts	YouTube documentaries on Geographical Features of India	MCQ Quiz, Oral Test CIA I
	2.	Cultural Contributions	2		K1(R)	Map-Based Teaching, Illustrated Lectures	Activity-Based Learning	College LMS	Concept Map CIA I
	3.	Arab Conquest of Sind	2		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project Rubric, Simulation Task CIA I
	4.	Mahmud of Ghazni Invasions	2		K1(R)	Inquiry -Based	Play-Based Learning	News articles, YouTube video on Harappan Civilization	Debate Peer Feedback CIA I
	5	Mohammed of Ghor	2		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project Rubric, Simulation Task CIA I
	6.	Battle of Tarains	3		K1(R)	Discussion method	Group discussions,	Self-Prepared Videos	Slip Test CIA I
<b>II Establishment of Sultanate Rule in India</b>									
	1.	Establishment of Sultanate Rule in India	2		K2(U)	Map-Based Teaching	Collaborative Learning	Interactive PPT	MCQ Quiz, Oral Test CIA I

	2.	Slave Dynasty – Qutb-ud Din - Aibak	3	2	K2(U)	Story telling method	Gamification	Interactive E-book	Poster Evaluation, Concept Map, Class Presentation CIA I
	3.	Iltutmish	3		K2(U)	Lecture method	Inquiry-Based Learning	YouTube documentaries	Timeline Chart Submission CIA I
	4.	Sultana Raziya	3		K2(U)	Case Study Method	Role play, interactive role-based simulations	E - Content	Album Preparation CIA I
	5.	Balban	2		K2(U)	Dramatization method	Group discussions, peer feedback shared decision	College LMS	Concept Map CIA I
<b>III Khilji Dynasty</b>									
	1.	Khilji Dynasty	3	2	K3(Ap)	Story telling method	Gamification	YouTube documentaries on the Rise of Mahajanapadas	Seminar Presentation CIA I
	2.	Jalaluddin Khilji	3		K3(Ap)	Map-Based Teaching	Collaborative Learning	College LMS	Concept Map CIA I
	3.	Alauddin Khilji	3		K3(Ap)	Group discussion	Peer Teaching	Interactive E-book	Debate Peer Feedback CIA II
	4.	Malik Kafur's Invasion.	4		K3(Ap)	Gamification	Play-Based Learning	Interactive PPT	Group Project CIA II
<b>IV Tughlaq Dynasty</b>									
	1.	Tughlaq Dynasty	3	2	K1(R)	Story telling method	Inquiry-Based Learning	YouTube Videos	Group Project Simulation Task CIA II
	2.	Mohammed-binTughlaq	3		K1(R)	Debate	Peer Teaching	Interactive E-book	Debate Peer Feedback CIA II

	3.	Feroz Shah Tughlaq	3		K1(R)	Story telling method	Play-Based Learning	College LMS	Seminar Presentation CIA II
	4.	Sayyids	2		K1(R)	Discussion method	Role play, interactive role-based simulations	Interactive PPT	Assessment Tools Quizzes, Google forms CIA II
	5.	Lodis	2		K1(R)	Lecture method	Explaining concepts, answering questions from peers	Discussion Forum, Google Class room, WhatsApp Poll	Open Book Test CIA II

#### **V Administrative System under Delhi Sultanate**

	1.	Administrative System under Delhi Sultanate	3	2	K2(U)	Comparative Mapping	Experiential Learning	College LMS	Group Project CIA II
	2.	Central Provincial	3		K2(U)	Comparative Analysis, Debate	Case Study Method	Interactive PPT	Debate Scoring, Comparative Essay CIA II
	3.	Art and Architecture	3		K2(U)	Comparative Analysis, Debate	Case Study Method	Interactive PPT	Debate Scoring, Comparative Essay CIA II
	4.	Socio Economic	2		K2(U)	Lecture methods	Experiential Learning	Discussion Forum ,Google Class room , WhatsApp Poll	Blog Assessment, Review Rubric, Reflection Report CIA II
	5.	Cultural conditions.	2		K2(U)	Lecture methods	Experiential Learning	Discussion Forum ,Google Class room , WhatsApp Poll	Blog Assessment, Review Rubric, Reflection Report CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em/ En/SD): **Assignments and Exhibitions**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): **Human Values & Gender Equity**

Activities related to Cross Cutting Issues: **Group discussion**

Assignments: **1. Home Assignment - Album Making - Administrative System under Delhi Sultanate** (Last date to submit – 20-01-2026)

**2. Model Making & Exhibition - Tughlaq Dynasty** (Last date to submit – 25 -02-2026)

Seminar Topic: **1. Establishment of Sultanate Rule in India**

**2. Socio Economic and Cultural Developments of Delhi Sultanate**

### Sample questions

#### Part A (1marks each)

1. கஜினி முகமதுவின் 14 – ம் படையெடுப்பு எந்த வருடம் நடைபெற்றது? **(K1- R, CO-1)**

அ. 1018 ஆ. 1021 இ. 1022 ஈ. 1023

In which year was the 14th invasion of Ghazni Mohammed?

a. 1018 b. 1021 c. 1022 d. 1023

2. கோரி முகமதுவின் குவாலியர் படையெடுப்பு எந்த வருடம் நடைபெற்றது? **(K2-U, CO-2)**

அ. 1206 ஆ. 1205 இ. 1195 ஈ. 1194

When did the Qualier expedition of Ghorī Mohammed held ?

a. 1206 b. 1205 c. 1195 d. 1194

3. பின்வருவனவற்றை சரியாகப் பொருத்துக: **(K3 –Ap, CO-3)**

அ. அலாவுதீன் கில்ஜி - 1. 1325

ஆ. இல்துமி' - 2. 1351

இ. பெரோஸ் துக்ளக் - 3. 1211

ஈ. முகமது பின் துக்ளக் - 4. 1296

1. அ - 4இ ஆ - 3இ இ - 2இ ஈ - 1

2. அ - 2இ ஆ - 3இ இ - 4இ ஈ - 1

3. அ - 2இ ஆ - 1இ இ - 4இ ஈ - 3

4. அ - 4இ ஆ - 3இ இ - 2இ ஈ - 1

Match the following and choose the correct answer

a. Alaudhin Khalji - 1. 1325

b. Iltutmish - 2. 1351

c. Firoz Tughlaq - 3. 1211

d. Mohammed Bin Tughlaq - 4. 1296

1. a - 4, b - 3, c - 2, d - 1

2. a – 2, b - 3, c – 4, d – 1

3. a – 2, b – 1, c – 4, d – 3

4. a – 4, b – 3, c – 2, d – 1

4. டில்லி சுல்தானுக்கு அடுத்தப்படியாக அதிக அதிகாரம் படைத்தவர்..... (K3 –Ap, CO-4)

அ. திவானி வாசரத்

ஆ. திவானி அரிஸ்

இ. திவானி இன்சா

ஈ. திவானி ரசலத்

The highest position next to the Sultan was .....

a. Diwani Wasarath

b. Diwani Arish

c. Diwani Inshah

d. Diwani Rasalath

5. ல்துமிஸ் ----- இனத்தைச் சார்ந்தவர். (K2-U, CO-5)

Ilutmish belonged to ----- race.

### Part B (6 marks each)

1. கஜினி முகமது குறித்து சிறு குறிப்பு தருக.

Give short notes on Mohammed of Ghazni.

(K1- R, CO-1).

2. இல்துமிஸ் சாதனைகள் பற்றி குறிப்பு வரைக.

Write the achievement of Ilutmish.

(K2-U, CO-2)

3. அலாவுதீன் கில்ஜியின் சீர்திருத்தங்களை கூறுக.

Write the reforms of Alauddhin Khilji

(K3 –Ap, CO-3)

4. முகமது பின்துக்ளகின் இந்துக்களுக்கு எதிரான நடவடிக்கைகள் என்னென்ன?

What were the action of Muhammed Bin Tughlaq against Hindus? (K1- R, CO-4)

5. முகலாயர் காலத்து பெண்களின் நிலை பற்றி குறிப்பு வரைக.

Give short on the condition of Women in Delhi Sultanate.

(K1- R, CO-5)

**Part C (12 marks each)**

1. கஜினி முகமதுவின் படையெடுப்புகளை விவரி.  
Explain the invasion of Mohemmad of Ghazni. (K1 -R, CO-1)
2. குத்புதீன் ஐபக்கின் போர் யுக்திகளை ஆராய்க.  
Analyse the war tactics of Qutubuddhin Ibaq. (K1-R, CO-2)
3. அலாவுதீன் கில்ஜியின் ஆட்சிமுறை சீரிதிருத்தம் பற்றி விவரி.  
Narrate the administrative reforms of Alauddhin Khilji. (K4 –An, CO-3)
- 4 . பெரோஸ் துக்ளக்கின் நிர்வாகத்தை மதிப்பிடுக  
Asses the administration of Firoz Tughlaq. (K3 –Ap, CO-4)
5. டெல்லி சுல்தானியர்களின் காலத்தில் நிலவிய சமூக மற்றும் பொருளாதார நிலையை விவரி.  
Examine the socio and economic condition of the Delhi Sultanate (K3 –Ap, CO-5)

Head of the Department  
Dr. Regi, S.

Course Instructor  
Dr. V.Pradeepa

**Class** : I BA History  
**Core** : IV  
**Title of the Course** : HISTORY OF TAMIL NADU 1311 CE – 1800  
 CE  
**Semester** : II

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU242CC2	5	-	-	-	5	5	75	25	75	100

**Objectives:**

1. To understand the rise of the Madurai Sultanate and its contribution.
2. To demonstrate the contributions of the Marathas, Nayaks and Poligars.
- 3.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	list the achievements of Madurai Sultans, Nayaks and other regional rulers.	<b>K1</b>
2	compare the contributions of Medieval Tamil administrators.	<b>K2</b>
3	classify the art and architectural development of medieval Tamil Nadu	<b>K3</b>
4	summarize the socio-economic conditions of medieval Tamil Nadu	<b>K2</b>
5	demonstrate the religious and literary devotees.	<b>K1</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply

**Total contact hours: 90 (Including lectures, assignments and tests)**

Units	Module	Topics	Teaching Hours	Teaching hours	Cognitive level	Pedagogy	Student Centric Method	E- Resources	Assessment/ Evaluation
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<b>I</b>									
<b>Decline of the Pandya Kingdom</b>									
	1	Decline of the Pandya Kingdom	3	5	K1(R), K2(U)	Lecture with interactive PPT	Concept Mapping	Interactive PPT, Gamma	Oral Quiz.
	2	Rise of the Madurai Sultanate	3		K1(R), K3(Ap)	PPT with Context based	Inquiry Based Learning	Interactive Notes, Canva	Choose one mark questions
	3	Administration	3		K2(U), K3(AP)	PPT with Lecture method	Assignment	Interactive PPT YouTube Video	Asking question
	4	Society	3		K1(R)	Group discussion	Puzzles, Chart Work Quiz	PPT, Canva	Album Making
	5	Economy and Culture.	3		K2(U)	Interactive class room	Concept Mapping	Interactive PPT, Gamma	Seminar
<b>II</b>									
<b>Vijayanagar Administration</b>									
	1	Vijayanagar Administration	3	5	K2(U),	PPT with Lecture method	Quiz	LMS, PPT	Online Quiz
	2	Invasion of Kumara Kampana	3		K1(R ) K2(U),	Flipped class room	Debate	PPT, Gamma, YouTube Video	Root map preparation
	3	The Nayaks of Madurai – Vishwanatha Nayak	4		K2(U)	Blended Learning	Interactive Classroom Games	Google Class Room,	Slip Test
	4	Thirumalai Nayak	3		K1(R)	You tube video	Quiz	YouTube Video, PPT	Group discussions
	5	Rani Mangammal	3		K2(U)	Story Telling	Quiz	LMS, PPT	Open Book Test
	6	Meenakshi – Decline of the Nayaks of Madurai.	3		K3(Ap )	Group Discussion	Debate	PPT, Gamma, YouTube Video	Slip test

<b>III</b>									
<b>Nayaks of Tanjore</b>									
	1	Nayaks of Tanjore	4	5	K2(U)	PPT with Lecture method	Quiz	YouTube Video, PPT	Evolution through asking questions
	2	Nayaks of Senji – Civil War among the Nayak Rulers	4		K1(R)	Flipped class room	Quiz	LMS, PPT	Formative assessment I
	3	Poligari system and Administration	4		K1(R), K2(U)	Reflective thinking	Team Teaching	Online Quizzes , Short Video	Quizzes
	4	Social and Economic Conditions	4		K3(Ap)	Mind map	Puzzles	Interactive PPT	Oral quiz
	5	Religion – Temple Art and Architecture	3		K3(Ap)	Video clips	Interaction in the Classroom, Seminar	LMS, Canva	Seminar
<b>IV</b>									
<b>Marathas of Tamil Country</b>									
	1	Marathas of Tamil Country		5	K2(U)	Blended Learning	Brain Storming	YouTube Video	Open Book Test
	2	Serfoji II – Administration – Contribution of Maratha to the Tamil Culture	4		K3(Ap)	Group discussion	Team Teaching	Online Quizzes , Short Video	Seminar
	3	Saraswathi Mahal Library	4		K1(R)	Lecture method	Puzzles	Interactive PPT	Quizzes
	4	Sethupathis of Ramnad – Society	4		K2(U)	Interactive PPT with Discussion	Interaction in the Classroom, Seminar	LMS, Canva	Oral quiz
	5	Economy - Religion and Culture	4		K1(R),	Debates	Group Project, Seminar	PPT, Google Class Room	Peer Review
<b>V</b>									
<b>Nawabs of Carnatic</b>									

	1	Nawabs of Carnatic	3	5	K3(Ap)	Blended Learning	Team Teaching	Online Quizzes , Short Video	Evaluation through short test
	2	Society – Economy - Religion and Culture	3		K2(U)	Case study method	Puzzles	Interactive PPT	Online Quiz
	3	Poligar Rebellion – Puli Thevar	3		K1(R)	Interactive session	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assignment- II
	4	Khan Sahib – Velu Nachiyar	3		K3(Ap)	Flipped class room	Group Project, Seminar	PPT, Google Class Room	Slip Test
	5	Veerapandia Kattabomman	3		K1( R)	Video clips	Brain Storming	YouTube Video	Choose one mark question
	6	Revolt of Maruthu Brothers.	3		K2(U)	Story Tellilng	Team Teaching	Online Quizzes , Short Video	Open book test

### Course Focussing on **Employability**

Activities: (Quiz, MCQ, Slip Test, Seminar)

Course Focussing on Cross Cutting Issues (Human Values)

Activities related to Cross Cutting Issues: Group Discussion

Assignment: (Kattapomman and PPT Presentation)

Seminar Topic: (Poligari system)

### Sample questions (minimum one question from each unit)

#### Part A

- When did the Madurai Sultanate Established? ( R )  
a) 1335   b) 1336   c) 1373   d) 1337
- Kumara Kampana's invasion of Madurai was held in the year ----- ( U)
- Find out the correct statement. (AP)  
a) Thirumalai Nayak was the founder of the Nayak of Tanjore.

