

Holy Cross College (Autonomous), Nagercoil-629004

Kanyakumari District, Tamil Nadu.

Accredited with A⁺⁺ by NAAC - V cycle – CGPA 3.53

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF HISTORY UNDERGRADUATE PROGRAMME



TEACHING PLAN ODD 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
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5

PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6
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Programme Outcomes (POs)

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

Programme Specific Outcomes (PSO)

PSO	Upon completion of B.A. History Programme, the graduates will be able to:	Mapping with POs
PSO1	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	PO1, PO2& PO7
PSO2	articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	PO3 & PO5

PSO3	approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	PO4 & PO7
PSO4	pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	PO4, PO6 & PO7
PSO5	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.	PO1, PO2 & PO6

Department : History
Class : I B.A. History
Title of the Course : CORE COURSE I: HISTORY OF ANCIENT INDIA UPTO 712 CE
Semester : I
Course Code : HU241CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241CC1	4	1	-	-	5	5	75	25	75	100

Learning Objectives:

1. To understand the characteristics of pre and proto historic cultures in India.
2. To analyse the contributions of the administrators to the early Indian Society

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	outline the characteristic features of Indian Culture.	K1
2.	discuss the impact of the early Indian culture on Indian society and religion.	K2
3.	illustrate the contributions of Indians to Religion.	K3
4.	demonstrate the achievements of early Indian administrators.	K1
5.	describe the causes and nature of invasions to India	K2

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

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
I Geographical Features									
	1.	Geographical Features	2	3	K1(R)	Story telling method	Classroom experiments, models, 3D charts	YouTube documentaries on Geographical Features of India	MCQ Quiz, Oral Test CIA I
	2.	Sources of Indian History	2		K1(R)	Map-Based Teaching, Illustrated Lectures	Activity-Based Learning	College LMS	Concept Map CIA I
	3.	Pre and Proto History	2		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project Rubric, Simulation Task CIA I
	4.	Harappan Civilization	2		K1(R)	Inquiry -Based	Play-Based Learning	News articles, YouTube video on Harappan Civilization	Debate Peer Feedback CIA I
	5	Megalithic Culture	1		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project Rubric, Simulation Task CIA I
	6.	Early Vedic Age	2		K1(R)	Discussion method	Group discussions,	Self-Prepared Videos	Slip Test CIA I

	7.	Later Vedic Age.	1		K1(R)	Lecture method	Inquiry-Based Learning,	Discussion Forum, Google Class room, WhatsApp Poll	Concept Map CIA I
II Buddhism & Jainism									
	1.	Buddhism Buddha	2	3	K2(U)	Map-Based Teaching	Collaborative Learning	Interactive PPT	MCQ Quiz, Oral Test CIA I
	2.	Mahayana Hinayana Preachings	2		K2(U)	Story telling method	Gamification	Interactive E-book	Poster Evaluation, Concept Map, Class Presentation CIA I
	3.	Jainism Mahavira Preachings	3		K2(U)	Lecture method	Inquiry-Based Learning	YouTube documentaries	Timeline Chart Submission CIA I
	4.	Greek and Persian Invasions of India	3		K2(U)	Case Study Method	Role play, interactive role-based simulations	E - Content	Album Preparation CIA I
	5.	Alexander’s Invasion	2		K2(U)	Dramatization method	Group discussions, peer feedback shared decision	College LMS, WhatsApp Poll	Concept Map CIA I
III Rise of Mahajanapadas									
	1.	Rise of Mahajanapadas	2	3	K3(Ap)	Story telling method	Gamification	YouTube documentaries on the Rise of Mahajanapadas	Seminar Presentation CIA I
	2.	Magadha Empire	2		K3(Ap)	Map-Based Teaching	Collaborative Learning	College LMS	Concept Map CIA I
	3.	Nandas	1		K3(Ap)	Group	Peer Teaching	Interactive E-	Debate Peer

						discussion		book	Feedback CIA I
	4.	Mauryas Chandragupta Maurya Asoka	3		K3(Ap)	Gamification	Play-Based Learning	Interactive PPT	Group Project CIA I
	5.	Mauryan Administration Art and Architecture	2		K3(Ap)	Content Based	Group discussions, peer feedback shared decision	Discussion Forum, Google Class room, WhatsApp Poll	Creative Writing CIA II
	6.	Satavahanas	2		K3(Ap)	Lecture method	Creating working models	Interactive E- book	Debate CIA II
IV Gupta Empire									
	1.	Kushanas Kanishka	2	3	K1(R)	Story telling method	Inquiry-Based Learning	YouTube Videos	Group Project Simulation Task CIA II
	2.	Chandragupta Vikramaditya Samudragupta Kumara Gupta	3		K1(R)	Debate	Peer Teaching	Interactive E- book	Debate Peer Feedback CIA II
	3.	Administration Social, Economic and Cultural Developments	3		K1(R)	Story telling method	Play-Based Learning	College LMS	Seminar Presentation CIA II
	4.	Vakatakas	2		K1(R)	Discussion method	Role play, interactive role-based simulations	Interactive PPT	Assessment Tools Quizzes, Google forms CIA II
	5.	Nalanada, Vikramasila and Valabhi Universities	2		K1(R)	Lecture method	Explaining concepts, answering questions from	Discussion Forum, Google Class room, WhatsApp Poll	Open Book Test CIA II

							peers		
V Harshavardhana									
	1.	Vardhanas Harshavardhana Administration	2	3	K2(U)	Comparative Mapping	Experiential Learning	College LMS	Group Project CIA II
	2.	Religious Contributions	2		K2(U)	Comparative Analysis, Debate	Case Study Method	Interactive PPT	Debate Scoring, Comparative Essay CIA II
	3.	Chalukyas	2		K2(U)	Lecture methods	Experiential Learning	Discussion Forum, Google Classroom, WhatsApp Poll	Blog Assessment, Review Rubric, Reflection Report CIA II
	4.	Rashtrakutas	2		K2(U)	Lecture methods	Experiential Learning	Discussion Forum, Google Classroom, WhatsApp Poll	Blog Assessment, Review Rubric, Reflection Report CIA II
	5.	Paramaras, Palas, Senas	2		K2(U)	Group discussion	Explaining concepts, answering questions from peers	Interactive E-book	Album Preparation CIA II
	6.	Art and Architecture Cultural contributions.	2		K2(U)	Project - Based	Creating working models or posters, Conducting field trials	Interactive PPT	Group Project II CIA

Course Focusing 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 - Mauryan Administration Art and Architecture** (Last date to submit – 20-07-2025)

2. Model Making & Exhibition - Nalanada, Vikramasila and Valabhi Universities (Last date to submit – 25 -08-2025)

Seminar Topic: **1. Rise of Mahajanapadas**

2. Socio Economic and Cultural Developments of Gupta Administration

Sample questions

Part A (1marks each)

1. தென்னிந்தியாவின் மிக உயரமான சிகரம் எது? (K1- R, CO-1)
அ. எவரெஸ்ட் ஆ. கஞ்சன் ஜங்கா இ. நீலகிரி ஈ. ஆணைமுடி
Which is the highest peak in South India?
a. Everest b. Kanjan Janga c. Nilgris d. Anaimudi
2. புத்த சமயத்தின் புனித நூல் ஆகும். (K2-U, CO-2)
அ. திரிபீடகங்கள் ஆ. அங்காஸ்
இ. ஆதிகிராந்த் ஈ. பகவத் கீதா
The Holy book of Buddhism.....
a. Tripitakas b. Angas
c. Adhigiranth d. Bhagavath Geetha
3. அலெக்ஸாண்டரின் இந்தியப் படையெடுப்பு நடைபெற்ற ஆண்டு..... ஆகும் (K2-U, CO-2)
அ. கி. மு 1327 ஆ. கி. மு 1328 இ. கி. மு 1329 ஈ. கி. மு 1326
Alexander's Indian expedition held in the year....
a. 1327 B. C b. 1328 B. C c. 1329 B. C d. 1326 B. C
4. தவறான ஒன்றை கண்டுபிடி (K3 –Ap, CO-3)
அ. குஷாணர்கள் - கனிஷ்கா
ஆ. சமுத்திரகுப்தா - கரிசேனா
இ. நாளந்தா பல்கலைக்கழகம் - குமாரகுப்தா
ஈ. விக்கிரமசீலா பல்கலைக்கழகம் - அசோகா
Find out the incorrect one.
a. Kushanas - Kanishka
b. Samudragupta - Harisena
c. Nalanda University - Kumaragupta
d. Vikramashila University - Asoka

5. கூற்று: சில தங்க காசுகளில் சமுத்திரகுப்தர் வீணை வாசிப்பது போல் காட்டப்பட்டுள்ளது.

விளக்கம்: சமுத்திரகுப்தர் இசையில் ஆர்வம் உள்ளவர் பயன்படுத்தியஒருபயனுள்ளஆயுதமாகஏற்றுக்கொள்ளப்பட்டுள்ளது. (K3 –Ap, CO-4)

அ. அறிக்கை: 1 கூற்று மற்றும் விளக்கம் சரியாக தரப்பட்டுள்ளது.

ஆ. அறிக்கை: 2 கூற்று மற்றும் விளக்கம் சரியானது.. ஆனால் கூற்றிற்கான விளக்கம் தவறானது..

இ. அறிக்கை: 3 கூற்று சரியானதுஇ விளக்கம் தவறானது.

ஈ. அறிக்கை: 4 கூற்று தவறானது விளக்கம் சரியானது.

Assertion (A): Swadeshi, Boycott, National Educations and Passive resistance were the weapons of protest used by Tilak.

Reason (R): Boycott was accepted to be an effective weapon by Tilak.

a. Statement: 1 Both (A) and (R) are true but (R) is the correct explanation of (A)

b. Statement: 2 Both (A) and (R) are true but (R) is not the correct explanation of (A)

c. Statement: 3 (A) is true but (R) is false

d. Statement: 4 (A) is false but (R) is true

Part B (6 marks each)

1. கியாசுதீன் பரணி தத்துவங்களை விளக்கி எழுதுக.

(K1- R, CO-1)

Explain the philosophies of Ziaud-din-Barani.

1. மஹாயான புத்த சமயத்திற்கும் ஹீனயான புத்த சமயத்திற்கும் உள்ள வேற்றுமைகளை நிறுவுக.

(K2-U, CO-2)

State the difference between Mahayana Buddhism and Hinayana Buddhism.

3. சந்திரகுப்த மௌரியரின் சாதனைகளை பட்டியலிடுக.

(K3 –Ap, CO-3)

List the achievements of Chandragupta Mouryas

4. குப்தர்கள் கால சமுதாய நிலையை விளக்குக.

(K1- R, CO-4)

Explain the social condition of Guptas.

5. இராஷ்டிரகூடார்களின் வரலாற்று முக்கியத்துவத்தை குறிப்பிடுக.

(K1- R, CO-5)

Mention the historical importance of Rashtrakutas.

Part C (12 marks each)

1. ஹரப்பா நாகரீகத்தின் சிறப்பியல்புகளை குறிப்பிட்டு அதன் முக்கியத்துவத்தை விளக்குக.

(K1 -R, CO-1)

Mention the salient features of Harappan Civilization and explain its significance.

2. புத்தசமயக் கொள்கைகளை விளக்குக.

(K1-R, CO-2)

Enumerate the principles of Buddhism.

3. மௌரியர்களின் ஆட்சி முறையை விவரி.

(K2 –U, CO-3)

Discuss the administration of Mauryas.

4. குப்தர்களின் காலம் பொற்காலம் என்பதை நிரூபி
Prove the Guptas's age as the Golden Age in India.
5. ஹர்ஷர் புத்த சமயத்திற்கு ஆற்றியத் தொண்டினை விவரி.
Explain the contributions of Harsha on Buddhism.

(K3 –Ap, CO-4)

(K3 –Ap, CO-5)

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. V. Pradeepa

Department : History
Class : I BA History
Title of the Course : Core Course: II: HISTORY OF TAMIL NADU UP TO 1311 CE
Semester : I
Course Code : HU231CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231CC2	4	1	-	-	5	5	75	25	75	100

Learning Objectives:

1. Compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements of the Tamils to the economic society and culture.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the cultural developments of Tamil Nadu through the ages.	K1
2.	list out the rulers who played vital role in Tamil Culture.	K2
3.	describe the cultural contributions of the Tamils.	K3
4.	summarize the pros and cons of the early Tamil Society.	K3
5.	outline the economic achievements of the Tamils.	K2

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

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
I									
	1	Geographical History of Tamil Nadu	2	1	K1 (R)	Concept-based discussion, Inquiry – Based Learning	Concept Mapping, Group discussion	Interactive PPT Digital library link	MCQ Slip Test CIA-I
	2	Sources for the study of history of Tamil Nadu.	3		K2(U)	Lecture with discussion Context based Teaching	Group discussion Think-pair-share	You tube link Video clippings	Oral presentation Collective one-mark questions CIA-I
	3	Pre - history of Tamil Nadu	2	1	K3(Ap)	Core Conceptual Approach, Case study	Team work Seminar	Interactive PPT Video clips	Oral Quiz. Assignments CIA-I
	4	Proto History of Tamil Nadu	2		K3(Ap)	Interactive class room Story telling	Group activities Mock interviews	Google Scholar video	Source Criticism Quizzes CIA-I
	5	Ancient Tamil Civilization	3	1	K2(U)	Concept based learning, Story Telling	Group discussions Involving pairs and small groups	Google maps Interactive PPT	MCQ Asking question CIA-I
II									
	1	Historicity	1	1	K1(R) K2(U)	Flipped Classroom	Group activities	YouTube Link	Poster Presentation. CIA -I

	2	Early Cholas, Karikala, Cheras, Senguttuvan, Pandyas, Nedunchezian	3		K2(U) K3 (Ap)	Blended Learning, Collaborative Learning	Case Study Group discussion	Simulations Videos	Peer discussions and concept maps CIA -I
	3.	Polity and Society	2		K2(U) K3 (Ap)	Blended Learning Collaborative Learning	Group Discussions Making cooperative activities	E – notes Interactive PPT	MCQ Oral quiz CIA-I
	4.	Economy, Foreign Trade, Religion, Literature	3	1	K2 (U)	Story telling	Role play	Interactive PPT	MCQ CIA-II
	5.	Kalabhara Interregnum & Impact of their rule	3	1	K2(U) & K3 (Ap)	Blended Learning Collaborative Learning	Group Discussions Making Cooperative activities	E – notes Interactive PPT	MCQ Oral quiz CIA-II
III									
	1	Origin: Early Pallavas	2	1	K1(R) & K2(U)	Lecture with discussion Interactive class	Group discussion Think-pair-share	Video clips You tube link	Identifying the origin of Pallavas Oral presentation
	2	Later Pallavas, Political, Social and Economic Conditions	2		K2(U)	Blended Learning Traditional lecture	Group Discussions Peer Feedback	Interactive PPT Online databases	MCQ Assignments CIA-II
	3	Growth of Literature and Education, Art and Architecture,	2	1	K3(Ap)	Visual learning Story telling	Peer feedback Activities, Involving pairs	E- Books Video clips	Assignment Open book test CIA-II

		Sculpture, Paintings & Fine arts					and small groups		
	4	Early Bakthi Movement	2	1	K1(R)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	Short videos Video clippings	Conceptual quiz Viva CIA-II
	5	The First Pandyan Empire – Sources	1		K2 (U)	Story Telling	Peer feedback	LMS	Open book test CIA-II
	6	Triangular conflict between Pallavas, Pandyas and Western Chalukyas	1		K1(R) K2 (U)	Lecturing (Traditional)	Peer feedback	Interactive PPT	Group Presentation CIA-II
	7	Administration, Art and Architecture	2		K2(U) & K3(Ap)	Flipped class rooms Story Telling	Formulating questions Seminar	Interactive PPT E- Notes	Open book test MCQ CIA-II
IV									
	1	Raja Raja Chola - I	2	1	K1(R) & K3 (Ap)	Story Telling	Peer feedback	LMS	Open book test CIA-II
	2	Rejendra Chola - I, Overseas Expansion	2		K2(U)	Reflective Thinking Integrative teaching	Group Work and Presentations, Simulation-Based learning	Mentimeter Slido	Source Criticism Oral viva CIA-II
	3	Kulothunga, Chalukya, Chola relations	1		K3(Ap)	Inquiry-Based Learning, Story telling	Case discussion Peer feedback	E – Books Digital Library	Oral Quiz. Slip test CIA-II
	4	Administrative system – Land Grants and Temple Administration	2	1	K3(Ap)	Inquiry-Based Learning, Story telling	Case discussion Peer feedback	E – Books Digital Library	Oral Quiz. Slip test CIA-II
	5	Social and Economic life, Maritime Trade & Commerce	2	1	K1(R)	Inquiry Based Learning Story telling	Cooperative activities Seminar	LMS Academic blog	Open Book Test Oral viva CIA-II

	6	Religion – Literature	1		K2 (U)	Flipped class rooms Story Telling	Formulating questions Seminar	Interactive PPT E- Notes	Role Play MCQ CIA-II
	7	Art and Architecture – Bronze Sculptures.	2		K1(R) & K2 (U)	Blended Classroom Interactive class room	In – Class discussions Case discussion	E – notes Interactive PPT	Digital Portfolio/Blog MCQ CIA-II
V									
	1	The Second Pandyan Empire (1190-1312 CE)	2	1	K1(R)	Active based Lecture Visual learning	Case discussion Peer feedback Activities	YouTube Videos E- Books	Assignment Peer review CIA-II
	2	Triangular conflict among Cholas, Pandyas and Hoysalas	3		K2(U)	Case study Inquiry Based Learning Story telling	Group Discussions Making cooperative activities	Peer Learning, Data collection,	Open Book Test Oral viva CIA-II
	3	Social life	2		K3(Ap)	Concept based learning	Collaborative Learning	Debates	Assignments CIA-II
	4	Economic Life	2	1	K3(Ap)	Story telling	Peer feedback	Simulation-Based learning	Oral Quiz. CIA-II
	5	Malik Kafur's Invasion	3	1	K3(Ap)	Story Telling	Peer discussion	Group discussion	Seminar CIA-II

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

Activities (Em / En /SD): **Assignments on Later Pallavas, Political, Social and Economic Conditions, Growth of Literature and Education and Exhibitions on Cholas architecture.**

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 Origin of Pallavas**

Assignment: **Later Pallavas, Political, Social and Economic Conditions.** (Last date to submit – example: **(18-09-2025)**)

Sample questions

1. தமிழகத்தின் மிகப்பெரிய நதி எது? (K1-R, CO-1)

Which is the largest river in Tamil Nadu.

2. கல்லணையை கட்டியவர் ----- ஆவார். (K2-U, CO-1&CO-2)

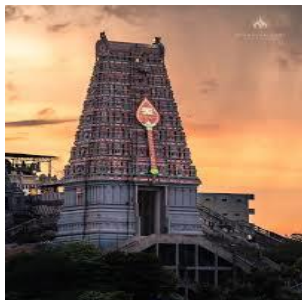
3. சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. (K3-Ap, CO-2&CO-3)

அ. மகேந்திர வர்ம பல்லவன்	-	சித்திரகாரபுலி
ஆ. நரசிம்மவர்ம பல்லவன்	-	பல்லவர்களின் முதல் அரசன
இ. பல்லவர்கள்	-	தஞ்சாவூர்
ஈ. மத்தவிலாச பிரகசனம்	-	ரங்கண்ணா

a. Mahendravarma Pallava	-	Chithrakarapuli
b. Narasima varma Pallava	-	First ruler of Pallavas
c. Pallavas	-	Tanjore
d. Matavilasaprahasam	-	Rankanna

4. கீழே கொடுக்கப்பட்டுள்ள படத்தில் தஞ்சை பிரகதீஸ்வரர் கோவிலை அடையாளம் காட்டுக.

Identify the Tanjore Pragaatheswara Temple in the picture. (K3-Ap, CO-4)

[illegible]

4. கூற்று: (1) மாலிக்காபூரின் மதுரை படையெடுப்பு 1311- ல் நடைபெற்றது. (K2-U, CO-5)

விளக்கம் : (2) மதுரை குறையாடப்பட்டு கோவில்கள் தீக்கிரையாக்கப்பட்டன.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

Assertion: (1) Malik kafur invasion on Madurai was held on 1311.

Reason: (2) Madurai was looted and temples were fired.

- a. (1) and (II) are correct
- b. (1) alone correct
- c. (II) alone correct
- d. (I) (II) are in correct

Part B (6 marks each)

1. தமிழகத்தைப் பற்றி அறிய உதவும் இலக்கிய சான்றுகளை குறிப்பிடுக. (K1-R, CO-1)
Mention the literary sources to know about the history of Tamil Nadu.
2. சங்க காலம் பற்றி சிறு குறிப்பு தருக. (K2-U, CO-1&CO-2)
Write a short note on Sangam age.
3. பல்லவர்களின் தோற்றம் பற்றி நீவீர் அறிவன யாவை? (K3-Ap, CO-2&CO-3)
What do you know about the origin of Pallavas?
4. சாளுக்கியர்களுக்கும் சோழர்களுக்கும் உள்ள உறவை கூறுக. (K3-Ap, CO-4)
Write on the relationship between the Cholas and the Chalukyas.
5. மாலிக்காபூரின் மதுரை படையெடுப்பின் முக்கியத்துவத்தை நிறுவுக. (K2-U, CO-5)
Give notes on the significance on the Malikafur's invasions on Madurai.

Part C (12 marks each)

1. தமிழக வரலாற்றில் புவியியலின் தாக்கத்தினை விளக்குக. (K1-R, CO-1)
Explain the influence of geography in the history of Tamil Nadu.
2. கரிகால சோழனின் சாதனைகளை பட்டியலிடுக. (K2-U, CO-1&CO-2)
List the achievements of Karikala Chola.
3. பல்லவர்கள் கால கலை கட்டிட வளர்ச்சியின் சிறப்பம்சங்களை தொகுத்து எழுதுக. (K3-Ap, CO-2&CO-3)

Narrate the specific features of the art and architecture of Pallavas.

4. இராஜ இராஜ சோழனின் படையெடுப்புகளை விவரி. (K3-Ap, CO-4)
Explain the conquest of Raja Raja.
5. ஹெர்ய்சாளர்களின் கலாச்சாரத்தினை தெளிவுபடுத்துக. (K2-U, CO-5)
Give a clear picture on the influence of Hoysalas in culture of Tamil Nadu.