- b) Poligori system was established by Viswanatha Nayak.
  - c) The whole empire was divided into 76 palayams.
  - d) Kattabomman was the poligar of Madurai.
4. Saraswathi Mahal library was founded by ----- (U)
5. Match the correct pairs:
- a) Kattabomman - Kalayar Kovil
  - b) Maruthu Brothers - Panchalm Kurichi
  - c) Velu Nachiyar - Kuyli
  - d) Puli Thevan - Ramnad

**Part B**

- 1. Write the causes for the rise of Madurai Sultanate in Madurai? (R )
- 2. Discuss the importance of Kumara Kampanas invasion on Madurai? (R)
- 3. Explain the development of Temple art and architecture. (Ap)
- 4. Mention the society under the Sethupathis of Ramnad (U)
- 5. Describe the contributions of Velunachiyar in Indian freedom struggle (AP)

**Part C**

- 6. Explain the administration of Madurai Sultanate. R
- 7. Write an essay on Thirumalai Nayak. (U)
- 8. Narrate the important features of Poligari system (Ap)
- 9. List the contributions of Marathas on Tamil Society (U)
- 10. Explain the various causes for the outbreak of poligari rebellion (Ap)

**Name of the Course Instructors: Dr. I. Jalaja Kumari**

**Name of the HOD: Dr. S. Regi**

**Department** : History  
**Class** : II BA History  
**Title of the Course** : ELECTIVE COURSE II: WESTERN POLITICAL THOUGHT  
**Semester** : III  
**Course Code** : HU232EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232EC1	3	1	-	-	3	4	60	25	75	100

**Objectives:**

1. To understand the knowledge about Greek philosophy and theories.
2. To analyse the political ideas of Machiavelli, John Locke, Jeremy Bentham, Karl Marx

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	define various political thoughts through the ages.	<b>K1</b>
2.	list the writings of political scientist.	<b>K2</b>
3.	classify the political contributions of western philosophers.	<b>K3</b>
4.	compare and contrast various political ideologies.	<b>K4</b>
5.	generalized the ideologies of various political thinkers.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

**Teaching plan**  
**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Socrates:</b>								
	1	Lif and Contributions to Philosophy	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Plato -His philosophical ideas	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	Aristotle	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	Literary theory and criticism	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Aristotle’s Metaphysics	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6.	Moral philosophy.	3		K1(R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentation Open book Test CIA- 1

<b>II Thomas Hobbes:</b>									
	1	His moral and political philosophy	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Impact- John Locke	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	His philosophy- Social contract	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Theory of knowledge- Rousseau	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	His general will theory	2		K2(U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Philosophy on education- Social contract.	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
<b>III Voltaire:</b>									
	1	Biography- Works- Philosophy	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Ideas- Beliefs and facts	3		K2(U)	Core Conceptual Approach, Case study	Peer - field back Seminar Think-pair-share	Interactive PPT E – notes	Oral Quiz. Slip test

						Story telling	Formulating one-mark questions	Video clips	Assignments CIA- 1I
	3	Montesquieu	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Separation of powers	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	Theory of liberty- Impact.	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
<b>IV</b>	<b>Jeremy Bentham:</b>								
	1	Philosophy	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project  Viva voce MCQ CIA- 1I
	2	His contribution	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz  Assignments Quizzes CIA- 1I
	3	J.S. Mill	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Philosophy	2	1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I

						learning			
	5	Social theory	3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map  Class presentation Online quiz with google form CIA- 1I
	6	Political theory.	2	1	K1(R)	Flipped class rooms Story Telling	Think – Pair – Share Peer feedback	Interactive PPT E- Notes You tube link	Oral Presentation MCQ CIA- 1I
<b>V</b>	<b>Karl Marx:</b>								
	1	Eary life- Capitalism	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Marxism- Martin Luther King	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	Philosophy	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals  Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Early life	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I

	5	Civil rights movements..	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Role play on the philosophers**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: - **Activities on Aristotle, Voltaire, Rousseau**

Assignment: **Poster making of Philosophers (Last date to submit – example: (18-09-2025))**

Seminar Topics: **Plato, Socrates, Jeramy Bentham**

**Sample questions**  
**Part - A (1 mark)**

1. பிரெஞ்சுப் புரட்சிக்கு முன் பிரான்சின் சமூக அமைப்பு மூன்று வர்க்கங்களாகப் பிரிக்கப்பட்டிருந்தது என்பதைக் காட்டும் அமைப்பு எது? **(K1-R, CO-1)**  
அ. தேசிய அவை    ஆ. மூன்று வர்க்க அமைப்பு    இ. ஜாக்கோபின் கிளப்    ஈ. இயக்குநர் சபை
2. பிரெஞ்சுப் புரட்சியின் உடனடி காரணமாகக் கருதப்படும் நிகழ்வு எது? **(K2-U, CO-2)**  
அ. வியன்னா மாநாடு    ஆ. பாஸ்டில் சிறை தாக்குதல்    இ. வாட்டர்லூ போர்    ஈ. காங்கிரஸ் அமைப்பு
3. நெப்போலியன் போனபார்ட் பிரான்சின் பேரரசராக அறிவிக்கப்பட்ட ஆண்டு எது? **K3 (Ap) CO-3**  
அ. 1799    ஆ. 1802    இ. 1804    ஈ. 1815
4. நெப்போலியனின் கண்டினைநடல் தடைக் கொள்கையின் முக்கிய நோக்கம் என்ன? **(K4-An, CO-4)**  
அ. பிரான்சின் வர்த்தக    ஆ. இங்கிலாந்தின் பொருளாதாரத்தை முடக்குதல்  
இ. ஐரோப்பிய ஒன்றியம் அமைத்தல்    ஈ. பிரஷ்யாவை பலப்படுத்துதல்
5. வியன்னா மாநாட்டின் முக்கிய நோக்கம் எது? **(K5-Ev, CO-5)**  
அ. தேசியவாதத்தை ஊக்குவித்தல்    ஆ. அரசியல் சமநிலையை மீட்டெடுத்தல்  
இ. குடியரசுகளை நிறுவல்    ஈ. ஜனநாயகத்தை பரப்புதல்

**Part B (5x6=30 marks)**

1. பிரெஞ்சுப் புரட்சிக்கு முன் பிரான்சின் அரசியல் நிலையை விளக்குக. (K1-R, CO-1)
2. பிரெஞ்சுப் புரட்சியின் முக்கிய காரணங்களை (K2-U, CO-2)
3. பிரெஞ்சுப் புரட்சியின் முக்கிய விளைவுகளை எழுதுக. (K3-Ap, CO-3)
4. நெப்போலியனின் உள்நாட்டு சீர்திருத்தங்களை விளக்குக. (K4-An, CO-4)
5. வியன்னா மாநாட்டின் தீர்மானங்களை விளக்குக. (K5-Ev, CO-5)

**Part C (5x12=60 marks)**

1. பிரெஞ்சுப் புரட்சியின் காரணங்கள், நிகழ்வுகள் மற்றும் விளைவுகளை விரிவாக ஆராய்க. (K1-R, CO-1)
2. நெப்போலியன் ஒரு புரட்சியின் வாரிசா அல்லது ஆவாரா என்பதை மதிப்பிடுக. (K2-U, CO-2)
3. நெப்போலியனின் வெளிநாட்டு கொள்கையை விமர்சனமாக ஆராய்க. (K4-An, CO-3)
4. வியன்னா மாநாடு ஐரோப்பிய அரசியலை எவ்வாறு வடிவமைத்தது என்பதை ஆராய்க. (K4-An, CO-4)
5. பிரெஞ்சுப் புரட்சி உலக வரலாற்றில் ஏற்படுத்திய முக்கியத்துவத்தை மதிப்பிடுக. (K5-Ev, CO-5)

**Head of the Department**  
**Dr. S. Regi**

**Course Instructor**  
**Dr. K.S. Soumya**

**Department** : History  
**Class** : I B.A. / B.Com. / B. Sc.  
**Title of the Course** : NON-MAJOR ELECTIVE - NME 2 – Indian Constitution  
**Semester** : II  
**Course Code** : HU232NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232NM1	2	0	0	0	2	2	30	25	75	100

**Objectives:**

1. To understand the salient features of the Indian Constitution
2. To illustrate the knowledge about the structure and functions of the various components of Government

**Course outcomes**

	Upon completion of this course, the students will be able to:	
1	Understand the salient features of Indian Constitution.	<b>K1</b>
2	Compare and contrast the Rights and Duties of citizens and Aliens.	<b>K2</b>
3	Reconstruct the structure of Indian Government.	<b>K3</b>
4	Recall the qualification and selection methods of various government branches.	<b>K1</b>
5	Illustrate the functions of the branches of Indian government.	<b>K2</b>

**K1** - Remember; **K2** - Understand; **K3**- Apply

**Teaching plan**  
**Total Contact hours: 30 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>									
	1.	Preamble	1	1	K1(R)	Storytelling method	Visual Aids	YouTube documentaries	Formative, group activities CIA I
	2.	Salient Features	2		K1(R)	Inquiry-Based Learning	Students share their knowledge on Constitution	india.gov.in	Formative MCQ Quiz, CIA I
	3.	Citizenship	2		K1(R)	Activity-Based Learning	Visual Aids	Interactive Educational Apps	Formative Oral Test CIA I
	4.	Selected Amendments 42 <sup>nd</sup> , 44 <sup>th</sup> , 73 <sup>rd</sup> .	2		K1(R)	Play-Based Learning	Interactive Discussions	india.gov.in	Formative Peer Feedback CIA I
<b>II</b>									
	1.	Fundamental Rights	2	1	K2(U)	Collaborative Learning	Group work on different Rights	india.gov.in	Formative MCQ Quiz, CIA I
	2.	Directive Principles	2		K2(U)	Play-Based Learning	Question answer session	Interactive Educational Apps	Formative Oral Test, CIA I
	3.	Fundamental Duties	2		K2(U)	Inquiry-Based Learning	Discussions about their experiences.	YouTube documentaries	Formative Peer Feedback CIA I
<b>III</b>									
	1.	President	2	1	K1(R), K2(U) & K3 (Ap)	Inquiry-Based Learning	Encourage students to ask questions and explore the functions of the President	Interactive Websites	Formative Slip Test, CIA I

	2.	Vice President	2		K1(R), K2(U) & K3 (Ap)	Collaborative Learning	Illustrated Lectures	Digital Storybooks	Formative Model Presentation CIA I
	3.	Prime Minister and Council of Ministers.	2		K1(R), K2(U) & K3 (Ap)	Storytelling	Incorporate multisensory activities to engage all types of learners.	india.gov.in	Formative Viva Voce CIA II
<b>IV</b>									
	1.	Parliament –Lok Sabha and Rajya Sabha	3	1	K1(R), K2(U) & K3 (Ap)	Play-Based Learning & Multisensory Learning	Role - play	Interactive Educational Apps	Formative Observation CIA II
	2.	Speaker	2		K1(R), K2(U) & K3 (Ap)	Storytelling	Lecture using chalk and talk	india.gov.in	Formative Debate CIA II
	3.	Supreme Court of India	1		K1(R), K2(U) & K3 (Ap)	Peer Teaching	Discussion Forum, Debate	YouTube documentaries	Formative Observation CIA II
<b>V</b>									
	1.	Chief Minister	2	1	K1(R),	Experiential Learning	Provide real-life scenarios	Interactive Websites	Formative Matching Games CIA II
	2.	Governor	1		K2(U) & K3 (Ap)	Collaborative Learning	Group activities	Educational Videos	Formative Group Presentations CIA II
	3.	State Legislature	2		K1(R), K2(U) & K3 (Ap)	Visual and Kinaesthetic Learning	Hands-on activities and visual aids	Digital Worksheets	Formative Peer Feedback CIA II
	4.	High Courts	1		K1(R), K2(U) & K3 (Ap)	Experiential Learning	Provide real-life scenarios	india.gov.in	Formative Matching Games CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em/ En/SD): **Assignment, Demonstration and Exhibition**

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values & Environment Sustainability**

Activities related to Cross Cutting Issues: **Group discussion**

Assignments: **1. Home Assignments** – Rights and Duties (Last date to submit – 27-01-2026)

**2. Role Play** – Branches of Government (on 07-02-2026)

**3. Group discussion** – Working of Indian Democracy (on 12-03-2026)

Seminar Topic: **Nil**

**Sample questions**

**Part A (2 marks each)**

- |   |                      |
|---|----------------------|
| 1. Rewrite the Preamble of the Indian Constitution.                                 | <b>(R-K1, CO-1)</b>  |
| 2. List the fundamental duties in Indian Constitution.                              | <b>(U-K2, CO-2)</b>  |
| 3. Why the Prime Minister of India is called as the real head of Indian government? | <b>(Ap-K3, CO-3)</b> |
| 4. Give the composition of Rajya Sabha.   | <b>(R-K1, CO-4)</b>  |
| 5. What are the divisions of courts in India?                                       | <b>(Ap-K3, CO-5)</b> |

**Part B (5 marks each)**

- |  |                      |
|--|----------------------|
| 1. Give a short note on the 42 <sup>nd</sup> and 46 <sup>th</sup> Amendments of the Indian Constitution. | <b>(R-K1, CO-1)</b>  |
| 2. Differentiate between the rights and directive principles with reasons                                | <b>(U-K2, CO-2)</b>  |
| 3. How is the Indian President elected?  | <b>(Ap-K3, CO-3)</b> |
| 4. What are the qualifications of the judges of Indian supreme court?                                    | <b>(R-K1, CO-4)</b>  |
| 5. List the powers of governors in Indian states.  | <b>(Ap-K3, CO-5)</b> |

**Part C (9 marks each)**

- |   |                      |
|---|----------------------|
| 1. Write an essay on the salient features of Indian Constitution. | <b>(R-K1, CO-1)</b>  |
| 2. List the fundamental rights of Indian citizens.                | <b>(U-K2, CO-2)</b>  |
| 3. What are the powers and functions of Indian Prime Minister?    | <b>(Ap-K3, CO-3)</b> |
| 4. Analyse the importance of Lok Sabha.                           | <b>(R-K1, CO-4)</b>  |
| 5. Examine the role of Chief Minister in Indian government.       | <b>(Ap-K3, CO-5)</b> |

Head of the Department  
Dr. Regi, S.

Course Instructor  
Dr. Regi, S.

**Department** : History  
**Class** : I B.A. History  
**Title of the Course** : Skill Enhancement Course SEC I: BASIC JOURNALISM  
**Semester** : II  
**Course Code** : HU233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232SE1	2	0	0	0	2	2	30	25	75	100

**Objectives:**

1. To understand the definition, types, and determinants of news.
2. To utilize reporting and writing as their job.

**Course Outcomes**

	Upon completion of this course, the students will be able to:	
1	understand the definition, types, and determinants of news	<b>K1</b>
2	recall newspaper organization structure	<b>K2</b>
3	outline the role, qualities, and responsibilities of a reporter	<b>K3</b>
4	apply reporting and writing	<b>K3</b>
5	summarize of the role, qualities, and responsibilities of an editor.	<b>K2</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply

**Teaching plan**  
**Total Contact hours: 30 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>									
	1.	Definition of News	1	1	K1(R), K2(U) & K3(Ap)	Play-Based Learning	Brain storming	Interactive Digital Resources	Formative, Observational Assessment CIA I
	2.	Types of News	2		K1(R), K2(U) & K3(Ap)	Activity-Based Learning	clay work and sand play	Digital Resources	Formative MCQ Quiz, CIA I
	3.	Determinants of News	2		K1(R), K2(U) & K3(Ap)	Inquiry-Based Learning	Foster curiosity through exploration activities	You Tube documentaries	Formative Oral Test CIA I
	4.	News Evaluation	1		K1(R), K2(U) & K3(Ap)	Integrated Learning Approach	Connect real time stories	Interactive Websites: BBC Bitesize	Formative Peer Feedback CIA I
<b>II</b>									
	1.	Newspaper Organization & Structure	2	2	K1(R), K2(U) & K3(Ap)	Hands-On Experiential Learning	Study with the newspaper	BBC Bitesize	Formative MCQ Quiz, CIA I
	2.	News Sources and Agencies	2		K1(R), K2(U) & K3(Ap)	Inquiry-Based Learning	Mind mapping, PPT	Interactive maps and activities	Formative Class Test -I CIA I
	3.	Target audience	2		K1(R), K2(U) & K3(Ap)	Gamification	Craft activities	Video Resources	Formative Chart Submission CIA I
<b>III</b>									
	1.	Role, Qualities and Responsibilities of a Reporter	2	2	K1(R), K2(U) & K3(Ap)	Story telling	Lecture using videos, PPT	Digital Tools	Formative Slip Test, Class Test -II CIA I

	2.	Lead Writing	1		K1(R), K2(U) & K3(Ap)	Collaborative Learning	Mind mapping, PPT	Interactive Digital Resources	Formative Map Presentation CIA I
	3.	News Pegs	1		K1(R), K2(U) & K3(Ap)	Play-Based Learning	Create models.	Video Resources	Formative Viva Voce CIA II
	4.	Developing a News Story	2		K1(R), K2(U) & K3(Ap)	Collaborative Learning	Peer teaching	International Children's Digital Library	Formative MCQ, Recall CIA II

**IV**

	1.	Interviews	1	2	K1(R), K2(U) & K3(Ap)	Inquiry-Based Learning	Story telling & Brainstorming	Online Library Resources	Formative Simulation Task, CIA II
	2.	Interpretative Reporting	1		K1(R), K2(U) & K3(Ap)	Peer Teaching	Discussion	BBC	Formative Debate CIA II
	3.	Investigative Reporting	1		K1(R), K2(U) & K3(Ap)	Play-Based Learning	Role Play.	NDTV	Formative Chart Assessment, CIA II
	4.	Reviews	1		K1(R), K2(U) & K3(Ap)	Play-Based Learning	Group discussions	YouTube documentaries	Formative Short test CIA II
	5.	Feature Writing – Travelogues	1		K1(R)	Collaborative Learning	Peer teaching	OER	Formative Debate CIA II
	6.	Web Writing	1		K5(Ev)	Integrated Learning Approach	Connect civilizations to art, math, science, and language activities	Ancient World History	Formative Explain – questions CIA II

**V**

	1	Role, Qualities and Functions of an Editor	1	2	K1(R), K2(U) & K3(Ap)	Story-Based Learning	Lecture using chalk and talk	Interactive Digital Resources	Formative Rubric Scoring, CIA II
	2	Headlines	1		K1(R), K2(U) & K3(Ap)	Case Study Method	Story telling	BBC	Formative Debate CIA II
	3.	Layout	1		K1(R), K2(U) & K3(Ap)	Inquiry-Based Learning	Mind mapping, PPT	e-Hindu, thehindu.com	Formative Class Test –III CIA II
	4.	Placement of Photographs	1		K1(R), K2(U) & K3(Ap)	Experiential Learning	Lecture using videos, PPT	indianexpress.com	Formative Peer Feedback CIA II
	5.	Caption Writing	1		K3(Ap)	Story-Based Learning	Peer teaching Group discussions	epaper.hindustantimes.com	Formative MCQ, Recall, CIA II
	6.	Infographics	1		K4(An)	Integrated Learning	Brain Storming	epaper.indiatimes.com	Formative Short test CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em/ En/SD): **Assignments and Exhibitions**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): **Human Values & Environment Sustainability**

Activities related to Cross Cutting Issues: **Group discussion/Debate**

Assignments: **1. Model Making & Exhibition** – Creation of News Paper (Last date to submit – 19-01-2026)

**2. Home Assignment – Review Article Writing** – Any given topic (Last date to submit – 19-01-2026)

**3. Group discussion** – Roles and Responsibilities of an Editor (on 12-03-2026)

Seminar Topic: **Nil**

**Sample questions**

**Part A (2 marks each)**

- 1.செய்தி வரையறை செய்க. (R-K1, CO-1)
- 2.இலக்கு பார்வையாளர்கள் என்றால் யார்? (U-K2, CO-2)
- 3.நிருபரின் பொறுப்புகள் பற்றி தொகுத்துத் தருக. (Ap-K3, CO-3)
- 4.ஓர் பயணக் கட்டுரையை மறுஉருவாக்கம் செய்க. (Ap-K3, CO-3)
- 5.செய்தித்தாள்களில் வரைகலையின் இடம் என்ன? (U-K2, CO-2)

**Part B (4 marks each)**

1. ,தழ்களின் வேறுபெயர்கள் யாவை? (R-K1, CO-1)
2. செய்தித்தாள்களின் விற்பனைப்பிரிவின் துணைப்பிரிவுகள் பற்றி குறிப்பு தருக.(U-K2, CO-2)
3. ,தழியல் தொழிலில் உள்ள வேலைவாய்ப்புகளைத் தேர்ந்தெடுக்கவும். (Ap-K3, CO-3)
4. செய்திக்கான கருவைக் கண்டறிந்து உருவாக்குக. (Ap-K3, CO-4)
5. செய்தி ஆசிரியரின் பணிகள் பற்றி சுருக்கித் தருக. (U-K2, CO-5)

**Part C (9 marks each)**

1. இதழியல் கலைச்சொற்கள் குறித்து கட்டுரை வரைக. (R-K1, CO-1)
2. செய்திகளைப் பதிப்பித்து வெளியிடும் முறையினை விவரி (U-K2, CO-2)
3. பத்திரிக்கை சுதந்திரம் தற்கால சூழலில் எவ்வாறு பறிக்கப்படுகிறது என்பது பற்றி எழுதுக. (Ap-K3, CO-3)
4. செய்தித்தாள்களின் அமைப்பு மற்றும் பக்க வடிவமைப்பு பற்றித் திட்டமிடுக. (Ap-K3, CO-4)
5. செய்தித்தாள்களின் அமைப்பில் புகைப்படம் மற்றும் வரைகலையின் முக்கியத்துவத்தை விவரி. (U-K2, CO-5)

Head of the Department  
Dr. Regi, S.

Course Instructor  
Dr. Regi, S.

## Teaching Plan

**Department** : History  
**Class** : II BA History  
**Title of the Course** : CORE COURSE VII: HISTORY OF INDIA 1707 CE – 1857 CE  
**Semester** : III  
**Course Code** : HU243CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU243CC1	5	-	-	-	5	5	75	25	75	100

### Learning Objectives:

1. To study the establishment of Mughal rule and its contributions to Indian Society.
2. To examine the impact of Mughal rule in India.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	highlight the causes for the decline of Mughal empire and emergence of regional and foreign powers in India.	<b>K1</b>
2.	illustrate the events led to the establishment of British Raj in India.	<b>K2</b>
3.	sketch the internal and external policies of 18 <sup>th</sup> and 19 <sup>th</sup> centuries administrators of India.	<b>K3</b>
4.	examine the administration of India during the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.	<b>K4</b>
5.	justify the establishment of British India.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

**Teaching plan**  
**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Emergence of Regional powers:</b>								
	1	Peshwas – Balaji Viswanath	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Baji Rao – Balaji Baji Rao	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	Third Battle of Panipat	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	Ahmad Shah Abda	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Nadir Shah	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	5.	Raja Ranjit Singh.	3		K1(R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based	Interactive PPT E- Books	Slip test Class Presentation Open book Test

							learning	You Tube link	CIA- 1
<b>II</b>	<b>Establishment of European Settlements:</b>								
	1	The Portuguese – The Dutch	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	The English East India Company	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	The French East India Company	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	The Anglo – French Rivalry	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Causes for the failure of the French – Rise of British Power in Bengal	2		K2(U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Robert Clive – Battle of Plassey and Buxar	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
<b>III</b>	<b>Regulation of the Company's rule:</b>								
	1	Regulating Act – Foreign Policy - Reforms	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I

	2	impeachment – Lord Cornwallis	3		K2(U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I
	3	Permanent Land Revenue Settlement	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Other reforms - Foreign Policy	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	. Hyder Ali-Tippu Sultan- Anglo-Mysore war	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
<b>IV</b>	<b>Consolidation of British Power:</b>								
	1	Subsidiary Alliance	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	Anglo Maratha War	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	Lord William Bentinck	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I

	4	Internal Reforms	2	1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
	5	External Policy.	3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map  Class presentation Online quiz with google form CIA- 1I
	5	.	2	1	K1(R)	Flipped class rooms Story Telling	Think – Pair – Share Peer feedback	Interactive PPT E- Notes You tube link	Oral Presentation MCQ CIA- 1I
<b>V</b>	<b>Establishment of British India:</b>								
	1	Internal Reforms - Doctrine of Lapse	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	External Policy	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	Anglo Sikh War Anglo Afghan War	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals  Google Scholar	Conceptual quiz Viva CIA- 1I