Head of the Department: Dr. S. Regi

Course Instructors: Dr. K.S. Soumya & Dr. I. Jalaja Kumari

Department : History
Class : I BA History
Title of the Course : ELECTIVE COURSE I: INTRODUCTION TO ARCHAEOLOGY
Semester : I
Course Code : HU231EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU231EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives:

- 1.To understand the meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2. To analyse the developments in the field of archeology throughout the world and India

Course Outcomes

On the successful completion of the course, student will be able to:		
1	name the different kinds of archaeology.	K1
2	trace the archaeological developments from its beginnings.	K2
3	describe the contributions of archaeologists in India	K3
4	outline the methods and techniques of archaeology.	K1
5	classify the artefacts and describe the various types of analysis.	K3

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

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
I	Definition:								
	1	Definition, Nature, Aim and Scope of Archaeology	2	2	K1 (R)	Flipped Classroom. Group Discussion	Inquiry-Based Learning Case Discussion	Interactive PPT Google Scholar	Oral Quiz Class Presentation CIA - I
	2	Different kinds of Archaeology, Marine Archaeology	3		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You tube Video	Group Presentation Assignment CIA - I
	3	Aerial Archaeology	1		K3(Ap)	Lecture with visualization, Concept-based discussion	Collaborative Learning,	Short videos	Quizzes CIA - I
	4	New Archaeology	1		K3(Ap)	Inquiry – Based Learning	Story Telling	Interactive PPT	Peer discussion CIA - I
	5	Archaeology and its relations with allied disciplines	3		K2(U)	Flipped Class room	Peer Learning,	Digital Library	Open book test CIA - I
II	Origin and Growth of Archaeology as a discipline:								
	1	Selected Archaeologists, Michael Mercati	1	1	K1(R) & K2(U)	Visual teaching	Group discussion	YouTube Lectures	Oral quiz CIA - I
	2	Henrich Schliemann	1		K1(R)	Blended Learning	Case Study	You tube link	Peer discussions CIA - I
	3	Arthur Evans	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Slip Test CIA - I

	4.	Paul Emile Botta	1		K3 (Ap)	Integrative teaching	Group Work and Presentations,	You tube video	Oral Questions CIA - I
	5.	E.H. Thomson	1		K2(U) & K3 (Ap)	KWL (What do you know/Want to know/What did you learn)	Collaborative Learning	LMS	Seminar CIA - I
	6	General Pitt Reverse	1		K1(R)	Integrative teaching	Group Work and Presentations,	Menti Meter	Oral viva CIA - II
	7	Thomas Jefferson	1		K1(R) & K2(U)	Interactive class	Think-pair-share	Video clips	Oral presentation CIA - II
	8	Sir Flinders Patrie Childe Vere Gardon	2		K2(U)	Context based Teaching	Peer feedback	Interactive PPT	Quizzes CIA - II
	9	Stuart Piggott.	1		K1(R)	Lecture with discussion	Group discussion	E – notes	Slip Test CIA - II
III	Growth of Archaeology in India:								
	1	Archaeological Survey of India.	2	1	K2(U)	Lecture with discussion Context based teaching	Group discussion Case study	You tube link Gama	Oral presentation Collective one-mark questions CIA - II
	2	Early Archaeologists in India, Robert Bruce Foote	2		K2(U)	Core Conceptual Approach, Case study	Team work Seminar	Interactive PPT, E – notes Video clips	Oral Quiz. Slip Test Assignments CIA - II
	3	Alexander Rae	2		K3(Ap)	Interactive class room Story telling	Group activities Mock interviews	LMS Academic blog	Oral quiz Content Writing CIA - II
	4	Alexander Cunningham	1		K3(Ap)	Concept based learning	Group discussions	Interactive PPT	Seminar CIA - II
	5	Sir John Marshall	1	1	K1(R)	Core Conceptual Approach	Concept Mapping	Academic blog E- Journals	Seminar CIA - II

[illegible]

	1	Materials, Dating Methods	3	1	K2 (U)	Active based Lecture Story telling	Case discussion, Activities, Involving pairs and small groups	YouTube Videos Video clips	Assignment Open book Test CIA - II
	2	Radio Carbon Dating	1		K1(R)	Inquiry Based Learning	Cooperative activities	Short videos	Assignments, CIA - II
	3	Thermo Luminescence, Potassium Argon	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	What's app Pol Academic Blog	Conceptual quiz Viva CIA - II
	4	Electronic Spin Resonance	1		K2 (U)	Inquiry-Based Learning	Case discussion	Online databases	Slip test CIA - II
	5	Dendrochronology	1	1	K1(R)	Concept based learning,	Peer discussion	Video clippings	Quizzes
	6	Fluorine Method Nitrogen Method	1		K2 (U)	Integrative Teaching	Simulation Based learning	Mentimeter Slido	Short writing Oral viva
	7	Nitrogen Method	1		K2 (U) & K3(Ap)	Flipped class rooms	Think – Pair – Share	You Tube link	MCQ

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

Activities (Em / En /SD): **Model Making an archaeologist image**

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 Preservation Methods**

Assignment: **Methods of Excavation and Tools used for excavation**

Demo on Exploration (Last date to submit – example: **(09-09-2025)**)

Seminar Topics: **Alexander Cunningham, E.H. Thomson, Sir John Marshall and Sir Mortimer Wheeler.**

Sample questions

Part - A (1 mark each)

1. கடல் தொல்லியலுக்கு எடுத்துக்காட்டு எது? **(K1-R, CO -1)**

அ. மொகஞ்சதாரோவில் சிந்து சமவெளி நகரத்தின் தோண்டுதல்

ஆ. குஜராத்தின் கரையோரத்தில் மூழ்கிய துவாரகா நகரங்களை ஆய்வு செய்தல்

இ. பிம்பேத்கா பாறை வட்டாரங்களை ஆய்வு செய்தல் ராஜஸ்தானில் கோட்டைகளை கணக்கெடுத்தல்

Which of the following is an example of marine archealogy?

a. Excavation of the Indus valley city of Mohenjo – daro.

b. Expoloraton of the submerged remains of Dwaraha of the cost of Gujarat

c. Study of rock shelters at Bhimbetka

d. Survey of the forts of Rajasthan.

2. E.A. தாம்சன் இந்திய கடல் பண்டையக் கல்வி ----- என அழைக்கப்படுகிறார். **(K2- U, CO-2)**

E.A. Thomson is regarded as the -----of the Indian marine archaeology.

3. கீழே கொடுக்கப்பட்டுள்ள சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. **(K3- An, CO-3)**

அ. அலெக்சாந்தர் கனிங்காம்

- முதல் டைரக்டர் ஜெனரல்

ஆ. ஜான் மார்ஷல்

- இந்திய தொல்லியல் சர்வே நிறுவனர்.

இ. ஜேம்ஸ் பிரின்செப்

- கோவில் கட்டிடக்கலை கணக்கெடுப்பு அறிஞர்

ஈ. மார்ட்டிம் வீலர்

- இந்திய கட்டிடக்கலை கணக்கெடுப்பு நிறுவனர்.

Find out the correct pairs

a. Alexander Canningham

- First Director General

b. John Marshal

- Founder of Archaeological Survey of India

c. James Pricep

- Known for temple architecture survey

d. Mortimer Wheeler

- Director general of Archaeological Survey of India

4. கூற்று : (அ) குதிர்ச்சி துடைப்பான் அளவுகோல் போன்ற கருவிகள் தொல்லியல் அகழாய்வு பணிக்கு தேவையானவை. **(K1-R, CO-4)**

விளக்கம் : (ஆ) இந்த கருவிகள் பொருட்கள் சேதப்படாமல் அவற்றை வெகு கவனமாக அகற்றி சுத்தம் செய்து பதிவு செய்ய

உதவுகின்றன.

அ. அ மற்றும் ஆ இரண்டும் சரியானது

ஆ. அ மற்றும் ஆ இரண்டும் தவறானது

இ. அ மட்டும் சரியானது

ஈ. ஆ சரியானது

Assertion: (A) Tools like fowels, brusher, Silver and measuring tapes are essential for archaeological excavation

Reason : (B) There tools help in carefully uncovering cleaning and documentary and without damaging them.

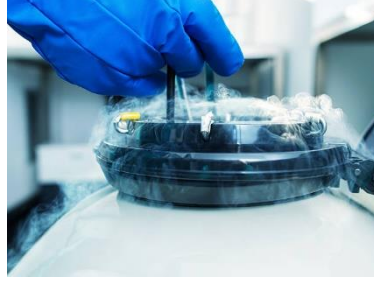
- Both (A) and (R) are true
- Both (A) and (R) are false
- (A) alone True
- (R) alone True
- e.

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் மரவளைய முறையை அடையாளம் காட்டுக. (K3-An, CO-5)
Identify Dendro chronology in the given pictures below.

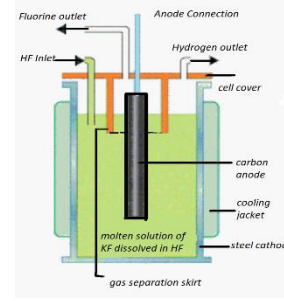
அ



ஆ



இ



ஈ



Part B (6 marks each)

- தொல்லியலின் நோக்கம் மற்றும் பரப்பு பற்றி ஒரு சிறு குறிப்பு தருக. (K1-R, CO -1)
Give a short note on the aim and scope of archaeology.
- தாமஸ் ஜெபர்சனைப் பற்றி நீவீர் அறவன யாவை? (K2-U, CO-2)
What do you know about Thomas Jefferson?
- இந்தியாவின் தொல்லியல் துறை வளர்ச்சி பற்றி எழுதுக. (K3-An, CO-3)
Write a brief note of the growth of archeology in India.
- அகழ்வாராய்ச்சிக்கு உபயோகிக்கப்பட்ட கருவிகள் பற்றி குறிப்பிடுக. (K1-R, CO-4)
Mention the tools used for excavation.
- மரவளைய முறையை வரையறு. (K3-An, CO-5)
Define Dendro Chronology.

Part C (12 marks each)

1. தொல்லியலின் வகைகளை விளக்குக. **(K1-R, CO -1)**
Explain the different kinds of archaeology.
2. ஸ்டூவர்ட் பிக்காட் தொல்லியலுக்கு ஆற்றிய தொண்டினை பட்டடிவிடுக. **(K2-U, CO-2)**
List the contribution of Stuart Piggot.
3. தொல்லியல் துறை பற்றி ஒரு கட்டுரை வரைக. **(K3-An, CO-3)**
Write an essay on the archaeological survey of India.
4. நீர்மூழ்கி தொல்லியல் அகழாய்வு பற்றி விவாதி. **(K1-R, CO-4)**
Discuss underwater archaeology.
5. தொல்லியல் துறையில் பாதுகாப்பு நடவடிக்கைகளை விளக்குக. **(K3-An, CO-5)**
Explain the preservation methods in archaeology.

Head of the Department: Dr. S. Regi

Course Instructor: Dr. I. Jalaja Kumari

Department : History
Class : I B.A./ B.Com./ B. Sc.
Title of the Course : Non-Major Elective - NME 1 – INTRODUCTION TO TOURISM
Semester : I
Course Code : HU241NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241NM1	2	0	0	0	2	2	30	25	75	100

Learning Objectives

1. To understand the basic components and elements of tourism
2. To analyse the functions of travel agency and tour operators

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the fundamentals of Tourism.	K1
2.	recognize the importance of Tourism	K2
3.	discuss the forms and functions of Tourism	K3
4.	summarize the basics of tourism industry.	K1
5.	organize a tour by themselves	K3

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	
I										
	1.	Definition of Tourism, Traveler and Tourist	1	1	K1(R)	Storytelling method	Flipped Classroom, Visual Aids	College LMS, YouTube documentaries	Formative, group activities and role-plays CIA I	
	2.	Travel Motivations: Push and Pull Motivations of Travel	1		K1(R)	Inquiry-Based Learning	Students share their travel experiences or dream destinations	National Geographic Kids, Travelocity or Expedia	Formative MCQ Quiz, CIA I	
	3.	Basic Components of Tourism	1		K1(R)	Activity-Based Learning	Visual Aids: Utilize pictures, videos	YouTube documentaries	Formative Oral Test CIA I	
	4.	Transport, Attraction	1		K1(R)	Play-Based Learning	Interactive Discussions	YouTube videos	Formative Peer Feedback CIA I	
	5.	Accommodation	1		K1(R)	Collaborative Learning	Flipped Classroom, Lecture using videos, PPT	National Geographic Kids, Travelocity or Expedia	Formative Open Book Test CIA I	
II										
	1.	Elements of Tourism: Weather	2	1	K2 (U)	Collaborative Learning	Group work on different elements of	YouTube documentaries on National	Formative MCQ Quiz, CIA I	

							tourism.	Geographic Kids	
	2.	Amenities, Accessibility	2		K2 (U)	Play-Based Learning	Planning a trip based on amenities and accessibility.	College LMS, Virtual Tours	Formative Oral Test, CIA I
	3.	Historical and Cultural Factors	1		K2 (U)	Inquiry-Based Learning	Discussions about their experiences historical and cultural factors during travel.	YouTube travel documentaries	Formative Tourism Games on ABCya CIA I
III									
	1.	Forms of Tourism: Domestic and International Tourism	1	1	K3(Ap)	Inquiry-Based Learning	Encourage students to ask questions and explore various types of tourism	Interactive Websites	Formative Slip Test, CIA I
	2.	Types of Tourism, Leisure Tourism and Pilgrimage Tourism	1		K3(Ap)	Collaborative Learning	Creation of a model of a cultural site & Illustrated Lectures	College LMS, Digital Storybooks	Formative Model Presentation CIA I
	3.	Adventure Tourism and Eco Tourism	1		K3(Ap)	Play-Based Learning & Multisensory Learning	Incorporate multisensory activities to engage all types of learners.	Videos	Formative Viva Voce CIA II
	4.	Cultural Tourism, Desert Tourism, Agro Tourism and Culinary	1		K3(Ap)	Storytelling	Lecture using chalk and talk	YouTube travel documentaries	Formative MCQ Quiz CIA II