4	Lord Canning – Great Revolt of 1857	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 11
5	.causes - characteristics - causes for its failure – impacts	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 11

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Role play on the great Mughal Rulers**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: - **Observe Art and Architecture under the Mughals**

Assignment: **Rise of Shivaji, Rise Sikhs and Relationship between Mughal and Sikhs** (Last date to submit – example: **(18-09-2025)**)

Seminar Topics: **Decline of Mughals and Guru Nanak**

### Sample questions

#### Part - A (1 mark)

1. மராத்திய அரசில் உண்மையான நிர்வாக அதிகாரம் பேஷ்வாக்களிடம் இருந்தது என்பதைக் காட்டும் அமைப்பு எது?  
(K1-R, CO-1)

அ. சத்ரபதி

ஆ. அமைச்சரவை

இ. பேஷ்வா

ஈ. நவாப்

2. மராத்திய சக்தியின் விரிவுக்கு அடித்தளம் அமைத்த பேஷ்வா யார்? (K2-U, CO-2)

- அ. பாலாஜி பாஜிராவ்                      ஆ. பாஜிராவ்                      இ. பாலாஜி விஸ்வநாத்                      ஈ. மதவராவ்
3. பாணிபட் மூன்றாம் போர் நடைபெற்ற ஆண்டு எது?. (K3 (Ap) CO-3)
- அ. 1748                      ஆ. 1757                      இ. 1761                      ஈ. 1764
4. பாணிபட் மூன்றாம் போரில் மராத்தியர்களை தோற்கடித்தவர் யார்? (K4-An, CO-4)
- அ. நாதிர் ஷா                      ஆ. அகமது ஷா அப்தாலி                      இ. ரஞ்சித் சிங்                      ஈ. ஹைதர் அலி
5. சிக் பேரரசின் நிறுவனர் யார்?. (K5-Ev, CO-5)
- அ குரு நானக்                      ஆ குரு கோபிந்த் சிங்                      இ ராஜா ரஞ்சித் சிங்                      ஈ திப்பு சுல்தான்

**Part B (5x6=30 marks)**

1. மராத்திய அரசியலில் பேஷ்வாக்களின் பங்கு மற்றும் முக்கியத்துவத்தை விளக்குக. (K1-R, CO-1)
2. பாஜிராவ் I மராத்திய சக்தியின் விரிவில் ஆற்றிய பங்களிப்புகளை விவரிக்கുക. (K2-U, CO-2)
3. பாணிபட் மூன்றாம் போருக்கான முக்கிய காரணங்களை விளக்குக. (K3-Ap, CO-3)
4. பாணிபட் மூன்றாம் போரின் விளைவுகளை எழுதுக. (K4-An, CO-4)
5. ராஜா ரஞ்சித் சிங் ஒரு திறமையான ஆட்சியாளராக விளங்கிய விதத்தை விளக்குக. (K5-Ev, CO-5)

**Part C (5x12=60 marks)**

1. மராத்திய சக்தியின் எழுச்சி மற்றும் வீழ்ச்சிக்கான காரணங்களை விரிவாக ஆராய்க. (K1-R, CO-1)
2. பேஷ்வாக்களின் ஆட்சி மராத்திய பேரரசின் வளர்ச்சிக்கு எவ்வாறு உதவியது என்பதை மதிப்பிடுக. (K2-U, CO-2)
3. பாணிபட் மூன்றாம் போர் இந்திய வரலாற்றில் ஏற்படுத்திய தாக்கத்தை ஆராய்க. (K4-An, CO-4)
4. நாதிர் ஷா மற்றும் அகமது ஷா அப்தாலியின் படையெடுப்புகளை ஒப்பிட்டு ஆராய்க.
5. ராஜா ரஞ்சித் சிங்கின் ஆட்சியை ஒரு தேசிய அரசின் அடித்தளமாக மதிப்பிடுக. (K5-Ev, CO-5)

**Head of the Department**  
**Dr. S. Regi**

**Course Instructor**  
**Dr. K.S. Soumya**

**Department : History**  
**Class : II BA History**  
**Title of the Course : CORE COURSE VIII: CONTEMPORARY HISTORY OF TAMILNADU 1956 CE**  
**Semester : IV**  
**Course Code : HU234CC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234CC2	5	-	-	-	5	5	75	25	75	100

**Learning Objectives:**

1. To understand the political, social, and economic developments in contemporary Tamil Nadu.
2. To analyse the contributions of major leaders and welfare policies in Tamil Nadu after Independence.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	recall the major political developments in contemporary Tamil Nadu.	<b>K1</b>
2.	understand the contributions of leaders such as Kamaraj, Annadurai, M.G.R., and Jayalalithaa.	<b>K2</b>
3.	apply knowledge about welfare schemes and social reforms introduced in Tamil Nadu.	<b>K3</b>
4.	analyse the social justice policies, reservation system, and political movements in Tamil Nadu.	<b>K4</b>
5.	evaluate the administrative achievements and contemporary issues of Tamil Nadu governments.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

**Teaching plan**

**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment Evaluation Method
<b>I</b>	<b>Congress Ministry in Tamil Nadu:</b>								
	1	Congress Ministry in Tamil Nadu	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Mid-day Meal Scheme	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentat Assignment CIA- 1
	3	Industrialization	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on impo events. Viva voce CIA- 1
	4	Kamaraj	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Agriculture and Irrigation Reforms	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6	Bhaktavatsalam	3		K1(R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentati Open book Test CIA- 1
<b>II</b>	<b>Formation of DMK:</b>								
	1	Formation of DMK, C.N. Annadurai	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Reservation	2		K1(R)	Blended Learning, Integrative	Case Study Simulation-Based	You Tube link	Peer discussions Oral viva

						Teaching	learning	Slido	CIA- 1
	3	Women Welfare	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Agriculture and Industrial Development	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Renaming Madras State as Tamil Nadu	2		K2(U) K3 (Ap)	Group discussion	Peer Teaching	You tube video link	One mark questions preparation
	6	Karunanidhi's Administration	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Class Test CIA- 1I Seminar CIA- 1I
<b>III</b>	<b>Birth of ADMK:</b>								
	1	Birth of ADMK	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	M.G. Ramachandran	3		K2(U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I
	3	Nutritious Meal Scheme	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	J. Jayalalithaa, Internal Policy and Special Reforms	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking questions CIA- 1I
	5	Women Welfare Schemes	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
<b>IV</b>	<b>ADMK Government after Jayalalithaa:</b>								

	1	ADMK Government after Jayalalithaa	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	Split of ADMK	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	Ministry of O. Panneerselvam	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Ministry of Edappadi Palanisami	2	1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
	5	Reforms	3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map Class presentation Online quiz with google form CIA- 1I
<b>V</b>	<b>Contemporary Issues in Tamil Nadu:</b>								
	1	Contemporary Issues in Tamil Nadu	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Integration of Tamil Districts	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I

	3	River Water Disputes of Kaveri and Mullai Periyar Dam	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Sri Lankan Tamil Refugee Crisis	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I
	5	Industrial and Educational Development	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): Industrial and Educational Development

Course Focusing on Cross Cutting Issues: Human Values: Sri Lankan Tamil Refugee Crisis

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: - River Water Disputes of Kaveri and Mullai Periyar Dam

Assignment:.. Split of ADMK

Seminar Topics: J. Jayalalithaa, Internal Policy and Special Reforms

### Sample questions

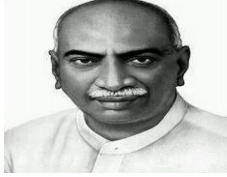
#### Part - A (1 mark)

- காமராஜர் அனைத்து பள்ளிகளுக்கும் மதிய உணவுத் திட்டத்தை அறிமுகப்படுத்திய ஆண்டு எது? (K1-R, CO-1)  
When did Kamaraj introduce the Mid-Day Meal Scheme?  
A 1954  
b. 1956  
c. 1960  
d. 1962
- மெட்ராஸ் மாநிலத்தை தமிழ்நாடு என பெயர் மாற்றம் செய்தவர் யார்? (K2-U, CO-2)  
The person who renamed Madras State as Tamil Nadu -----
- சரியான ஜோடியைத் தேர்ந்தெடுத்து எழுதுக. (K3-Ap, CO-3)  
Find out the correct pairs.  
a. காமராஜர் - மதிய உணவுத் திட்டம்  
Kamaraj - Mid-Day Meal Scheme  
b. அண்ணாதுரை - அலுவல் மொழித் திட்டம்  
Annadurai - Official Language Policy  
c. எம்.ஜி.ஆர் - சத்துணவுத் திட்டம்  
M.G.R - Nutritious Meal Scheme

d. ஜெயலலிதா - பெண்கள் நலத் திட்டங்கள்  
Jayalalithaa - Women Welfare Schemes

4. கூற்று : (1) 1965 ஆம் ஆண்டு நடைபெற்ற இந்தி எதிர்ப்பு போராட்டம் தமிழ்நாட்டில் முக்கிய இயக்கமாக அமைந்தது. (K4-An, CO-4)  
காரணம் : (2) இந்தி மொழியை கட்டாயமாக்க எதிர்த்து இப்போராட்டம் நடைபெற்றது.  
Assertion : (1) The Anti-Hindi Agitation of 1965 became an important movement in Tamil Nadu.  
Reason : (2) The agitation was conducted against the imposition of Hindi.
- a. (1) மற்றும் (2) சரியானது  
(1) and (2) are correct
- b. (1) மட்டும் சரியானது  
(1) alone is correct
- c. (2) மட்டும் சரியானது  
(2) alone is correct
- d. (1) மற்றும் (2) தவறானது  
(1) and (2) are incorrect

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் காமராஜரை அடையாளம் காட்டுக. (K5-Ev, CO-5)  
Identify Kamaraj from the given pictures.



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### Part B (5x6=30 marks)

1. காமராஜரின் கல்விச் சாதனைகளைப் பற்றி குறிப்பு எழுதுக. (K1-R, CO-1)  
Write a note on the educational achievements of Kamaraj.
2. 1965 ஆம் ஆண்டு இந்தி எதிர்ப்பு போராட்டத்தை விளக்குக. (K2-U, CO-2)  
Explain the Anti-Hindi Agitation of 1965.
3. அண்ணாதுரை ஆட்சியில் சமூக நீதி நடவடிக்கைகளை விளக்குக. (K3-Ap, CO-3)  
Explain the social justice measures during Annadurai's administration.
4. எம்.ஜி.ஆரின் சத்துணவுத் திட்டத்தின் சிறப்பம்சங்களை குறிப்பிடுக. (K4-An, CO-4)  
Mention the special features of M.G.R.'s Nutritious Meal Scheme.
5. ஜெயலலிதாவின் பெண்கள் நலத் திட்டங்களைப் பற்றி எழுதுக. (K5-Ev, CO-5)  
Write about Jayalalithaa's women welfare schemes.

### Part C (5x12=60 marks)

1. காமராஜரின் ஆட்சிச் சாதனைகளை பட்டியலிடுக. (K1-R, CO-1)  
List the achievements of Kamaraj's administration.
2. திமுக உருவாக்கத்தின் தோற்றம் மற்றும் வளர்ச்சியை தொகுத்து எழுதுக. (K2-U, CO-2)  
Compile the origin and growth of DMK.
3. எம்.ஜி.ஆரின் ஆட்சி முறையை விளக்குக. (K3-Ap, CO-3)  
Explain the administration of M.G.R.
4. தமிழ்நாட்டில் சமூக நீதி மற்றும் இடஒதுக்கீட்டு கொள்கையை ஆராய்க. (K4-An, CO-4)  
Analyse the policy of social justice and reservation in Tamil Nadu.
5. ஜெயலலிதாவிற்கு பின் அதிமுக ஆட்சியில் ஏற்பட்ட மாற்றங்களை விளக்குக. (K5-Ev, CO-5)  
Explain the changes in AIADMK government after Jayalalithaa.