		Tourism							
	5.	Medical Tourism and Sustainable Tourism	1		K3(Ap)	Hands-On Activities	Mind mapping, PPT	Interactive Videos	Formative Slip Test, CIA II
IV									
	1.	Travel Agency, Types of Travel Agency and Roles of Travel Agent	2	1	K1(R)	Play-Based Learning	Role - play	Interactive Educational Apps	Formative Observation CIA II
	2.	Types of Tour Operator and Roles of Tour Operator	2		K1(R)	Storytelling	Flipped Classroom, Lecture using chalk and talk	Short video clips on the working of travel agencies and tour operators	Formative Debate CIA II
	3.	Itinerary Planning: Principles, Resources and Guidelines	1		K1(R)	Peer Teaching	Discussion Forum, Debate	YouTube travel documentaries	Formative Observation CIA II
V									
	1.	Travel Documents: Passport, VISA–	2	1	K3(Ap)	Experiential Learning	Provide real-life scenarios	College LMS, Interactive Websites	Formative Matching Games CIA II
	2.	Health Certificates, Tax, Customs, Currency, Travel Insurance	2		K3(Ap)	Collaborative Learning	Flipped Classroom, Group activities	Educational Videos	Formative Group Presentations CIA II
	3.	Characteristics of a Tourist Guide	1		K3(Ap)	Visual and Kinesthetic Learning	Hands-on activities and visual aids	Digital Worksheets	Formative Peer Feedback 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** – 1. Tourist Place I Like the Most (Last date to submit – 30-07-2025)

2. Tour Itinerary Preparation (Last date to submit – 29-08-2025)

2. Model Making & Exhibition - Basic Components of Tourism (Last date to submit – 08-09-2025)

3. Campus Tour - 26-09-2025 (In observance of World Tourism Day)

Seminar Topic: **Nil**

Sample questions

Part A (2 marks each)

1. Define Tourism. (R-K1, CO-1)
2. List the elements of tourism. (U-K2, CO-2)
3. Why there are two forms of tourism? (Ap-K3, CO-3)
4. State the importance of tourist guides. (R-K1, CO-4)
5. Why do we need passport and VISA? (Ap-K3, CO-5)

Part B (5 marks each)

1. Bring out the role of Railways in the promotion of Tourism. (R-K1, CO-1)
2. How does Historical and Cultural factors affect tourism? (U-K2, CO-2)
3. Illustrate the impact of sustainable tourism on environment with suitable examples. (Ap-K3, CO-3)
4. How did Thomas Cook become the first travel agent? (R-K1, CO-4)
5. Demonstrate the characteristics of a tourist guide (Ap-K3, CO-5)

Part C (9 marks each)

1. Elaborate the role of Accommodation in promoting tourism. (R-K1, CO-1)
2. List the basic components of tourism (U-K2, CO-2)

3. Identify the pictures and illustrate the kinds of tourism.



4. Discuss the functions of Travel Agency.

5. Write a tour itinerary for an adventure tourism to hill station in Himalayas.

(Ap-K3, CO-3)

(R-K1, CO-4)

(Ap-K3, CO-5)

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. Regi, S.

Department : History
Class : I BA History
Title of the Course : FOUNDATION COURSE: INTRODUCTION TO HISTORY
Semester : I
Course Code : HU241FC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU241FC1	2	-	-	-	2	2	30	25	75	100

Learning Objectives:

1. To understand the knowledge of different kinds of history and its relationship with other disciplines.
2. To analyse the use of facts in writing history.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	define History and its relationship with other fields	K1
2	recognize the important history and historical writings.	K2
3	illustrate the development of history through the ages.	K3
4	outline the contributions of various historians.	K1
5	identify the place of historical studies among the other subjects.	K3

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
I	History – Meaning:								
	1	History, Meaning	2	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	LMS	Oral Quiz CIA-1
	2	Definitions	1		K2(U)	Inquiry – Based Learning	Peer feedback	Interactive PPT	Group Presentation CIA-1
	3	Nature and Scope of History	2		K3(Ap)	Concept-based discussion Integrative teaching	Collaborative Learning, Group Work and Presentations	YouTube video Interactive PPT	Quizzes on important events. Peer discussions CIA-1
II	Uses and Abuses of History:								
	1	Uses and Abuses of History	3	1	K1(R) K2(U)	Core Conceptual Approach Mind map	Concept Mapping Self-paced learning	You Tube Link Articles	Open book test Slip Test CIA-1I
	2	Lessons in History	2		K2(U)	Visual Teaching Blended Learning	Peer feedback Case study	Interactive PPT Digital Library	Open Book Exam Quizzes CIA-1I
III	Kinds of History:								
	1	Kinds of History, Political History	2		K2(U)	Lecture with discussion Context based teaching	Group discussion Case study	E- Books Interactive PPT	Oral presentation MCQ CIA-1I
	2	Economic History	1		K2(U)	Case study	Seminar	Interactive PPT	Oral Quiz. CIA-1I
	3	Military History, Social History	1	1	K3(Ap)	Interactive class room	Group activities Formulating	Video E – notes	Oral quiz Discussion

						Story Telling	questions		CIA-1I
	4	Developmental History and Environmental History.	1		K3(Ap)	Flipped classroom	Formulating questions	Interactive PPT	MCQ CIA-1I
IV	History and Allied Disciplines:								
	1	History and Allied Disciplines	3	1	K1(R)	Inquiry-Based Learning Story telling	Case discussion Peer feedback	Videos Clips LMS	Conceptual Quiz Viva voce CIA-1I
	2	Debates on history: Science or an Art.	2		K1(R)	Visual Pedagogy Story telling	Debate Group discussion	Interactive PPT E- Pathsala	Conceptual quiz Peer presentation CIA-1I
V	Specific Historian in the World:								
	1.	Herodotus	2	1	K1(R)	Inquiry Based Learning Story telling	Group Discussions Seminar	Google scholar E- Noted	Assignments, Open Book Test CIA-1I
	2.	Thucydides	1		K3(Ap)	Inquiry-Based Learning,	Content discussion	You Tube link	Content wiring CIA-1I
	3.	Livy	1		K2 (U)	Inquiry-Based Learning	Case discussion	LMS	Oral Quiz. CIA-1I
	4.	Tacitus	1		K3(Ap)	Flipped classroom	Formulating questions	Interactive PPT	MCQ CIA-1I

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

Activities (Em / En /SD): **Poster making on Lessons of History.**

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 important historians.**

Assignment: **Environmental History and Herodotus** (Last date to submit – example: **(18-09-2025)**)

Seminar Topics: Social History, Political History, Military History.

Sample questions

Part - A (2 mark each)

1. வரலாறு என்ற வார்த்தை எந்த மொழியிலிருந்து தோன்றியது? (K1-R, CO-1)

அ. கிரேக்க மொழி ஆ. லத்தீன் மொழி இ. ஆங்கிலம் ஈ. அராபிக்

In which language the term History originated?

a. Greek b. Latin c. English d. Arabic

2. வரலாற்றின் படிப்பினைகளில் ஒன்று ----- (K2-U, CO-2)

Teaching of History-----

3. கீழே கொடுக்கப்பட்டுள்ள சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. (K3-Ap, CO-3)

அ. புவியியல் வரலாறு	-	சுற்றுசூழல்
ஆ. அரசியல் வரலாறு	-	பொருளாதாரம்
இ. பொருளாதார வரலாறு	-	ஆட்சிமுறை
ஈ. இராணுவ வரலாறு	-	சமுதாய வாழ்க்கை

Find out the correct pair

a. Geographical History	-	Environmental
b. Political History	-	Economy
c. Military History	-	Social Life
d. Economic History	-	Administration

4. கூற்று : (1) வரலாறு அறிவியலோடு தொடர்புடையது. (K2-U, CO-2)

விளக்கம் : (2) வரலாறு அறிவியல் பாடங்களையும் உள்ளடக்கியது.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

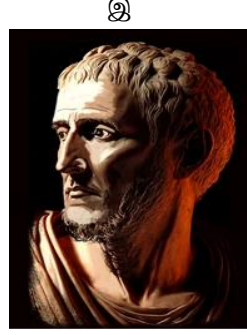
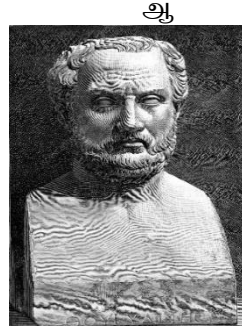
Assertion: (1) History is related to science

Reason : (2) History Co-related with Science subjects

a. (1) and (II) are correct
b. (1) alone correct
c. (II) alone correct

d. (I) (II) are in correct

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் வரலாற்றின் தந்தையை அடையாளம் காட்டுக. (K3-Ap, CO-3)
Identify Father of History in given pictures below.



Part B (5 marks each)

1. வரலாற்றின் பொருள் விளக்கத்தினை தெளிவாக எழுதுக. (K1-R, CO-1)
Give a clear picture on the meaning of History.
2. வரலாற்றின் படிப்பினைகளை குறிப்பிடுக. (K3-Ap, CO-3)
Mention the lessons of History.
3. சமுதாய வரலாற்றின் முக்கியத்துவத்தை விளக்குக. (K1-R, CO-1)
Explain the importance of social History.
4. வரலாறும் தொடர்புடைய பாடங்களையும் பற்றி சிறு குறிப்பு தருக. (K2-U, CO-2)
Give a short note on History and its related subjects.
5. தூஸிடைட்சின் வரலாற்று படைப்புகளை எடுத்துக் கூறுக. (K3-Ap, CO-3)
Mention the contributions of Thucydides on History.

Part C (9 marks each)

6. வரலாற்றின் வரையறைகளை விளக்குக. (K1-R, CO-1)
Explain the definitions on History.
7. வரலாற்றின் நன்மை தீமைகளை விவரி. (K2-U, CO-2)

Give in detail on the uses and abuses of History. (K1-R, CO-1)

8. வரலாற்றின் வகைகளை பட்டியலிடுக.

List the kinds of History.

9. வரலாறு கலையா? அறிவியலா? என்பதை விவாதி. (K2-U, CO-2)

Discuss history is an art and science.

10. ஹெரோடோட்டஸ் வரலாற்றிற்கு ஆற்றி தொண்டினை விளக்குக. (K1-R, CO-3)

Explain the contributions of Herodotus to history.

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 V: HISTORY OF INDIA 1526 CE - 1707 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.	acquire knowledge on the establishment of Mughal rule in India	K1
2.	understand the consolidation of Mughal power in India	K2
3.	apply the contributions of the Mughals to Indian Politics	K3
4.	analyse the features of Mughal Art and Architecture	K4
5.	assess the administration of Shivaji Estimate the teachings of Guru Nanak	K5

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

Teaching plan

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

[illegible]

	1	Akbar the Great, wars and Conquests of Akbar.	3	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Religious Policy, Mansabdari System	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	Rajput Policy	2	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Deccan Policy	2	1	K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Wars and conquests of Jahangir	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	Nurjahan	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
III	Mughal Empire under Shahjahan & Aurangzeb:								
	1	Wars and conquests of Shahjahan	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	Golden Age of the Mughals	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	War of Succession	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	wars and conquests of Aurangzeb	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	Religious Policy.	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
IV	Mughal Administration & Development of Arts and Architecture:								
	1	Mughal Administration, Central Administration	2	1	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	Provincial Administration	2		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	Military Administration	2		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	Social Condition	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	Economic Condition under the	2		K1(R) & K2 (U)	Virtual Tour Concept based	Peer feed back Sharing reflections	Interactive PPT	Concept map

		Mughals				learning Story telling	Seminar Formulating questions	You tube link Digital library	Class presentation Online quiz with google form CIA- 1I
	6	Art and Architecture, Paintings, Music and Literature.	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
V	Disintegration of Mughal Empire:								
	1	Causes for the decline and disintegration of the Mughals	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	Rise of Marathas	3		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	Relationship between the Marathas and the Mughals	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Rise of Sikhs	2	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I
	5	Relationship between the Sikhs and the Mughals.	2	1	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 – **18-09-2025**)

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

Sample questions

Part - A (1 mark each)

1. பாபர் எப்போது இந்தியா மீது படையெடுத்தார்? (K1-R, CO-1)

அ. 1526 ஆ. 1556 இ. 1576 ஈ. 1527

When was Babur invaded in India?

a. 1526 b. 1556 c. 1576 d. 1527

2. அக்பரின் முன்னோடி என்று அழைக்கப்பட்டவர்----- (K2-U, CO-2)

The forerunner of Akbar-----

3. சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. K3 (Ap) CO-3

அ. ஷாஜஹான்	-	நூர்ஜஹான்
ஆ. ஒளரங்கசீப்	-	அபுல்பாசல்
இ. தாஜ்மஹால்	-	உஸ்தாத் ஹமீது லகோரி
ஈ. வாரிகரிமைப் போர்	-	1663

Find out the correct pairs

a. Shajakhan	-	Nurjakhan
b. Aurangzeb	-	Abul Fazal
c. Tajmahal	-	Ustad Hamid Lohori
d. War of Succession	-	1663

6. கூற்று : (1) முகலாயர்களின் நிர்வாகம் நிலமானிய முறையை அடிப்படையாகக் கொண்டது. (K4-An, CO-4)

விளக்கம் : (2) படைவீரர்களுக்கு நிலம் ஊதியமாக வழங்கப்பட்டது.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

Assertion: (1) Mughal administration was based on feudalism.

Reason : (2) Lands were distributed the soldiers for their service.

- a. (1) and (II) are correct
- b. (1) alone correct
- c. (II) alone correct
- d. (I) (II) are in correct

7. கீழே கொடுக்கப்பட்டுள்ள படங்களில் சிவாஜியை அடையாளம் காட்டுக. (K5-Ev, CO-5)

Identify Shivaji in the given picture.

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Part B (6 marks each)

1. முதல் பானிபட் போர் பற்றி எழுதுக. (K1-R, CO-1)
Write a note on the battle of Panipat.
2. அக்பரின் சமயக் கொள்கைகளின் சிறப்பம்சங்களை எடுத்துக் கூறுக. (K2-U, CO-2)
Point out the specific features of Akbars religious policy.
3. தாஜ்மஹால் பற்றி நீவீர் அறிவன யாவை? (K3-Ap, CO-3)
What do you know about the Tajmahal?
4. முகலாயர்களின் கட்டிடக்கலை வளர்ச்சியினை விளக்குக. (K4-An, CO-4)
Explain the development Mughal architecture.
5. சீக்கியர்களின் எழுச்சி பற்றி குறிப்பிடுக. (K5-Ev, CO-5)
Mention the rise of Sikhs.

Part C (12 marks each)

1. ஷெர்ஷாவின் சாதனைகளை பட்டியலிடுக. **(K1-R, CO-1)**
List the achievements of Shersha.
2. அக்பரின் போர் வெற்றிகளை தொகுத்து எழுதுக. **(K2-U, CO-2)**
Compile the military achievements of Akbar. **(K3-Ap, CO-3)**
3. ஓளரங்கசீப்பின் படையெடுப்பை விவரி.
Explain the Deccan policy of Aurangazeb. **(K4-An, CO-4)**
4. முகலாயர்களின் ஆட்சிமுறையை விவரி.
Explain the administration of Mughals.
5. சிவாஜியின் நிர்வாகத்தை ஆராய்க. **(K5-Ev, CO-5)**
Analyse the administration of Shivaji.

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 VI: HISTORY OF TAMIL NADU SINCE 1801 CE – 1956 CE**
Semester : **III**
Course Code : **HU233CC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233CC2	5	-	-	-	5	5	75	25	75	100

Learning Objectives

1. To understand the colonial administration and early resistance in Tamil Nadu
2. Knowledge on the role of Tamil Nadu towards Freedom movements.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	summarize the colonial administration and early resistance in Tamil Nadu	K1
2	understand the achievements of social reforms in Tamil Nadu	K2
3	apply the Political and Social Awakening of Tamil Nadu	K3
4	analyze the comprehend the contributions of the Congress, DMK and ADMK governments	K4
5	reconstruct the formation of Tamil Nadu	K5

K1-Remember; **K2**- Understand; **K3**-Apply; **K4**-Analyse; **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
I	Establishment of British Rule in Madras:								
	1	South Indian Rebellion	3	1	K1(R)	Lecture using Chalk and talk	PPT	Virtual tour	MCQ
	2	Formation of Madras Presidency	3	1	K2(U)	Group Discussion	Discussion	LMS	Story telling
	3	Tamil Nadu under the Europeans	3		K1(R)	Lecture method	Group Discussion	Digital libraries	Gamification
	4	Vellore Mutiny of 1806	3	1	K2(U)	Lecture using with PPT	Note Making	PPT	Concept explanations
II	Nationalism in Tamil Nadu:								
	1	Madras Native Association	2	1	K1(R)	Lecture using PPT	Class room experiments	E- Journals	Concept explanation
	2	Madras Mahajana Sabha	2		K2(U)	Lecture chalk and talk	Blended learning	PPT	Evaluation through short test
	3	Swadeshi Movement, V.O. Chidambaram Pillai	3	1	K2(U)	Lecture and Using video	Reflective journalizing based on the lecture	edX	Suggest concept with examples
	4	Bharathiyar	2		K1(R)	Group Discussion.	PPT	Google Scholar	Quiz
	5	Home Rule Movement	3	1	K1(R)	Lecture using videos	Live demonstration of concepts	Coursera	Open book test

III				Social and Political Awakening in Tamil Nadu:					
	1	Dravidian Association	1		K1(R)	Lecture using Chalk and talk	Class room experiments	E- Journals	class test
	2	South Indian Liberal Movement	2		K1(R)	Lecture using PPT	Blended learning	PPT	Asking questions
	3	Non-Brahmin Movement	3	1	K2(U)	Lecture method	Reflective journalizing based on the lecture	edX	MCQ
	4	Justice Party Government	3	1	K1(R)	Lecture method	PPT	Google Scholar	Quiz
	5	Social Justice Measures (Communal G. Os), Social welfare measures.	3	1	K3 (Ap)	Lecture Method	Blended learning	LMS	Slip Test
IV	Tamils' participation in National Movements								
	1	Non-Cooperation Movement	3	1	K4(An)	Lecture using Chalk and talk	PPT	Virtual tour	Role Play
	2	Civil Disobedience Movement	3	1	K4(An)	Group Discussion	Discussion	LMS	MCQ
	3	Vedaranyam Salt Satyagraha	2		K4(An)	Lecture using PPT	Group Discussion	Digital libraries	Demo
	4	Impact of Gandhi's visit to Tamil Nadu	1		K4(An)	Introductory session	Note Making	PPT	Group Discussion
	5	Congress Ministry, Quit India Movement, Towards Independence	3	1	K4(An)	Group Discussion	Reflective journalizing based on the lecture	Study.com	MCQ
V	Rise of Dravidian ideologies:								

1	Periyar's Self Respect Movement, Formation of Dravidar Kazhagam	3	1	K5 (Ev)	Group Discussion	PPT	Virtual tour	Over View
2	Periyar's Self- Respect campaign for social equality and women Empowerment	2		K5 (Ev)	Lecture with PPT	Discussion	LMS	Open book test
3	Government after Independence: Rajaji Ministry (1952-54)	2	1	K5 (Ev)	Lecture with black board	Group Discussion	Digital libraries	Quiz
4	Linguistic States Reorganizations, Marshal Nesamony	3	1	K5 (Ev)	Flipped class room.	Note Making	PPT	Story telling
5	Ma.Po. Sivagnanam, Potti Sriramulu	2		K5 (Ev)	Group discussion	Reflective journalizing based on the lecture	Study.com	Questing

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

Activities: **Quiz, Demo**

Course Focussing on Cross Cutting Issues: **Human Values**

Activities related to Cross Cutting Issues: **Group Discussion and PPT**

Assignment: **Content writing on Marshal Nesamony (17-07-2025)**

Seminar Topic: **Non-Co-operation movement (26-07-2025)**

Sample questions:

Part A (1 mark each)

1. Who was the leader of Panchalamkurichi league? (K1-R, CO-1)
பாஞ்சாலங்குறிச்சி லீக்கின் தலைவர் யார்?
2. When was the Madras Native Association founded? (K2-U, CO-2)
சென்னை பூர்வீக சங்கம் எப்போது நிறுவப்பட்டது?
3. Which year Swadeshi Navigation company established? (K3-Ap, CO-3)

சுதேசி நேவிகேஷன் நிறுவனம் எந்த ஆண்டு நிறுவப்பட்டது?

4. Who were the founders of Justice Party? (K4-An, CO-4)
நீதிக்கட்சியை நிறுவியவர் யார்?
5. When did the Vedaranyam Salt Satyagraha held? (K5-Ev, CO-5)
வேதாரண்யம் உப்பு சத்தியாக்கிரகம் எப்போது நடைபெற்றது?

Part B (6 marks each)

1. Write a short note on Vellore Mutiny. (K1-R, CO-1)
வேலூர் கலகம் பற்றி ஒரு சிறு குறிப்பு எழுதுக.
2. Give a brief note on Madras Mahajana Sabha. (K2-U, CO-2)
சென்னை மகாஜன சபை பற்றி ஒரு சிறு குறிப்பு தருக
3. What do you know about South Indian Liberal Movement? (K3-Ap, CO-3)
தென்னிந்திய கலவரத்தைப்பற்றி உங்களுக்கு தெரிந்தவற்றை குறிப்பிடுக.
4. Mention the important of Vedaranyam Salt Satyagraha. (K4-An, CO-4)
வேதாரண்யம் உப்பு சத்தியாக்கிரகத்தின் முக்கியத்துவத்தை கூறுக.
5. State the importance Gandhi visit to Tamil Nadu. (K5-Ev, CO-5)
காந்தியின் தமிழக வருகையின் முக்கியத்துவத்தை எழுதுக.

Part C (12 marks each)

1. Discuss the various causes for the outbreak of South Indian Rebellion. (K1-R, CO-1)
தென்னிந்திய கலகத்திற்கான காரணங்களை விவாதிக்கவும்
2. Narrate the events and the impact of Vellore Mutiny. (K2-U, CO-2)
வேலூர் கலகத்தின் நிகழ்வுகள் மற்றும் தாக்கத்தை விவரிக்கவும்.
3. Explain the role of V.O.C in the freedom struggle. (K3-Ap, CO-3)
சுதந்திரப் போராட்டத்தில் வ.உ.சிவின் பங்கை விளக்குக.
4. Analyse the role the role of Justice Party doing justice to the non-Brahmins. (K4-An, CO-4)
பிராமணரல்லாதவர்க்கு நீதி வழங்கும் நீதி வழங்கும் நீதிக்கட்சியின் பங்கை பகுப்பாய்வு செய்யுங்கள்
5. Describe the important features of Periyar's self-respect movement. (K5-Ev, CO-5)
பெரியாரின் சுயமரியாதை இயக்கத்தின் முக்கிய அம்சங்களை விவரி.