**Head of the Department**  
**Dr. S. Regi**

**Course Instructor**  
**Dr. K. Baby**

**Class** : **II BA History**  
**Title of the Course** : **Elective – IV Modern Government**  
**Semester** : **IV**  
**Course Code** : **HU234EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU234EC1	3	1	-	-	3	4	60	25	75	100

**Objectives:**

1. To analyse the important aspects of the State Government
2. To estimate the effective functioning of the Indian Constitution

On the successful completion of the course, student will be able to:		
1	describe the meaning and types of constitution.	<b>K1</b>
2	explain the different types of government.	<b>K2</b>
3	illustrate the powers and functions of the legislature	<b>K3</b>
4	highlight the powers and functions of the executive.	<b>K4</b>
5	evaluate the significance of judicial review.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Total Contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E -Resources	Assessment/ Evaluation Method
I	<b>Constitution</b>								
	1.	Meaning, purpose and contents of Constitution	2	3	K1 (R)	Interactive Teaching	Concept Mapping	Interactive PPT, Gamma	Group Discussion, Observation Note, Sort summary, Peer

									Review
	2.	Classification of Constitution	2		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
	3.	Written and unwritten Constitution	4		K1(R)	Mind Mapping	Assignment	Interactive PPT, ChatGPT, YouTube Video	MCQ, Peer Review, Short Summary
	4.	Rigid and flexible Constitution	4		K1(R)	Lecture with Visual images	Puzzles, Chart Work Quiz	PPT, Canva	Group Discussion, Peer Review
<b>II</b>	<b>State</b>								
	1.	Meaning and features of State	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	Group Discussion, Observation Note, Surprise Test
	2.	Classification of State	2		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles

	3.	Unitary State, Federal State and Quasi Federal State	4		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4.	Theory of Separation of Powers.	3		K5(E)	Brain Storming	Quiz	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
III	<b>Legislatures:</b>								
	1	Types of Unicameral and Bicameral	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes , Short Video	Puzzles, Oral Test Observation Note, MCQ,
	2	Powers and functions of legislature	3		K6 (C)	Power Point Presentation	Puzzles	Interactive PPT	Observation Note, MCQ, Concept explanations, Presentation
	3	Role of political parties	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
IV	<b>Executive</b>								
	1	Types Parliamentary form of government	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	Chart Work, Observation Note, Model Making, Puzzles
	2	Presidential form of government	3		K4 (An)	Lecture Method with Using visual images and	Inquiry Based Learning	PPT, YouTube Video	MCQ, Peer Review, Open book Test

						models			
	3	Powers and functions of executive	3		K2 (U)	Gamification	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Merits and Demerits of executive	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
<b>V</b>	<b>Judiciary</b>								
	1	Rule of Law	3	3	K6 (C)	Lecture Method	Inquiry Based Learning	YouTube Video, PPT	Peer Review, Short Summary
	2	Administrative Law	3		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	Role and functions of Judiciary	3		K2 (U)	Interactive Teaching	Paper Presentation	Google Classroom, Documentaries of International Committee of the Red Cross	Concept explanations, Puzzles, Oral Test
	4	Independence of Judiciary	3		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, LMS,	Open Book Test, Concept Map,

	5	Judicial Review	3		K4 (An)	Lecture Method with Using visual images and video		YouTube Video, PPT	Short Summary
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Course Focusing on: **Employability**

Activities (Em/ En/SD): **Assignments and Role Play**

Course Focusing on Cross Cutting Issues **Professional Ethics**

Activities related to Cross Cutting Issues: **Group discussion**

Assignment: **1. Home Assignments** – Types of Constitution

**4. Role Play** – Branches of Government

**5. Group discussion** – Working of Judiciary

Seminar Topic: Parliamentary form of government

**Sample questions**

**Part A**

1. எழுதப்பட்ட அரசியலமைப்பிற்கு சிறந்த எடுத்துக்காட்டு எது?
2. நெகிழா அரசியலமைப்பிற்கு எடுத்துக்காட்ட எது?
3. “குறிப்பிட்ட நிலப்பரப்பில் சட்ட அமைப்பிற்கு உட்பட்டிருக்கும் மக்களே அரசு” யாருடைய கூற்று.
4. அரசாங்கத்தின் மூன்று கிளைகள் யாவை?
5. சட்டத்துறையின் முக்கியமான பணி எது?
6. சட்டமன்றத்தின் இரு அவைகள் யாவை?
7. பாராளுமன்ற நிர்வாகத்துறையின் வகைகள் யாவை?
8. இந்தியாவில் நிர்வாகத்துறையின் தலைவர் யார்?
9. மக்களின் உரிமைகளின் காவலன் யார்?
10. நீதிபுனராய்வு எந்த நாட்டில் தோன்றியது

**Part B**

1. அரசியல்சாசனம் என்பதன் பொருள் என்ன?
2. நெகிழா அரசியலமைப்பின் நன்மை தீமைகளை வகைப்படுத்துக
3. அரசுக்கும் அரசாங்கத்திற்கும் உள்ள வேறுபாடுகள் யாவை?
4. ஒற்றையாட்சி அரசாங்கத்தின் நன்மை தீமைகள் யாவை?
5. ஓரவை சட்டமன்றம் பற்றி குறிப்பு தருக.
6. மறைமுகத் தேர்தல் முறையை சுருக்கி எழுதுக.
7. பாராளுமன்ற நிர்வாகத்துறையின் நன்மைகள் என்னென்ன?
8. தலைவர் முறை நிர்வாகத்துறையின் தன்மைகளை சுருக்கி எழுதுக.
9. நீதிபுனராய்வின் விளக்கம் என்ன?
10. நீதித்துறையின் சுதந்திரத்தை அடையும் வழிமுறைகள் யாவை?

### Part C

1. எழுதப்பட்ட மற்றும் எழுதப்படாத அரசிலமைப்பை எடுத்துக்காட்டுகளுடன் வேறுபடுத்தி எழுதுக
2. நெகிழும் நெகிழா அரசிலமைப்பை எடுத்துக்காட்டுடன் விளக்கி எழுதுக.
3. அரசின் கூறுபாடுகளை விரிவாக எழுதுக.
4. கூட்டாட்சி முறை அரசாங்கம் பற்றி மதிப்பிடுக.
5. சட்டசபையின் அமைப்பு செயல்பாடு குறித்து விவரி.
6. அரசியல் கட்சிகளின் பணிகளை பட்டியலிடுக.
7. நிர்வாகத்துறையின் செயல்பாடுகளை விளக்குக.
8. ஈரவை சட்டமன்றத்தின் நன்மை தீமைகளை விவரி.
9. நீதித்துறையின் பணிகளை ஆராய்க.
10. சட்டத்தின் ஆட்சி மற்றும் ஆட்சிதுறைச் சட்டம் ஆகியவற்றின் ஒற்றுமை வேற்றுமைகளை எழுதுக.

Head of the Department  
Dr. Regi, S.

Course Instructor  
Dr. I. Jalaja Kumari

**Class : III BA History**  
**Title of the Course : Contemporary History of India since 1947 CE**  
**Semester VI**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC1	5	1	-	-	5	6	90	25	75	100

**Objectives:**

1. To understand the rise of the Madurai Sultanate and its contribution.
2. To demonstrate the contributions of the Marathas, Nayaks and Poligars.

**Course Outcomes**

<b>On the successful completion of the course, student will be able to:</b>		
1	list the achievements of Madurai Sultans, Nayaks and other regional rulers.	<b>K1</b>
2	compare the contributions of Medieval Tamil administrators.	<b>K2</b>
3	classify the art and architectural development of medieval Tamil Nadu	<b>K3</b>
4	summarize the socio-economic conditions of medieval Tamil Nadu	<b>K2</b>
5	demonstrate the religious and literary devotees.	<b>K1</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply

**Total contact hours: 90 (Including lectures, assignments and tests)**

<b>Units</b>	<b>Module</b>	<b>Topics</b>	<b>Teaching Hours</b>	<b>Teaching hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Student Centric Method</b>	<b>E- Resources</b>	<b>Assessment/ Evaluation</b>
<b>I</b>		<b>The Nehruvian Era 1947-64:</b>							

	1	Democratic Socialism	3	5	K1(R), K2(U)	Lecture with interactive PPT	Concept Mapping	Interactive PPT, Gamma	Oral Quiz.
	2	Economic Policy	3		K1(R), K3(AP)	PPT with Context based	Inquiry Based Learning	Interactive Notes, Canva	Choose one mark questions
	3	Five-Year Plans	3		K2(U), K3(AP)	PPT with Lecture method	Assignment	Interactive PPT YouTube Video	Asking question
	4	Foreign Policy - Panchsheel	3		K1(R)	Group discussion	Puzzles, Chart Work Quiz	PPT, Canva	Album Making
	5	Non-Aligned Movement	3		K2(U)	Interactive class room	Concept Mapping	Interactive PPT, Gamma	Seminar
	6	Lal Bahadur Sastri – Domestic and Foreign Policies							
<b>II</b>		<b>Indira Gandhi's Ministry:</b>							
	1	Administrative Reforms	3	5	K2(U),	PPT with Lecture method	Quiz	LMS, PPT	Online Quiz
	2	Indo-Pakistan War	3		K1(R), K2(U)	Flipped class room	<b>Debate</b>	PPT, Gamma, YouTube Video	Root map preparation
	3	National Emergency, 1976	4		K2(U)	Blended Learning	Interactive Classroom Games	Google Class Room,	Slip Test

	4	Twenty Point Programmes	3		K1(R )	You tube video	Quiz	YouTube Video, PPT	Group discussions
	5	Janata Government – Morarji Desai	3		K2(U)	Story Telling	Quiz	LMS, PPT	Open Book Test
	6	Second Ministry of Indira Gandhi Domestic and Foreign Policy.	3		K3(Ap )	Group Discussion	<b>Debate</b>	PPT, Gamma, YouTube Video	Slip test
<b>III</b>		<b>India on the close of 20<sup>th</sup> Century: Rajiv Gandhi:</b>							
	1	New Educational Policy	4	5	K2(U)	PPT with Lecture method	Quiz	YouTube Video, PPT	Evolution through asking questions
	2	Panchayat Raj	3		K1(R)	Flipped class room	Quiz	LMS, PPT	Formative assessment I
	3	Development of Science and Technology	3		K1(R) , K2(U) )	Reflective thinking	Team Teaching	Online Quizzes , Short Video	Quizzes
	4	Foreign Policy - V.P.Singh	2		K3(Ap)	Mind map	Puzzles	Interactive PPT	Oral quiz
	5	Mandal Commission	3		K3(Ap)	Video clips	Interaction in the Classroom, Seminar	LMS, Canva	Seminar
	6	Coalition Governments	2						
	7	P.V. Narasimha Rao – New Economic Policy	2						
<b>IV</b>		<b>India on the dawn of 21<sup>th</sup> Century:</b>							

	1	National Democratic Alliance - Deva Gowda	2	5	K2(U)	Blended Learning	Brain Storming	YouTube Video	Open Book Test
	2	Deva Gowda	3		K3(Ap)	Group discussion	Team Teaching	Online Quizzes , Short Video	Seminar
	3	I. K. Gujral	3		K1(R)	Lecture method	Puzzles	Interactive PPT	Quizzes
	4	A.B. Vajpayee – Foreign Policy –	3		K2(U)	Interactive PPT with Discussion	Interaction in the Classroom, Seminar	LMS, Canva	Oral quiz
	5	Man Mohan Singh - Right to education	3		K1(R),	Debates	Group Project, Seminar	PPT, Google Class Room	Peer Review
	6	MGNAREGA - Economic Reforms	2		K3(Ap)	Group discussion	Team Teaching	Online Quizzes , Short Video	Seminar
	7	Political development	2		K1(R)	Lecture method	Puzzles	Interactive PPT	Quizzes
<b>V</b>		<b>NDA Government:</b>							
	1	Narendra Modi - 2014, 2019 and 2024 General Elections	3	5	K3(Ap)	Blended Learning	Team Teaching	Online Quizzes , Short Video	Evaluation through short test
	2	Leadership and Governance	3		K2(U)	Case study method	Puzzles	Interactive PPT	Online Quiz

	3	Economic Reforms - Goods and Services Tax (GST)	3		K1(R)	Interactive session	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assignment-II
	4	Demonetization	2		K3(Ap)	Flipped class room	Group Project, Seminar	PPT, Google Class Room	Slip Test
	5	Startup India	2		K1( R)	Video clips	Brain Storming	YouTube Video	Choose one mark question
	6	Social Welfare	3		K2(U)	Story Tellilng	Team Teaching	Online Quizzes , Short Video	Open book test

### Course Focussing on **Employability**

Activities: (Quiz, MCQ, Slip Test, Seminar)

### Course Focussing on Cross Cutting Issues (Human Values)

Activities related to Cross Cutting Issues: Group Discussion

Assignment: (Startup India)

Seminar Topic: (Demonetization)

### Sample questions (minimum one question from each unit)

#### Part A

- Who was the first Prime Minister of independent India? ( R )  
a) Jawaharlal Nehru    b) Vajpayee    c) Narasima Rao    d) I.K. Gujral
- Who was the first women Prime Minister of India? ( U )  
a) Pradeepa Patel    b) Sarojini Naidu    c) India Gandhi    d) J. Jayalalitha

3. Find out the correct statement. (AP)
  - a) Rajiv Gandhi become the Prime Minister of India in the year of 1994
  - b) He was introduced the New education policy
4. In which Prime Ministers is associated with the “Gujral Doctrine”----- (U)
5. Match the correct pairs:
  - a) Demonetization - 1985
  - b) Narendra Modi - New Education policy
  - c) I.K. Gujral - Goods and Services Tax
  - d) Manmohan Singh - 2016

### **Part B**

1. Write the key features of economic planning during the Nehruvian Era. (R )
2. Describe the major economic and political reforms introduced during Indira Gandhi’s ministry. (R)
3. Explain the role of Rajiv Gandhi in promoting modernization and technological development in India. (Ap)
4. Compare the key domestic policies of Deve Gowda and Vajpayee. (Ap)
5. Explain the objectives and impact of demonetization Narendra Modi’s leadership. (AP)

### **Part C**

6. Examine the domestic and foreign policies of during the period of Nehru (R)
7. Analyze the key achievements and controversies of Indira Gandhi’s ministry. (An)
8. Evaluate the major policies, and challenges of Rajiv Gandhi’s leadership in shaping India at the close of the 20th century. (EV)
9. Critically analyze the major contributions and challenges faced by Manmohan Singh in shaping India’s political and economic landscape.(An)
10. Explain the leadership and governance of Narendra Modi since 2014, focusing on economic reforms. (Ap)