Head of the Department: Dr. S. Regi

Course Instructor: Dr. K. Baby

Department : History
Class : II BA History
Title of the Course : ELECTIVE COURSE III: INDIAN POLITICAL THOUGHT
Semester : III
Course Code : HU233EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives:

1. To understand the characteristics of Ancient political thinkers
2. To analyse the Ideas of Egalitarian thinkers

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	describe Kautilya's ideal of a state and administration.	K1
2.	elucidate the ideas of medieval thinkers like barani and Abul Fazal	K2
3.	illustrate the contributions of morden thinkers	K3
4.	analyse the ideas of radical thinkers such as tilak, Subramani Bharathi, V. O. Chidambaram Pillai and Aurobindo Ghosh	K4
5.	evaluate the social impact of the ideas of Periyar and Ambedkar.	K5

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

Teaching plan

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

[illegible]

	1	Rajaram Mohan Roy	2	1	K2(U)	Lecture with discussion Context based teaching	Group discussion Case study	You tube link Interactive PPT	MCQ Asking question CIA -I
	2	Swami Vivekananda	2		K2(U)	Case study Concept based learning, Flipped Class room	Group discussions Formulating questions Case study	Interactive PPT E – Pathshala Video clips	Oral Quiz. Seminar Peer Review CIA -I
	3	M.G. Ranade	2		K3(Ap)	Story telling Concept based learning	Group activities Formulating questions	E -Journals E – notes	Oral quiz Discussion CIA -II
	4	G.K. Gokhale	2		K3(Ap)	Concept based learning, Flipped classroom	Group discussions Seminar	Interactive PPT You tube link	MCQ Slip test CIA -II
	5	Mahatma Gandhi	2	1	K1(R)	Mind map Integrative teaching Blended learning	Concept Mapping Formulating questions Case study	Short videos Interactive PPT Google Scholar	Open book test Viva voce Formulate one-mark questions CIA -II
IV	Radical Thinkers:								
	1	Bal Gangadhar Tilak	2	1	K1(R)	Story telling Case study	Case discussion Peer feedback	LMS Short Video	Conceptual Quiz Oral quiz CIA -II
	2	Subramanya Bharathi	3		K1(R)	Visual Pedagogy Story telling Flipped class room	Role play Group discussion Peer study	Interactive PPT Film (Cinema) LMS	Conceptual quiz Open book test Assignments CIA -II

	3	V.O. Chidambaram	3		K2(U) & K3(Ap)	Case study Inquiry Based Learning Story telling	Case discussion Peer feedback Activities involving pairs and small groups	E- Pathshala Digital library You tube link	Assignment Seminar Open book Test CIA -II
	4	Aurobindo Ghosh	2	1	K1(R) & K3(Ap)	Blended Learning Traditional lecture Story telling	Group Discussions Making cooperative activities Mock presentation	Interactive PPT You tube link E - Books	MCQ Oral quiz Content writing CIA -II
V	Egalitarian Thinkers:								
	1	E.V.R. Periyar	3	1	K2(U)	Visual learning Story telling Concept based learning,	Case discussion, Involving pairs and small groups Seminar	YouTube Videos Video clips Interactive PPT	Assignment Peer review Content writing CIA -II
	2	B.R. Ambedkar	3	1	K1(R)	Case study Inquiry Based Learning Story telling	Group Discussions Seminar Content discussion	Digital Library LMS E- Journal	Assignments, Open Book Test Spot test CIA -II
	3	Socialist Thinkers, Ram Manohar Lohia	2		K3(Ap)	Concept based learning, Story Telling Inquiry-Based Learning,	Collaborative Learning, Concept Mapping, Content discussion	Online Lecture Video clips you tube link	Conceptual quiz Content wiring Quizzes CIA -II
	4	Jayaprakash Narayanan	2		K2 (U)	Inquiry-Based Learning, Story telling Blended learning	Case discussion Peer feedback Seminar	Video clippings Menti Meter Interactive PPT	Oral Quiz. Slip test Quizzes CIA -II

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

Activities (Em / En /SD): **Content Writing on Medieval Thinkers**

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 on Philosophers**

Assignment: Kautilya – Arthasasthra, E.V.R. Periyar, and B.R. Ambedkar (Last date to submit – example: **(08-08-2025)**)

Seminar Topics: Kautilya – Arthasasthra, Swami Vivekananda, V.O. Chidambaram.

Sample questions

Part - A (1 mark)

1. அர்த்தசாஸ்திரத்தை எழுதியவர் யார்? **(K1-R, CO -1)**

அ. ஹெடில்லயர் ஆ. கல்கணர் இ. பரணி ஈ. ரானடே

Who wrote Arthasastra?

a. Kowtilya b. Khalkana c. Bharani d. Ranade

2. பரணி எழுதிய நூல் ----- **(K2-U, CO-2)**

Barani wrote the book-----

3. கீழே கொடுக்கப்பட்டுள்ள சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. **(K3-An, CO-3)**

அ. இராஜாராம் மோகன்ராய்	-	பிரம்ம சமாஜம்
ஆ. சுவாமி விவேகானந்தர்	-	ஆரிய சமாஜம்
இ. கோபாலகிருஷ்ண கோகலே	-	காந்தியின் அரசியல் குரு
ஈ. மகாத்மா காந்தி	-	பிரம்மஞானசபை

Find out the correct pairs

a. Raja Ram Mohn Roy	-	Brahma Samaj
b. Swami Vivekananda	-	Arya Samaj
c. Gopala Krishna Gokhale	-	Gandhi political Guardian
d. Mahatma Gandhi	-	Theosophical society

4. கூற்று : (1) சுதந்திரம் எனது பிறப்புரிமை என்று திலகர் கூறினார். **(K4- Ap, CO-4)**

விளக்கம் : (2) ஆங்கிலேயர்களிடமிருந்து விடுதலை பெறுதலே முக்கிய நோக்கமாகும். மற்றும் பிறப்புரிமையாகும்.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

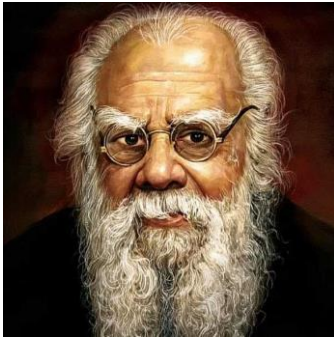
இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

Reason : (2) To attain freedom from the Britishers was the main goal and my birth rights too.

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் ஈ.வே. ராமசாமி பெரியாரை அடையாளம் காட்டுக. (K5-Ev, CO-5)

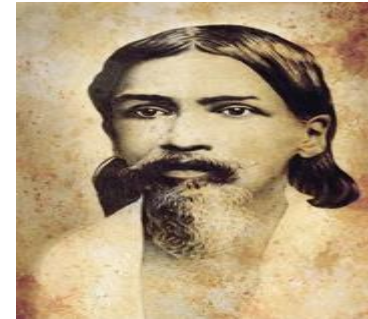
அ



ஆ



⌈



1. திருவள்ளுவர் பற்றி குறிப்பு தருக. (K1-R, CO -1)

2. அபுல்பாசல் கூறும் நிர்வாகத்திற்கான நன்னெறிகள் பற்றி குறிப்பிடுக. (K2-U, CO-2)

3. சுவாமி விவேகானந்தரின் தத்துவங்களை பட்டியலிடுக. (K3-An, CO-3)

4. அரபிந்தகோஷின் சிந்தனைகளை வரிசைப்படுத்துக. (K4-Ap, CO-4)

5. அம்பேத்கார் கூறும் இளைஞர்களுக்கான நன்னெறிகள் பற்றி விளக்குக. (K5-Ev, CO-5)

Explain the disciplines of truth formulated by Ambedkar.

Part C (12 marks each)

1. ராஜதரங்கனியின் வரலாற்று முக்கியத்துவத்தை விவரி. (K1-R, CO -1)
Discuss the historical importance of Rajatharangini.
2. பரணியின் நிர்வாகக் கொள்கையை தொகுத்து எழுதுக. (K2-U, CO-2)
Narrate the doctrines of administration suggested by Barani.
3. மகாத்மா காந்தியின் கல்விக் கொள்கையை விளக்குக. (K3-An, CO-3)
Explain the educational principles of Mahatma Gandhi.
4. சுப்பிரமணிய பாரதியின் தத்துவங்களை விவரி. (K4-Ap, CO-4)
Explain the philosophes of Subramania Bharathi.
5. ஈ.வே. ராமசாமி பெரியாரின் சமுதாய சிந்தனைகளை ஆராய்க. (K5-Ev, CO-5)
Analyse the social thoughts of E.V.R

Head of the Department: Dr. S. Regi

Course Instructor: Dr. I. Jalaja Kumari

Department : History
Class : II B.A. History
Title of the Course : Generic Elective: ARCHAEOLOGICAL SITES IN INDIA
Semester : III
Course Code : HU233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU233SE1	2	0	0	0	2	2	30	25	75	100

Learning Objectives:

1. To analyze the important aspects of archaeological developments in India.
2. To estimate the effective functions of the ancient sites in Tamil Nadu.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the Indus Valley Civilization	K1
2.	explain the archaeological sites in India	K2
3.	illustrate the ancient sites of Tamil Nadu	K3
4.	highlight Keezhadi, Konthakai and Manalur	K4
5.	Evaluate the knowledge on the caves	K5

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

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
I									
	1.	Indus Valley Civilization - Harappa	2	1	K1(R)	Storytelling method	Flipped Classroom, Visual Aids	YouTube documentaries on Indus Valley, NCERT history e-books	Formative, Timeline Chart Submission CIA I
	3.	Mohanjadara	2		K1(R)	Inquiry-Based Learning,	Art & Craft making, Artefact Study	College LMS, YouTube documentaries on Indus Valley	Formative Oral Test CIA I
	4.	Chanchudaro	1		K1(R)	Play-Based Learning	Chart Making	News articles, ASI reports, YouTube archaeology channels	Formative Peer Feedback CIA I
II									
	1.	Sites in India: Lothal	2	1	K2(U)	Collaborative Learning	Map-Based Teaching	YouTube documentaries on Indus Valley, NCERT history e-books	Formative MCQ Quiz, CIA I
	2.	Dholavira	1		K2(U)	Gamification	Flipped Classroom, Visual Learning	Google Maps, ASI (Archaeological Survey of India) site, Virtual Museum tours	Formative Oral Test, CIA I
	3.	Rakhigarhi	2		K2(U)	Inquiry-Based	Model	College LMS,	Formative

						Learning	Making	NCERT history e-books	Timeline Chart Submission CIA I
III									
	1.	Ancient Sites of Tamil Nadu: Arikamedu	2	1	K3(Ap)	Gamification	Flipped Classroom, Excavation Game	YouTube documentaries on archaeological sites, NCERT history e-books	Formative Slip Test, CIA I
	2.	Adichchanallur	2		K3(Ap)	Collaborative Learning	Map-Based Teaching, Illustrated Lectures	Google Maps, College LMS, Virtual Museum tours	Formative Map Presentation CIA I
	3.	Kodumanal	1		K3(Ap)	Play-Based Learning	Artefact Study & Picture Talk	TN State Archaeology Department site, Artefact images from museum websites	Formative Viva Voce CIA II
IV									
	1.	Keezhadi	2	1	K4(An)	Inquiry-Based Learning	Site-Based Learning / Virtual Field Studies	College LMS, Artefact images from museum websites	Formative Simulation Task, CIA II
	2.	Konthakai	2		K4(An)	Peer Teaching	Discussion Forum, Debate	News articles, ASI reports, YouTube archaeology channels	Formative Debate CIA II
	3.	Manalur	1		K4(An)	Play-Based Learning	Flipped Classroom, Chart Making	UNESCO Heritage site links, Virtual 3D tours	Formative Chart Assessment, CIA II
V									

	1.	Caves: Ajanta	2	1	K5(Ev)	Activity-Based Learning	Flipped Classroom, Comparative Mapping and Infographics	College LMS, Virtual tours	Formative Rubric Scoring, CIA II
	2.	Ellora	2		K5(Ev)	Case Study Method	Comparative Analysis, Debate	News articles, ASI reports, YouTube archaeology channels	Formative Debate CIA II
	3.	Elephanta	1		K5(Ev)	Experiential Learning	Discussion Forum, Field Visit Simulation	UNESCO Heritage site links, Virtual 3D tours	Formative Peer Feedback CIA II

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

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

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

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

Assignments: **1. Home Assignment - Album Making** - Indus Valley Civilization (Last date to submit – 10-07-2025)

2. Visual Storyboard - Ancient Sites of Tamil Nadu (Last date to submit – 31-07-2025)

3. Model Making & Exhibition - Caves of India (Last date to submit – 05-08-2025)

Seminar Topic: **Nil**

Sample questions

Part A (2 marks each)

1. சிந்து சமவெளி நாகரீகம் ஏவ்வாறு கண்டறியப்பட்டது?
How was the Indus Valley Civilization explored?
2. கீழ்காணும் படத்தினைப் பற்றி ஒரிரு வார்த்தைகளில் எழுதுக.
Write one or two lines about the given picture

(K1-R, CO-1)



(K2-U, CO-2)

3. தமிழகத்தின் புகழ்பெற்ற தொல்லியல் ஆய்விடங்களில் ஐந்தினைப் பட்டியலிடுக
List any five archaeological sites in Tamil Nadu

(K3-Ap, CO-3)

4. கீழ்காணும் படத்தினைப் பற்றி ஒரு வார்த்தைகளில் எழுதுக.
Write one or two lines about the given picture



(K4-An, CO-4)

5. அஜந்தா. எல்லோரா குகைகளின் முக்கியத்துவத்தை மதிப்பிடுக.
Assess the importance of Ajanta and Ellora caves

(K5-E, CO-5)

Part B (5 marks each)

1. பொதுக் குளியல் குளம் பற்றி நீவீர் அறிவன யாவை?
What do you know about Great bath?