**Name of the Course Instructor:**

**Dr. I. Jalaja Kumari**

**Name of the HOD:**

**Dr.S. Regi**

**Department** : History  
**Class** : III B.A History  
**Title of the Course** : CORE COURSE XIII: HISTORY OF CHINA AND JAPAN  
**Semester** : VI  
**Course Code** : HU236CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC2	5	1	-	-	5	6	90	25	75	100

**Learning Objectives:**

1. To estimate the impacts of the socio-political and cultural transformation in the Far East.
2. To describe the emergence of China and Japan as economic powers in the twentieth century.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	outline the political history of China and Japan during the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries.	<b>K1</b>
2.	interpret the events happened in China and Japan to make them world power.	<b>K2</b>
3.	examine the role of China and Japan in world politics.	<b>K3</b>
4.	justify the impacts of globalisation in the economic development of the Far Eastern Countries.	<b>K4</b>
5.	review the causes that lead to the emergence of China and Japan as economic super power.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

**Teaching plan**

**Total Contact hours: 60 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Background – Chinese Revolution of 1911</b>								
	1	Causes	4	1	K2 (U)	Narrative pedagogy, Inquiry Based	Time Line: 1911 Revolution events	NPTL Lectures, You Tube	Time Line Rubrics, CIA I
	2	Dr Sun Yat Sen	2		K1 (R)	Narrative pedagogy	Sun Yat Sen’s political vision Mind Map	Britannica – Sun Yat Sen	Diagnostic Test, CIA I
	3	Tung Meng Hui - Kuo-Min-Tang	2		K1 (R)	Flipped Classroom	Share Ideas, Group discussion	YouTube: 1911 Revolution explained	Slip Test, CIA I
	4	Yuan Shi Kai	2	1	K1 (R)	Peer Teaching	Brainstorming	You Tube Videos	Class Test, CIA I
	5	China in First World War	3		K2(U)	Map-based learning	Map marking: Warlord regions	You Tube, LMS	Map test, CIA I
	6	May Fourth Movement	3		K2 (U)	Flipped Classroom	Mind Mapping	History.com China Revolution articles	Mind Map Rubrics, CIA I
<b>II</b>	<b>Background – Japanese Imperialism</b>								
	1	Japan in First World War	3	1	K5 (E)	Inquiry-based learning, Lecture Method	Map Labelling, Concept Chart	DW Documentary on Japan	Map evaluation, CIA I
	2	21 Demands	3	1	K2(U)	Documentary pedagogy, Concept Mapping	Document analysis of 21 Demands	Britannica – 21 Demands	Document analysis worksheet, CIA I

	3	Washington Conference	2		K5(E)	Inquiry-based learning	Blended Learning	YouTube: Washington Conference	Viva Evaluation, CIA I
<b>III</b>	<b>Kuo Min Tang rule</b>								
	1	Chiang Kai Shek-Manchurian Crisis	3	1	K2(U)	Narrative and Historical Method	Blended Learning	You Tube	Class Test, CIA I
	2	Second Sino-Japanese war	3		K2(U)	Flipped Classroom	Share Ideas	LMS	Group Discussion, CIA I
	3	China in Second World War	3		K3(Ap)	Map-based learning	Labelling Map	You Tube videos	Map Test, CIA I
	4	China under Mao-Tse-Tung	2	1	K2(U)	Ideology-based teaching	Lateral Thinking	Mao documentary (Al Jazeera)	Short Review, CIA I
	5	Chinese Communist Party (CCP) – Reforms	3		K2(U)	Flipped Classroom	Group Discussion	CCP history online modules	Assessment, Rubric, CIA I
	6.	Cultural Revolution	2		K2(U)	Reflective Ideas	Inquiry Based Learning	Film review: Cultural Revolution clips	Film review score
<b>IV</b>	<b>Japan in Second World War II</b>								
	1	Japan's expansion into Manchuria	5	1	K2(U)	Map Based Teaching	Labelling Map - Expansion of Japanese empire	History.com – Japan in WWII	Map marking test, CIA II
	2	The second Sino – Japanese war	4		K2(U)	Cause-effect pedagogy	Cause-effect diagram	BBC: Second Sino– Japanese War	Diagram rubric, Oral Test, CIA II
	4	Pearl Harbour Attack	2	1	K4(An)	Flipped Classroom	Brainstorming	Pearl Harbor documentary	Short Test, CIA II
	5	Greater East Asia Co- Prosperity Sphere	3		K2(U)	Lecture Method, Flipped Classroom	Mind Map, Flow Chart	LMS	Peer Review, CIA II

	6	Impact	2		K5(E)	Narrative Method	Group Discussion, Lateral Thinking	You Tube	Observation Notes, CIA II
<b>V</b>	<b>Post World War China and Japan</b>								
	1	Mao Tse Tung	3	1	K2(U)	Biographical Teaching	Brainstorming	You Tube, LMS	Mock Interviews, Performance Rubrics, CIA II
	2	Communist government in China – Jiang Zemin	4		K2(U)	Historical Method	Group Discussion, Policy analysis: China’s foreign policy	Videos on China’s reforms	Observation Notes, CIA II
	3	Hu- Jintao - Economic reforms- Foreign Policy	3		K3(Ap)	Comparative Teaching	Compare China – Jiang Zemin & Hu- Jintao reforms	You Tube, LMS	Oral Presentation, CIA II
	4	Japan and World’s affairs - Economic ties	3	1	K5(E)	Inquiry Based Teaching	Group work: Japan’s “Economic Miracle”	Japan’s post-war economy documentaries	Mind Map, Open Book Test, CIA II
	5	Territorial Issues – Senkaku Islands Dispute	3		K4 (An)	Peer Teaching	Analytical essay	YouTube videos	Short Test, Formative Quiz, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD: **Map Activities- Japan after II World War, Group Discussion on Japan in World Affairs**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values**

Activities related to Cross Cutting Issues: **Report on Drawbacks in implementing Government Policies**

Assignment: **Assignment-** Kuo-Min-Tang Rule (Last date to submit - 04-02-2026)

**Mind Map-** Japan after II World War (Last date to submit - 30-03-2026)

Seminar Topic: **Chinese Revolution 19011, Dr Sun Yat Sen.** (28-08-2025 to 29-08-2025)

### Sample Questions

#### Part A (1 mark)

1. 1911 ஆம் ஆண்டு சீனப் புரட்சியின் தலைமைச் சிற்பி யார்?

- அ) யுவான் ஷி காய்                      ஆ) சியாங் கை-ஷேக்  
இ) லாக்டர். சன் யாட்-சென்              ஈ) மா சே-துங்

Who was the chief architect of the Chinese Revolution of 1911?

- a) Yuan Shi Kai                              b) Chiang Kai Shek  
c) Dr. Sun Yat- sen                              d) Mao Tse-tung **(K1-R, CO-1)**

2. பொருத்துக:

List-I

- (A) இருபத்தொரு கோரிக்கை  
(B) மஞ்சூரியன் நெருக்கடி  
(C) வாஷிங்டன் மாநாடு  
(D) பேரல் ஹார்பர் தாக்குதல்

List-II

- (i) 1931  
(ii) முதலாம் உலகப் போர்  
(iii) கடற்படை ஆயுத குறைப்பு  
(iv) 1941

**Codes:**

- அ) A-ii, B-i, C-iii, D-iv  
ஆ) A-ii, B-i, C-iii, D-iv  
இ) A-iii, B-iv, C-i, D-ii  
ஈ) A-iv, B-iii, C-ii, D-i

Match List-I with List-II:

**List-I**

- (A) Twenty-One Demands  
(B) Manchurian Crisis

**List-II**

- (i) 1931  
(ii) First World War

**List-I**

- (C) Washington Conference  
(D) Pearl Harbour Attack

**List-II**

- (iii) Naval disarmament  
(iv) 1941

**Codes:**

- a) A-ii, B-i, C-iii, D-iv  
b) A-ii, B-i, C-iii, D-iv  
c) A-iii, B-iv, C-i, D-ii  
d) A-iv, B-iii, C-ii, D-I (**K1-R, CO-1**)

3. கூற்று (A): சியாங் கை-ஷேக் குவோ மின் டாங் கட்சியின் தலைவரானார்.  
காரணம் (R): சன் யாட்-சென் இறந்த பிறகு அவர் அவருக்குப் பின் தலைவரானார்.  
சரியான பதிலைத் தேர்ந்தெடுக்கவும்:
- அ) A மற்றும் R இரண்டும் உண்மை, மேலும் R என்பது A-வை விளக்குகிறது.  
ஆ) A மற்றும் R இரண்டும் உண்மை, ஆனால் R என்பது A-வை விளக்கவில்லை.  
இ) A உண்மை, R தவறு  
ஈ) A தவறு, R உண்மை

Assertion (A): Chiang Kai Shek became the leader of the Kuo Min Tang.

Reason (R): He succeeded Sun Yat-sen after his death.

Choose the correct answer:

- a) A and R are true and R explains A  
b) A and R are true but R does not explain A  
c) A is true, R is false  
d) A is false, R is true (**K4-An, CO-4**)

4. பெரும் கிழக்காசியக் கூட்டு மேம்பாடு குறித்த பின்வரும் கூற்றுகளைக் கவனியுங்கள்:
- (i) இது ஜப்பானியத் தலைமையின் கீழ் ஆசிய ஒற்றுமையை நோக்கமாகக் கொண்டது.  
(ii) இது மேற்கத்திய காலனித்துவ சக்திகளால் எதிர்க்கப்பட்டது.  
எது சரியானது?
- அ) (i) மற்றும் (ii) இரண்டும் உண்மை  
ஆ) (i) உண்மை, (ii) தவறு  
இ) (i) தவறு, (ii) உண்மை  
ஈ) (i) மற்றும் (ii) இரண்டும் தவறு

Consider the following statements regarding the Greater East Asia Co-Prosperity Sphere:

- (i) It aimed at Asian unity under Japanese leadership.  
(ii) It was opposed by Western colonial powers.

Which is correct?

- a) Both (i) and (ii) are true
- b) (i) is true, (ii) is false
- c) (i) is false, (ii) is true
- d) Both (i) and (ii) are false **K1-U, CO-2)**

5. சென்காகு தீவுகள் சர்ச்சை எதனுடன் தொடர்புடையது?

- அ) வர்த்தக ஏற்றத்தாழ்வு
- ஆ) கலாச்சார மோதல்
- இ) பிராந்திய இறையாண்மை
- ஈ) கருத்தியல் போட்டி

The Senkaku Islands dispute is related to

- a) Trade imbalance
- b) Cultural conflict
- c) Territorial sovereignty
- d) Ideological rivalry **(K1-U, CO-2)**

#### Part B (9 mark)

1. சீனப் புரட்சியில் டாக்டர். சன் யாட்-சென் அவர்களின் பங்கை மதிப்பிடுக  
Assess the role of Dr. Sun Yat-sen in the Chinese Revolution. **(K2- U, CO-2)**
2. இருபத்தொரு கோரிக்கைகளின் முக்கியத்துவத்தை பகுப்பாய்வு செய்க.  
Analyse the significance of the Twenty-One Demands. **(K4-An, CO-4)**
3. இரண்டாம் சீனா-ஜப்பான் போருக்கான காரணங்களை மதிப்பிடுக.  
Evaluate the causes of the Second Sino-Japanese War. **(K5-E, CO-5)**
4. பேரல் ஹார்பர் தாக்குதலின் முக்கியத்துவத்தை விளக்குக.  
Explain the importance of the Pearl Harbour attack. **(K2- U, CO-2)**
5. 1978 க்குப் பிறகு சீனாவில் அறிமுகப்படுத்தப்பட்ட பொருளாதாரச் சீர்திருத்தங்களைப் பகுப்பாய்வு செய்க.  
Analyse the economic reforms introduced in China after 1978. **(K4-An, CO-4)**

**Part C (12 mark)**

1. நவீன சீனாவின் மீது 1911 ஆம் ஆண்டு சீனப் புரட்சியின் தாக்கத்தை பகுப்பாய்வு செய்க.  
Analyse the impact of the Chinese Revolution of 1911 on modern China. **(K4-An, CO-4)**
2. வாஷிங்டன் மாநாட்டின் விளைவுகளை மதிப்பிடுக.  
Evaluate the outcomes of the Washington Conference. **(K5-E, CO-5)**
3. மா சே-துங் அவர்களின் எழுச்சி மற்றும் சீனாவில் கம்யூனிச ஆட்சி நிறுவப்பட்டதைப் பற்றி விவாதிக்கவும்.  
Discuss the rise of Mao Tse-tung and the establishment of Communist rule in China. **(K2- U, CO-2)**
4. இரண்டாம் உலகப் போரில் ஜப்பானின் பங்கு மற்றும் அதன் விளைவுகளை விளக்குக.  
Explain Japan's role in the Second World War and its consequences. **(K2- U, CO-2)**
5. இரண்டாம் உலகப் போருக்குப் பிறகு உலக விவகாரங்களில் ஜப்பானின் பங்கை ஆய்வு செய்க.  
Examine Japan's role in world affairs after the Second World War. **(K3-Ap, CO-3)**