(K1-R, CO-1)

2. லோத்தால் சிறு குறிப்பு தருக.
Give a brief note on Lothal

(K2-U, CO-2)

3. ஆதிச்சநல்லூரில் நடைபெறும் தொல்லியல் ஆய்வுகளைப் பற்றி தொகுத்துத் தருக
Compile the archaeological excavations at Adhichchanallur

(K3-Ap, CO-3)

4. தற்கால தமிழக தொல்லியல் ஆய்வுகளின் முக்கியத்துவத்தினைக் கூறுக
State the importance of the recent archaeological excavations in Tamil Nadu

(K4-An, CO-4)

5. எலிபெண்டா குகைகள் ஏன் முக்கியத்துவம் பெற்றுள்ளது?
Why is the Elephanta cave got importance?

(K5-E, CO-5)

Part C (9 marks each)

1. புகழ்பெற்ற இந்திய தொல்லியல் இடங்கள் பற்றி கட்டுரை வரைக.
Write an essay on the famous archaeological sites in India. (K1-R, CO-1)
2. சிந்துவெளி நாகரிகத்தின் சிறப்பு அம்சங்களை விவரி
Explain the salient features of Indus civilization. (K2-U, CO-2)
3. 20ஆம் நூற்றாண்டில் அகழாய்வு மேற்கொள்ளப்பட்ட தமிழக தொல்லியல் ஆய்விடங்களின் முக்கியத்துவத்தினைக் கூறுக
State the importance of the recent archaeological excavations in Tamil Nadu. (K3-Ap, CO-3)
4. தற்கால தமிழக தொல்லியல் ஆய்விடங்கள் சங்ககாலத்தைச் சார்ந்தவை - இக்கூற்றை ஆராய்க.
Analyze the statement – The recent archaeological excavations in Tamil Nadu belong to Sangam age. (K4-An, CO-4)
5. குகை அகழாய்வுகள் வரலாற்றுக்கு எவ்வாறு உதவி செய்கின்றன? ஆய்க.
Assess how the cave excavations support to History? (K5-E, CO-5)

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. Regi, S.

Department : History
Class : III BA History
Title of the Course : Core Course: IX: HISTORY OF INDIA 1858 CE – 1947 CE
Semester : V
Course Code : HU235CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC1	5	-	-	-	4	5	75	25	75	100

Learning Objectives:

1. To elucidate the contributions of the social reformers in India
2. To discuss the important events of Indian freedom movement

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	highlight the administration of Viceroys.	K1
2.	illustrate the impacts of the Socio-Religious movements of the 19 th Century.	K2
3.	construct the emergence and effects of Indian Nationalism.	K3
4.	analyze the historical events of India during the 19 th and 20 th Centuries	K4
5.	assess the role of personalities in reforming the Indian society.	K5

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
I	Administration:								
	1	Lord Canning	2	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	You Tube video Link of Lord canning	Oral Quiz CIA-I
	2	Lord Lytton	2		K2(U)	Inquiry – Based Learning	Peer feedback	Interactive PPT	Quizzes CIA-I
	3	Lord Rippon, Resolutions on Local Self Government	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Concept Mapping, Group discussion	Interactive PPT Digital library link	MCQ Slip Test CIA-I
	4	Illbert Bill controversy	1		K3(Ap)	Inquiry – Based Learning	Story telling	Interactive PPT	Peer discussion CIA-I
	5	Lord Curzon, Reforms in administration.	3	1	K2(U)	Flipped Class room	Peer feedback	Digital Library	Assignments CIA-I
	6	Partition of Bengal	2		K1(R)	Interactive Lecture	Case Study	You Tube link	Slip test
II	Reforms Movement:								
	1	Causes for the Socio, Religious Reform Movements in 19 th Century	2	1	K1(R) K2(U)	Flipped Classroom	Group discussion	E- Books	Short written assignment CIA-I
	2	Brahma Samaj	2		K1(R)	Blended Learning,	Case Study	Edified India You tube Channels	Digital Portfolio/Blog CIA-I
	3	Arya Samaj	2	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Test CIA-I

[illegible]

	1	Jallianwala Bagh Massacre	1	1	K1(R) & K5 (Ev)	Constructivist Learning, Inquiry-Based Learning	Simulation-Based Learning Mock interviews	You tube link Digital Library	Conceptual Quiz Viva voce CIA-II
	2	Non-Cooperation Movement	2		K1(R) & K5 (Ev)	Story telling	Role play	Interactive PPT	MCQ CIA-II
	3	Swaraj Party, Simon Commission	2		K2 (U)& K3(Ap)	Inquiry Based Learning Story telling	Peer feedback Activities Involving pairs and small groups	E - Journals You tube link	Oral Quiz Open book Test CIA-II
	4	Nehru Report, Jinnah's 14 Points	1		K4(An)& K5 (Ev)	Blended Learning Collaborative Learning	Group Discussions Making cooperative activities	E – notes Interactive PPT	MCQ Oral quiz CIA-II
	5	Civil Disobedience Movement, Round Table Conference	2	1	K1(R)	Flipped class rooms Story Telling	Formulating questions Seminar	Interactive PPT E- Notes	Role Play MCQ CIA-II
	6	Cripps Mission, Quit India Movement	2		K2 (U)	Blended Classroom Interactive class room	In – Class discussions Case discussion	E – notes Interactive PPT	Digital Portfolio/Blog MCQ CIA-II
	7	Cabinet Mission, Wavell Plan and Mountbatten Plan	1	1	K1(R) & K2 (U)	Concept based learning Story telling	Sharing reflections Seminar	Interactive PPT You tube link	Class presentation Group project CIA-II
	8	Indian Independence Act.	1		K1(R) & K2 (U)	Concept based learning, Story Telling	Group discussions Formulating questions	Google maps Interactive PPT	MCQ Asking question CIA-II

V	Prominent Personalities of Freedom Movement:								
	1	Dadabai Navroji	1	1	K5 (Ev)	Visual learning Story telling	Peer feedback Activities, Involving pairs and small groups	E- Books Video clips	Assignment Open book test CIA-II
	2	Gopala Krishna Gokhale	1		K5 (Ev)	Inquiry Based Learning Story telling	Cooperative activities Seminar	LMS Academic blog	Open Book Test Oral viva CIA-II
	3	Bala Gangadara Tilak	1		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	Short videos Video clippings	Conceptual quiz Viva CIA-II
	4	Lala Lajpat Roy	1		K2 (U)	Inquiry-Based Learning, Story telling	Case discussion Peer feedback	E – Books Digital Library	Oral Quiz. Slip test CIA-II
	5	Subash Chandra Bose	2	1	K2(U)	Story Telling	Peer feedback	LMS	Open book test CIA-II
	6	Jawaharlal Nehru	1		K1 (R)	Reflective Thinking Integrative teaching	Group Work and Presentations, Simulation-Based learning	Menti Meter Slido	Source Criticism Oral viva CIA-II
	7	V. O. Chidambaram Pillai, Subramaniya Siva	2		K2 (U) & K3(Ap)S	Flipped class rooms Story Telling	Formulating questions Seminar	Interactive PPT E- Notes	Open book test MCQ CIA-II
	8	Bharathi	1	1	K1 (R)	Constructivist Learning, Inquiry-Based Learning	Simulation-Based Learning Mock interviews	You tube link Film (Cinema)	Conceptual Quiz Viva voce CIA-II
	9	Annie Besant	1		K2(U)	Lecturing (Traditional)	Peer feedback	Interactive PPT	Group Presentation CIA-II

	10	Sarojini Naidu, Aruna Asaf Ali.	1		K2(U) & K5(Ev)	Case study Story telling	Group Discussions Seminar	Short videos Gama	Assignments, Open Book Test CIA-II
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability.**

Activities (Em / En /SD): **Role play on Civil Disobedience Movement and Round Table Conference.**

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 Religious Movements.**

Assignment: **Home Rule Movement.**

Tableau: Sarojini Naidu and Dadabai Navroji, Aruna Asaf Ali, Bharathi, V. O. Chidambaram Pillai - Subramaniya Siva, Jawaharlal Nehru, Gopala Krishna Gokhale. (Last date to submit – example: **(07-09-2025)**)

Seminar Topics: **V. O. Chidambaram Pillai, Bharathi, Subramaniya Siva and Aruna Asaf Ali.**

Sample questions

Part - A (1 mark each)

- சிப்பாய் கலகத்தின் போது இந்தியாவின் கவர்னர் ஜெனரலாக இருந்தவர் யார்? **(K1-R, CO-1)**
 அ. காணிங் பிரபு ஆ. ரிப்பன் பிரபு இ. லிட்டன் பிரபு ஈ. டல்ஹௌசி பிரபு
 was the governal general of India on the eve of sepay mutiny?
 a. Lord Canning b. Lord Rippon c. Lord Liytton d. Lord Dalhouse
- ராமகிருஷ்ணா மடத்தை நிறுவியவர் ----- **(K2-U, CO-2)**
 Ramakrishna mission was founded -----
- கீழே கொடுக்கப்பட்டுள்ள சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. **(K3-AP, CO-3)**
 அ. சுதேசி இயக்கம் - 1919
 ஆ. மிண்டோ மார்லி சட்டம் - 1905
 இ. தன்னாட்சி இயக்கம் - 1916
 ஈ. மாண்டேகு சேம்ஸ்போர்டு சட்டம் - 1909
 Find out the correct pairs
 a. Swadeshi Movement - 1919
 b. Minto Marley Act - 1905

c. Home Rule Movement - 1916

d. Montague Chelmsford Act - 1909

4. கூற்று : (1) ஜாலியன் வாலாபாக் படுகொலை 1919 - ல் நடைபெற்றது. (K4-An, CO-4)

விளக்கம் : (2) ரௌலட் சட்டத்தை எதிர்த்து தர்ணா போராட்டம் நடத்தியதில் துப்பாக்கி குடு நடைபெற்றது.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

Assertion: (1) Jallionwalabagh Tragedy was held on 1919

Reason : (2) Police fired on the Dharna meet on behalf of the oppress of Rowlatt act.

a. (1) and (II) are correct

b. (1) alone correct

c. (II) alone correct

d. (I) (II) are in correct

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் சரோஜினி நாயுடுவை அடையாளம் காட்டுக. (K5-Ev, CO-5)

Identify Sarojini Naidu given pictures below. K1 (R), CO-1

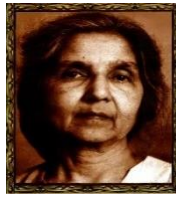
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Part B (6 marks each)

1. கர்சன் பிரபுவின் பிரித்தானும் கொள்கையை குறிப்பிடுக. (K1-R, CO-1)

Mention the divide and rule policy Lord Curzon.

2. பிரம்ம சமாஜம் பற்றி குறிப்பு தருக. (K2-U, CO-2)

Write a short note on Brahma Samaj.

3. சுதேசி இயக்கத்தை பற்றி எழுதுக. (K3-Ap, CO-3)

Give a note on Swadeshi movement.

4. நேரு அறிக்கை பற்றி நீவீர் அறிவன யாவை? (K4-An, CO-4)
What do you know about Nehru Report?
5. இந்திய தேசிய இராணுவத்தைப் பற்றி குறிப்பு தருக. (K5-Ev, CO- 5)
Give a brief note on Indian National Army.