**Head of the Department: Dr. S. Regi**

**Course Instructors: Dr. R. Suji**

**Class** : III BA History  
**Title of the Course** : CORE COURSE XIV: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA  
**Semester** : VI  
**Course Code** : HU236CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236CC3	5	1	-	-	5	6	90	25	75	100

**Objective:**

1. To analyze the contributions of Indian scientists and technologists to global knowledge.
2. To evaluate the impact of science and technology on India's socio-economic development.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	define science and technology in Indian context.	<b>K1</b>
2.	summarize the development of science through the ages.	<b>K2</b>
3.	present the technological advancements of India since pre – historic age.	<b>K3</b>
4.	appraise the science and technological progress of India from the ancient period.	<b>K4</b>
5.	comment on the impact of science and technology in India.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** – Evaluate

**Total contact hours: 90 (Including lectures, assignments and tests)**

Units	Module	Topics	Teaching Hours	Teaching hours	Cognitive level	Pedagogy	Student Centric Method	E- Resources	Assessment/ Evaluation
<b>I</b>		<b>Prehistoric technology in the Indian subcontinent</b>							
	1	Stone tools - urban planning	3	5	K1(R), K2(U)	Lecture with interactive PPT	Concept Mapping	Interactive PPT, Gamma	Oral Quiz.
	2	Early agriculture	3		K1(R), K3(Ap)	PPT with Context based	Inquiry Based Learning	Interactive Notes, Canva	Choose one mark questions
	3	Standardization of weights and measures	3		K2(U), K3(AP)	PPT with Lecture method	Assignment	Interactive PPT YouTube Video	Asking question
	4	Early metallurgy	3		K1(R)	Group discussion	Puzzles, Chart Work Quiz	PPT, Canva	Album Making
	5	Early mathematical developments	3		K2(U)	Interactive class room	Concept Mapping	Interactive PPT, Gamma	Seminar
	6	Early scientific developments							
<b>II</b>		<b>Ancient Science and Technology:</b>							
	1	Mathematics Astronomy Aryabhata Bhaskara Varahamihira	3	5	K2(U),	PPT with Lecture method	Quiz	LMS, PPT	Online Quiz

	2	Metallurgy Iron and Steel.	3		K1(R ) K2(U),	Flipped class room	<b>Debate</b>	PPT, Gamma, YouTube Video	Root map preparation
	3	Iron pillar in Delhi Wootz Steel	4		K2(U)	Blended Learning	Interactive Classroom Games	Google Class Room,	Slip Test
	4	Architecture Stupasand Temples	3		K1(R )	You tube video	Quiz	YouTube Video, PPT	Group discussions
	5	Caves of Ajanta and Ellora	3		K2(U)	Story Telling	Quiz	LMS, PPT	Open Book Test
	6	Textile Technology.	3		K3(Ap )	Group Discussion	<b>Debate</b>	PPT, Gamma, YouTube Video	Slip test
<b>III</b>		<b>Medieval Science and Technology</b>							
	1	Mathematics Decimal System and Zero	4	5	K2(U)	PPT with Lecture method	Quiz	YouTube Video, PPT	Evolution through asking questions
	2	Algebra and Trigonometry	3		K1(R)	Flipped class room	Quiz	LMS, PPT	Formative assessment I
	3	Astronomy	3		K1(R), K2(U)	Reflective thinking	Team Teaching	Online Quizzes , Short Video	Quizzes
	4	Technology and engineering	3		K3(Ap)	Mind map	Puzzles	Interactive PPT	Oral quiz
	5	Agricultural innovations	3		K3(Ap)	Video clips	Interaction in the Classroom, Seminar	LMS, Canva	Seminar
	6	Architecture Temple Minars	3		K3(Ap)	Mind map	Puzzles	Interactive PPT	Oral quiz

		Mosques Domes.							
<b>IV</b>		<b>Modern Science and Technology</b>							
	1	Development of science and technology during the colonial period	2	5	K2(U)	Blended Learning	Brain Storming	YouTube Video	Open Book Test
	2	Irrigation road and railways	3		K3(Ap)	Group discussion	Team Teaching	Online Quizzes , Short Video	Seminar
	3	Architecture	3		K1(R)	Lecture method	Puzzles	Interactive PPT	Quizzes
	4	Science and technology after independence	3		K2(U)	Interative PPT with Discussion	Interaction in the Classroom, Seminar	LMS, Canva	Oral quiz
	5	Agriculture irrigation	3		K1(R),	Debates	Group Project, Seminar	PPT, Google Class Room	Peer Review
	6	Space defence production	2		K3(Ap)	Group discussion	Team Teaching	Online Quizzes , Short Video	Seminar
	7	Telecommunicati on	2		K1(R)	Lecture method	Puzzles	Interactive PPT	Quizzes
<b>V</b>		<b>Pioneers of Modern Science in India</b>							
	1	C.V. Raman Srinivasa	3	5	K3(Ap)	Blended Learning	Team Teaching	Online Quizzes , Short Video	Evaluation through short test
	2	Ramanujan	3		K2(U)	Case study	Puzzles	Interactive	Online Quiz

		Jagadish Chandra Bose				method		PPT	
	3	Homi J. Bhabha Vikram Sarabhai	3		K1(R)	Interactive session	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assignment- II
	4	S. Chandrasekhar M.S Swaminathan	2		K3(Ap)	Flipped class room	Group Project, Seminar	PPT, Google Class Room	Slip Test
	5	Verghese Kurien G.D. Naidu	2		K1( R)	Video clips	Brain Storming	YouTube Video	Choose one mark question
	6	Dr.A.P.J. Abdul Kalam Annadurai Sivan	3		K2(U)	Story Telling	Team Teaching	Online Quizzes , Short Video	Open book test

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em/ En/SD): **Assignments and Exhibitions**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): **Human Values & Gender Equity**

Activities related to Cross Cutting Issues: **Group discussion**

Assignments: **1. Home Assignment - Album Making - Development of science and technology during the colonial period** (Last date to submit – 20-01-2026)

**2. Model Making & Exhibition - Dr.A.P.J. Abdul Kalam** (Last date to submit – 25 -02-2026)

Seminar Topic:**1. Pioneers of Modern Science in India**

**2. Science and technology after independence**

## Sample questions

### Part A

1. வரலற்றுக்கு முந்தைய இந்தியாவில் தொழில்நுட்ப முன்னேற்றத்தை சிறப்பாக குறிக்கும் அம்சம் எது? **(K1- R, CO-1)**

அ). எழுதப்பட்ட கையெழுத்துப் பிரதிகளின் பயன்பாடு

ஆ) கல் கருவிகளின் வளர்ச்சி, விவசாயம் மற்றும் தரப்படுத்தப்பட்ட எடைகள்

இ) நவீன தொழில் துறை இயந்திரங்களின் வளர்ச்சி.

ஈ) டிஜிட்டல் அளவீட்டு முறைகளின் அறிமுகம்.

**Which feature best represents technological advancement in prehistoric India?**

- A) Exclusive use of written manuscripts
- B) Development of stone tools, agriculture, and standardized weights
- C) Growth of modern industrial machinery
- D) Introduction of digital measurement system

**2. ஆரியபட்டா பற்றிய தவறான கூற்று (K2-U, CO-2)**

அ) அவர் ஒரு பண்டைய இந்திய கணிதவியலாளர் மற்றும் வானியல் அறிஞருமாவார் .

ஆ) ஆரியபட்டியம் என்ற நூலை எழுதியவர்

இ) பூமி தன் அச்சில் சுழல்கிறது என கூறினார்.

ஈ) அவர் முகலாய அரசவையின் அறிஞராக இருந்தார்

**The false statement about Aryabhata is**

- A) He was an ancient Indian mathematician and astronomer
- B) He wrote the work titled *Aryabhatiyam*
- C) He proposed that the Earth rotates on its axis
- D) He was a Mughal court scholar

**3. கூற்று (A) பூஜ்ஜியம் மற்றும் தசம முறை பற்றிய கருத்து இடைக்கால**

இந்தியாவில் உருவாக்கப்பட்டு பரவலாகப் பயன்படுத்தப்பட்டது.

**காரணம் (R) பிரம்மகுப்தர் போன்ற இந்திய கணிதவியலாளர்கள் பூஜ்ஜியத்தை**

கொண்ட எண்கணித செயல்பாடுகளுக்கான விதிகளை

முறைப்படுத்தினர். (K3 –Ap, CO-3)

**விருப்பங்கள்**

அ.(A) மற்றும் (R) இரண்டும் சரியானவை மற்றும் (R) என்பது

(A) -க்கு சரியான விளக்கம்.

ஆ.(A) மற்றும் (R) இரண்டும் சரியானவை ஆனால் (R) என்பது

(A) க்கு சரியான விளக்கம் அல்ல.

இ.(A) சரியாக உள்ளது ஆனால் (R), தவறானது

ஈ. (A) தவறானது ஆனால் (R) சரியானது

**Assertion (A):** The concept of zero and the decimal system was developed and widely used in medieval India.

**Reason (R):** Indian mathematicians like Brahmagupta formalized rules for arithmetic operations with zero.

**Options:**

- A) Both (A) and (R) are correct and (R) is the correct explanation of (A).
- B) Both (A) and (R) are correct but (R) is not the correct explanation of (A).
- C) (A) is correct but (R) is not correct.
- D) (A) is not correct but (R) is correct

4. இந்தியாவின் நவீன மயமாக்கல் ----- இணைப்பை மேம்படுத்தவும் பொருளாதாரத்தை உயர்த்தவும் உதவியது(**K2 –U, CO-4**)

அ) கட்டிடக்கலை

ஆ) தொலைத் தொடர்பு

இ) நீர் சேமிப்பு

ஈ) பழையகால கோவில்கள்

The modernization of India's \_\_\_\_\_ helped improve connectivity and boosted economic development after independence.

- A) Architecture
- B) Telecommunication
- C) Water harvesting
- D) Ancient temples

5. பின்வருவனவற்றைப் பொருத்தி சரியான விடையைத் தேர்ந்தெடுக்கவும்: (**K3-Ap, CO-5**)

- A. சி. வி. ராமன் – 1. பசுமை புரட்சி  
B. விக்ரம் சாராபாய் – 2. ராமன் விளைவு  
C. எம். எஸ். சுவாமிநாதன் – 3. இந்திய விண்வெளி திட்டம்  
D. ஸ்ரீநிவாச ராமானுஜன் – 4. எண் கோட்பாடு

**விருப்பங்கள்:**

- A. a - 1, b - 2, c - 3, d - 4  
B. a - 2, b - 3, c - 1, d - 4  
C. a - 2, b - 1, c - 4, d - 3  
D. a - 4, b - 3, c - 2, d - 1

**Match the following and choose the correct answer**

- A. C. V. Raman – 1. Green Revolution  
B. Vikram Sarabhai – 2. Raman Effect  
C. M. S. Swaminathan – 3. Indian Space Programme  
D. Srinivasa Ramanujan – 4. Number Theory

**Options:**

- A. a - 1, b - 2, c - 3, d - 4  
B. a - 2, b - 3, c - 1, d - 4  
C. a - 2, b - 1, c - 4, d - 3  
D. a - 4, b - 3, c - 2, d - 1

## Part B

1. வரலாற்றுக்கு முந்தைய காலத்தில் கல் கருவிகளின் முக்கியத்துவம் பற்றி எழுதுக (K1- R, CO-1).

Write about the importance of stone tools in prehistoric period.

2. இந்தியாவில் பண்பை நெசவுத் தொழில் நுட்பத்தின் முக்கியத்துவத்தை சுருக்கிக் கூறுக. (K2-U, CO-2)

Summarize the significance of ancient textile technology in the India.

3. இடைக்கால இந்தியாவில் குவிமாடங்களில் ஏற்பட்ட முக்கிய தொழில்நுட்ப முன்னேற்றங்களை விளக்குக (K3 -Ap, CO-3)

முன்னேற்றங்களை விளக்குக

Describe the major technological advancements in domes in medieval India

4. நவீன காலத்தில் நீர்ப்பாசனத்தின் முக்கியத்துவத்தை பகுத்தாய்வு செய்க. (K4- An, CO-4)

Analyze the importance of irrigation in modern period.

5. இந்திய நவீன இயற்பியலில் சி.வி. ராமனின் பங்களிப்புகளை மதிப்பிடுக. (K5- Ev, CO-5)

Evaluate the contributions of C.V. Raman to modern physics and Indian science.

## Part C

1. வரலாற்றுக்கு முந்தைய காலத்தில் நகர்ப்புற திட்டமிடல் பற்றி கட்டுரை வரைக. (K1 -R, CO-1)  
Write an essay on urban planning in pre historic period.
2. பண்டைய இந்தியாவில் ஆரியபட்டாவின் கணித பங்களிப்புகளையும் அவற்றின் முக்கியத்துவத்தையும் விவரிக்க. (K2-U, CO-2)  
Explain the mathematical contributions of Aryabhata and their significance in ancient India.
3. இந்திய வேளாண்மையில் அறிவியல் தொழில்நுட்பத்தை விளக்குக. (K3 –Ap, CO-3)  
Provide a review on the agricultural innovations in India.
4. நவீன கால இந்தியாவில் சாலை மற்றும் ரயில்வே வளர்ச்சியை பகுப்பாய்வு செய்க (K4 –An, CO-4)  
Analyses the road and railways development in modern India.
5. ஏ. பி. ஜே. அப்துல் கலாமின் பங்களிப்புகளைப் பற்றி விவாதி. (K3 –Ap, CO-5)  
Discuss the contributions A.P.J. Abdul Kalam

**Name of the HOD:**

**Dr.S. Regi**

**Name of the Course Instructor:**

**Dr. V. Pradeepa**

**Title of the Course : DISCIPLINE SPECIFIC ELECTIVE III: a) HISTORY OF MEDIEVAL EUROPE**  
**Semester : VI**  
**Course Code : HU236DE1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE1	5	-	-	-	5	5	75	25	75	100

**Learning Objectives:**

1. To study the establishment of Mughal rule and its contributions to Indian Society.
2. To examine the impact of Mughal rule in India.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	describe the origin of world and origin of man	<b>K1</b>
2.	associate the medieval society with the modern society	<b>K2</b>
3.	sketch the progress of economy in medieval Europe and its impacts	<b>K3</b>
4.	appraise the contributions of Medieval Europe towards the promotion of science and technology	<b>K4</b>
5.	assess the impact of Medieval Europe in the fields of art, architecture, language and literature	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

**Teaching plan**  
**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Renaissance:</b>								
	1	Meaning - Causes and Effects	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Renaissance in Philosophy	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	Literature- Architecture	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	Art and Science	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Results	2	1	K2(U)	Concept based lecture Flipped Classroom	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6.	Geographical Discoveries.	3		K1(R)	Interactive Lecture Group Discussion	Case study Case Discussion	Interactive PPT	Slip test Class Presentation

						Story telling	Simulation based learning	E- Books You Tube link	Open book Test CIA- 1
<b>II</b>	<b>Reformation:</b>								
	1	Meaning - Causes	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Protestantism in Germany and England	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	Calvinism	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Zwingl	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Counter Reformation	2		K2(U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Results of Reformation.	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
<b>III</b>	<b>European Empires:</b>								

	1	Rise of Spain	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Ferdinand and Isabella	3		K2(U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I
	3	Charles V- Philip II	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Rise of France- Henry IV	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	. Cardinal Richelieu- Cardinal Mazarin-	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
<b>IV</b>	<b>Emergence of England:</b>								
	1	Henry VIII	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	Queen Elizabeth I	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I

						Lecture			
	3	Elizabethan Age	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Literature	2	1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
	5	Art and Architecture.	3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map  Class presentation Online quiz with google form CIA- 1I
	6	. Architecture.	2	1	K1(R)	Flipped class rooms Story Telling	Think – Pair – Share Peer feedback	Interactive PPT E- Notes You tube link	Oral Presentation MCQ CIA- 1I
<b>V</b>	<b>The Age of Enlightenment:</b>								
	1	Louis XIV- Reforms	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I

	2	Peter the Great- Catherin II	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	Frederick the Great of Prussia	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals  Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Maria Theresa of Austria	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I
	5	Joseph II of Austria	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Role play on the great Mughal Rulers**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: - **Observe Art and Architecture under the Mughals**

Assignment:.. **Rise of Shivaji, Rise Sikhs and Relationship between Mughal and Sikhs** (Last date to submit – example: **(18-09-2025)**)

Seminar Topics: **Decline of Mughals and Guru Nanak**

**Sample questions**  
**Part - A (1 mark)**

1. "Renaissance" என்ற சொல்லின் பொருள் என்ன? (K1-R, CO-1)  
அ. புரட்சி                      ஆ. மறுபிறப்பு                      இ. சீர்திருத்தம்                      ஈ. மறுசீரமைப்பு
2. மறுமலர்ச்சி இயக்கத்தின் பிறப்பிடமாகக் கருதப்படும் நாடு எது? (K2-U, CO-2)  
அ. இங்கிலாந்து                      ஆ. பிரான்ஸ்                      இ. இத்தாலி                      ஈ. ஜெர்மனி
3. மனிதநேயத்தின் (Humanism) தந்தை என அழைக்கப்படுபவர் யார்? K3 (Ap) CO-3  
அ. டாண்டே                      ஆ. பெட்ரார்ச்                      இ. போக்காசியோ                      ஈ. மக்கியவெல்லி
4. மோனாலிசா ஓவியத்தை வரைந்தவர் யார்? (K4-An, CO-4)  
அ. மைக்கேல்அஞ்சலோ                      ஆ. ரஃபேல்                      இ. லியோனார்டோ டா விஞ்சி                      ஈ. டிஷியன்
5. மறுமலர்ச்சி கருத்துகள் பரவ காரணமான முக்கிய கண்டுபிடிப்பு எது? (K5-Ev, CO-5)  
அ. திசைகாட்டி                      ஆ. துப்பாக்கி மண்                      இ. அச்சுக் கருவி                      ஈ. நீராவி இயந்திரம்

**Part B (5x6=30  
marks)**

1. மறுமலர்ச்சி பொருள் மற்றும் முக்கிய அம்சங்களை விளக்குக. (K1-R, CO-1)
2. மறுமலர்ச்சிக்கு காரணமான சமூக மற்றும் பொருளாதார காரணங்களை எழுதுக. (K2-U, CO-2)
3. மறுமலர்ச்சி கால இலக்கிய வளர்ச்சியை விவரிக்குக. (K3-Ap, CO-3)
4. மறுமலர்ச்சி கால கலை மற்றும் அறிவியல் வளர்ச்சியை விளக்குக. (K4-An, CO-4)
5. மறுமலர்ச்சியும் புவியியல் கண்டுபிடிப்புகளுக்கும் உள்ள தொடர்பை விளக்குக. (K5-Ev, CO-5)

**Part C (5x12=60  
marks)**

1. மறுமலர்ச்சியின் காரணங்கள் மற்றும் விளைவுகளை விரிவாக ஆய்வு செய்க. (K1-R, CO-1)
2. நடுநிலைகாலத்திலிருந்து நவீன காலத்திற்கு மாற்றத்தை ஏற்படுத்தியதில் மறுமலர்ச்சியின் பங்கை மதிப்பிடுக. (K2-U, CO-2)
3. மறுமலர்ச்சி கால மனிதநேய சிந்தனையின் முக்கியத்துவத்தை ஆராய்க. (K4-An, CO-4)
4. மறுமலர்ச்சி கால கலை, கட்டிடக்கலை மற்றும் அறிவியல் வளர்ச்சியை பகுப்பாய்வு செய்க.
5. ஐரோப்பிய வரலாற்றில் மறுமலர்ச்சியின் வரலாற்று முக்கியத்துவத்தை மதிப்பிடுக. (K5-Ev, CO-5)

**Head of the Department  
Dr. S. Regi**

**Course Instructor  
Dr. K.S. Soumya**

**Department** : History  
**Class** : II BA History  
**Title of the Course** : DISCIPLINE SPECIFIC ELECTIVE IV: a) HISTORY OF EUROPE FROM 1789 CE TO 1945 CE  
**Semester** : III  
**Course Code** : HU236DE4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU236DE4	5	-	-	-	5	5	75	25	75	100

**Learning Objectives:**

1. To study the establishment of Mughal rule and its contributions to Indian Society.
2. To examine the impact of Mughal rule in India.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	recognize the emergence of democratic ideologies.	<b>K1</b>
2.	classify the circumstances led to the formation of nation states in Europe	<b>K2</b>
3.	articulate the concepts of nationalism, radical nationalism and imperialism	<b>K3</b>
4.	contest between nationalist and expansionist ideologies.	<b>K4</b>
5.	assess the peace initiatives taken through the ages and their achievements.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

**Teaching plan**  
**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>French Revolution:</b>								
	1	France on the eve of the French Revolution	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Political, social and economic condition	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	causes, course, results of the French Revolution	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	Napoleonic Era	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Domestic and Foreign policy of Napoleon	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	5.	Congress of Vienna.	3		K1(R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentation Open book Test CIA- 1

<b>II Emergence of Nationalism in Europe:</b>									
	1	. Unification of Italy	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Crimean War	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	Unification of Germany	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	The Greek war of Independence	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Congress of Berlin	2		K2(U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6		1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
<b>III European Alliance:</b>									
	1	The Triple Alliance and the Triple Entente	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	The First World War	3		K2(U)	Core Conceptual Approach, Case study	Peer - field back Seminar Think-pair-share	Interactive PPT E – notes	Oral Quiz. Slip test

						Story telling	Formulating one-mark questions	Video clips	Assignments CIA- 1I
	3	Causes, Course and Results	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	League of Nations Causes and Failure	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	Russian Revolution.	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
<b>IV</b>	<b>Radical Nationalism:</b>								
	1	Fascism in Italy	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project  Viva voce MCQ CIA- 1I
	2	Mussolini	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz  Assignments Quizzes CIA- 1I
	3	Nazism in Germany	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Adolf Hitler	2	1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I

						learning			
	5	Turkey under Mustafa Kamal Pasha.	3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map  Class presentation Online quiz with google form CIA- 1I
	5	.	2	1	K1(R)	Flipped class rooms Story Telling	Think – Pair – Share Peer feedback	Interactive PPT E- Notes You tube link	Oral Presentation MCQ CIA- 1I
<b>V</b>	<b>Imperialism:</b>								
	1	Rome – Berlin	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Tokyo Axis	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	The Second world war	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals  Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Causes, Course and Results	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I

	5	UNO – Origin – Organization and Achievements.	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em / En /SD): **Role play on the great Mughal Rulers**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: - **Observe Art and Architecture under the Mughals**

Assignment: **Rise of Shivaji, Rise Sikhs and Relationship between Mughal and Sikhs** (Last date to submit – example: **(18-09-2025)**)

Seminar Topics: **Decline of Mughals and Guru Nanak**

**Sample questions**  
**Part - A (1 mark)**

1. பிரெஞ்சுப் புரட்சிக்கு முன் பிரான்சின் சமூக அமைப்பு மூன்று வர்க்கங்களாகப் பிரிக்கப்பட்டிருந்தது என்பதைக் காட்டும் அமைப்பு எது? (K1-R, CO-1)  
அ. தேசிய அவை    ஆ. மூன்று வர்க்க அமைப்பு    இ. ஜாக்கோபின் கிளப்    ஈ. இயக்குநர் சபை
2. பிரெஞ்சுப் புரட்சியின் உடனடி காரணமாகக் கருதப்படும் நிகழ்வு எது? (K2-U, CO-2)  
அ. வியன்னா மாநாடு    ஆ. பாஸ்டில் சிறை தாக்குதல்    இ. வாட்டர்லூ போர்    ஈ. காங்கிரஸ் அமைப்பு
3. நெப்போலியன் போனபார்ட் பிரான்சின் பேரரசராக அறிவிக்கப்பட்ட ஆண்டு எது? K3 (Ap) CO-3  
அ. 1799    ஆ. 1802    இ. 1804    ஈ. 1815
4. நெப்போலியனின் கண்டினைநடல் தடைக் கொள்கையின் முக்கிய நோக்கம் என்ன? (K4-An, CO-4)  
அ. பிரான்சின் வர்த்தக ஆ. இங்கிலாந்தின் பொருளாதாரத்தை முடக்குதல்  
இ. ஐரோப்பிய ஒன்றியம் அமைத்தல்    ஈ. பிரஷ்யாவை பலப்படுத்துதல்
5. வியன்னா மாநாட்டின் முக்கிய நோக்கம் எது? (K5-Ev, CO-5)  
அ. தேசியவாதத்தை ஊக்குவித்தல்    ஆ. அரசியல் சமநிலையை மீட்டெடுத்தல்  
இ. குடியரசுகளை நிறுவல்    ஈ. ஜனநாயகத்தை பரப்புதல்

**Part B (5x6=30 marks)**

1. பிரெஞ்சுப் புரட்சிக்கு முன் பிரான்சின் அரசியல் நிலையை விளக்குக. (K1-R, CO-1)
2. பிரெஞ்சுப் புரட்சியின் முக்கிய காரணங்களை விளக்குக. (K2-U, CO-2)
3. பிரெஞ்சுப் புரட்சியின் முக்கிய விளைவுகளை எழுதுக. (K3-Ap, CO-3)
4. நெப்போலியனின் உள்நாட்டு சீர்திருத்தங்களை விளக்குக. (K4-An, CO-4)
5. வியன்னா மாநாட்டின் தீர்மானங்களை விளக்குக. (K5-Ev, CO-5)

**Part C (5x12=60 marks)**

1. பிரெஞ்சுப் புரட்சியின் காரணங்கள், நிகழ்வுகள் மற்றும் விளைவுகளை விரிவாக ஆராய்க. (K1-R, CO-1)
2. நெப்போலியன் ஒரு புரட்சியின் வாரிசா அல்லது ஆவாரா என்பதை மதிப்பிடுக. (K2-U, CO-2)
3. நெப்போலியனின் வெளிநாட்டு கொள்கையை விமர்சனமாக ஆராய்க. (K4-An, CO-4)
4. வியன்னா மாநாடு ஐரோப்பிய அரசியலை எவ்வாறு வடிவமைத்தது என்பதை ஆராய்க.
5. பிரெஞ்சுப் புரட்சி உலக வரலாற்றில் ஏற்படுத்திய முக்கியத்துவத்தை மதிப்பிடுக. (K5-Ev, CO-5)

**Head of the Department**  
**Dr. S. Regi**

**Course Instructor**  
**Dr. K.S. Soumya**