Part C (12 marks each)

1. லிட்டன் பிரபுவின் நிர்வாகத்தை பட்டியலிடுக. (K1-R, CO-1)
List the administrative reforms of Lord Lytton.
2. ராஜாராம் மோகன்ராயின் சமுதாய சீர்திருத்தங்களை விளக்குக. (K2-U, CO-2)
Explain the social reforms of Raja ram Mohn roy.
3. மின்டோ மார்லி சீர்திருத்தத்தின் சிறப்பம்சங்களை வரசைப்படுத்துக. (K3-Ap, CO-3)
Arrange the specific features of Mintro Marley reform act.
4. வெள்ளையனே வெளியேறு இயக்கத்தின் வரலாற்று முக்கியத்துவத்தினை விவரி. (K4-An, CO-4)
Explain the historical importance of Quit India Movement.
5. சுதந்திர போராட்டத்தில் சுபாஷ் சந்திரபோசின் பங்களிப்பினை விளக்குக. (K5-Ev, CO- 5)
Explain the role of Subash Chandra Bosh in the Indian Freedom struggle.

Head of the Department: Dr. S. Regi

Course Instructor: Dr. I. Jalaja Kumari

Department : History
Class : III BA History
Title of the Course : Core Course: X: HISTORY OF KANYAKUMARI
Semester : V
Course Code : HU235CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC2	5	-	-	-	4	5	75	25	75	100

Learning Objectives:

1. To acquire knowledge on the local history and political frame work of Kanyakumari District.
2. To inculcate an idea of the socio economic and religious conditions of Kanyakumari District.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	record the historical events and cultural heritage of the district on chronological order	K1
2.	describe the socio – economic religious and cultural condition of our own land.	K2
3.	judge the causes for the cultural heritage of Kanyakumari District	K3
4.	mind map the resources available in Kanyakumari district	K4
5.	justify the growth of education and its causes in Kanyakumari District.	K5

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
I	Over view of Knayakumari District:								
	1	Geography	2	1	K2(U)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA -I
	2	Political History, Aye kingdom	2		K1 (R)	Inquiry – Based Learning	Concept Mapping	Interactive PPT	Group Presentation CIA -I
	3	Travancore rulers, Marthanda Varma, Colachel War, De Lennoy	2	1	K3(Ap)	Lecture with visualization, Concept-based discussion,	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes Viva voce CIA -I
	4	South Travancore in the Freedom Struggle, Salt Satyagraha	2		K1(R)& K3(Ap)	Lecturing (Traditional)	Story telling	Interactive PPT	Peer discussion CIA -I
	5	Travancore Tamil Nadu Congress, State – re – organization	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Peer feedback Case Study	You tube link LMS	Assignments Open Book Test CIA -I
	6	Formation of Kanyakumari District.	2		K1(R)	Interactive Lecture Blended Learning,	Case study Story Telling	You tube link Interactive PPT	Slip test Open book test CIA -I
II	Social and Economic Condition:								
	1	Caste System	2	1	K1(R) & K2(U)	Flipped Classroom	Peer Instruction	YouTube Video	Assignments CIA -I
	2	Social reform movements, Upper Cloth Movement	2		K1(R)	Reflective Thinking	Case Study	Interactive PPT	Peer discussions CIA -I

	3	Temple Entry Movement	1		K2(U) & K3 (Ap)	Story telling	Peer feedback	Video clips	Quizzes CIA -I
	4.	Suchindram Satyagraha	1	1	K2(U)	Integrative Teaching	Group Work and	LMS	Oral test CIA –II
	5.	Agriculture, Irrigation, Fishing	2		K2(U)	KWL (What do you know/Want to know/What did you learn) Context based teaching	Peer Teaching Case study	You Tube video link Online notes	Class Test Assignments CIA -II
	6	Api culture, Weaving, Industries	2		K1(R)	Integrative teaching Concept based learning	Presentations, Simulation Based learning	Menti Meter You Tube link	Oral viva Oral quiz CIA -II
	7	Transport and Communication.	2	1		Concept based learning, Story Telling	Group discussions Involving pairs and small	Google maps Interactive PPT	MCQ Asking question CIA -II
III	Religious Condition:								
	1	Hinduism	2		K4(An) & K2(U)	Lecture with discussion	Group discussion	Video clips	Oral presentation CIA -II
	2	Saivism	1		K2(U)	Context based Teaching	Think-pair-share	E – notes	Oral Quiz CIA -II
	3	Vaishnavism	1	1	K1(R) & K5(Ev)	Story telling	Mock interviews	Reference books	Slip Test CIA -II
	4	Folk worship, Hindu Festivals, Sivalaya Ottam	1		K3(Ap)	Concept based learning, Story Telling	Group discussions Involving pairs and small groups	Google maps Interactive PPT Virtual tours	MCQ Asking question CIA -II

	5	Jainism	1	1	K1(R) & K2(U)	Core Conceptual Approach Mind map	Concept Mapping Self-paced learning	E – Notes Reference books	Oral Viva Test Open book test CIA -II
	6	Advent of Christianity, Roman Catholics	2		K2 (U)	Collaborative Learning Story telling	Inquiry-Based Learning Case studies	Interactive PPT E- Notes Reference books	Presentation Assignment CIA -II
	7	London Missionary Society	1		K3(Ap) & K5 (Ev)	Inquiry-Based Learning, Story telling	Role play Group discussion	Interactive PPT Short videos	Conceptual quiz Assignments CIA -II
	8	Salvation Army, Other Missionary Activities	1	1	K1(R) & K5 (Ev)	Inquiry-Based Learning, Story telling	Role play Group discussion	Interactive PPT Reference books	Conceptual quiz Assignments CIA -II
	9	Islam, Religious reformists	1		K4(An)& K5 (Ev)	Context based Teaching	Seminar	E – notes	Oral Quiz. CIA -II
	10	Muthukutti Swamigal.	1		K1(R)	Interactive Teaching	Group discussion	Videos	Oral Quiz. CIA -II
IV	Education and Local Governance:								
	1	Contribution of early Missionaries, Primary Education	3	1	K1(R) & K5 (Ev)	Constructivist Learning, Story telling	Simulation-Based Learning Case studies	You tube link Online databases	Conceptual Quiz Open book test CIA -II
	2	Secondary Education, Higher Education	2		K1(R) & K5 (Ev)	Inquiry-Based Learning, Story telling	Debates Group discussion Case Study	Interactive PPT Academic blog	Conceptual quiz Assignments CIA -II
	3	Technical Education	1		K2 (U)& K3(Ap)	Case study Inquiry Based Learning	Case discussion Peer feedback	Reference books E – notes	Assignment Peer review

	4	Evolution of Local Self Government in South Travancore, The Travancore Village Panchayats Act	1	1	K4(An)& K5 (Ev)	Blended Learning Collaborative Learning	Group Discussions Cooperative activities	E – notes Interactive PPT	MCQ Oral quiz CIA -II
	5	The Travancore Village Unions Act of 1939	1	1	K1(R)	Flipped class rooms Story Telling	Seminar Peer feedback	Interactive PPT E- Notes	Oral Presentation Simulation Task CIA -II
	6	The Travancore, Cochin Panchayat Act of 1950	1		K2 (U)	Interactive class room Peer teaching	In – Class discussions Case discussion	You tube link E – notes	Time line chart MCQ CIA -II
	7	The Municipal Act of Travancore, 1920	1		K1(R) &K2 (U)	Concept based learning Story telling	Seminar Case Study	Interactive PPT You tube link	Class presentation Group project CIA -II
	8	The Travancore District Municipalities Act of 1941	1		K2 (U)& K3(Ap)	Blended Learning Collaborative Learning	Group Discussions Making cooperative activities	E – notes Interactive PPT	MCQ Oral quiz CIA -II
	9	Panchayat Raj and Rural Development.	1		K1(R) &K2 (U)	Concept based learning, Story Telling	Group discussions Case Study	LMS Interactive PPT	MCQ Asking question CIA -II
V	Monuments:								
	1	Forts and Palaces, Padmanabhapuram	2	1	K5 (Ev)	Story telling	Virtual Tour	Videos	Quizzes CIA -II
	2	Udayagiri – Udachi Fort	1		K5 (Ev)	Case study	Group Discussions	Peer Learning, Assignments	Assignments, CIA -II
	3	Venkalarajan Fort, Eraniel Fort	1		K3(Ap)	Story Telling	Collaborative Learning,	Group discussion	Conceptual quiz CIA -II
	4	Vattakkottai	2		K2 (U)	Inquiry-Based	Case discussion	Oral	Oral Quiz.

						Learning,		Presentations	
	5	Gandhi Mandapam	2	1	K2(U)	Concept based learning,	Peer discussion	Group discussion	Seminar
	6	Kamarajar Mandapam	1		K1 (R)	Reflective Thinking	Simulation-Based learning	LMS	Assignment
	7	Vivekandha Rock	1	1	K2 (U)& K5(EV)	Flipped class rooms	Think – Pair – Share	Interactive PPT	Oral Quiz
	8	Thiruvalluvar Statue	2		K2 (U)	Inquiry-Based Learning	Mock interviews	You Tube Videos	Conceptual Quiz

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

Activities (Em / En /SD): **Forts and Palaces of Kanyakumari District.**

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 Religious movements**

Assignment: **Kamarajar Mandapam, Thiruvalluvar Statue** (Last date to submit – example: **(18-09-2025)**)

Seminar Topics: Muthukutti Swamigal and Vattakkottai

Sample questions

Part - A (1 mark each)

1. கன்னியாகுமரி மாவட்டம் எப்போது தோன்றியது? **(K1-R, CO-1)**

அ. 1957 ஆ. 1958 இ. 1956 ஈ. 1959

When was Kanyakumari district formed?

a. Kauveri b. Ganges c. Vaigai d. Palaru

2. ஆலய நுழைவு போராட்டம் நடைபெற்ற ஆண்டு ----- ஆகும். (K2 -U, CO-2)

The temple entry movement was held in -----

3. கீழே கொடுக்கப்பட்டுள்ள சரியான ஜோடியை தேர்ந்தெடுத்து எழுதுக. (K3-Ap, CO-3)

- | | |
|---------------------------|-----------------------|
| அ. சிவாலய ஓட்டம் | - சிதறால் மலைக்கோவில் |
| ஆ. சமண சமயம் | - அருவிக்கரை |
| இ. கத்தோலிக்கர்கள் | - அய்யா வைகுண்டர் |
| ஈ. முத்துகுட்டி சுவாமிகள் | - கர்னல் மீட் |

Find out the correct pairs

- | | |
|------------------------|------------------------|
| e. Sivalaya Ottam | - Chitaral Jain temple |
| f. Janism | - Aruvikkarai |
| g. Muthukutti Swamigal | - Ayya Vaikundar |
| h. Catholics | - Col.Meed |

4. கூற்று : (1) ரிங்கிள் தெளபே மைலாடியில் மிஷினரி சபையை நிறுவினார். (K4-An, CO-4)

விளக்கம் : (2) நாகர்கோவில் பெண்களுக்கான பள்ளியை நிறுவினார்.

அ. 1 மற்றும் 2 சரியானது

ஆ. 1 மட்டும் சரியானது

இ. 2 மட்டும் சரியானது

ஈ. 1-ம் 2-ம் தவறானது.

Assertion: (1) Ringle Taube established a missionary at Mylady.

Reason : (2) He established a school for girls at Nagercoil.

e. (1) and (II) are correct

f. (1) alone correct

g. (II) alone correct

h. (I) (II) are in correct

5. கீழே கொடுக்கப்பட்டுள்ள படங்களில் வட்டக்கோட்டையை அடையாளம் காட்டுக. (K5-Ev, CO-5)

Identify vattakottai in the given below.

அ



ஆ



இ



ஈ



Part B (6 marks each)

1. குளச்சல் போர் பற்றி சிறு குறிப்பு தருக. **(K1-R, CO-1)**
Give a short note on Colachel war.
2. தோள்சீலைப் போராட்டம் பற்றி எழுதுக. **(K2-U, CO-2)**
Write about Upper Cloth Movement.
3. முத்துக்குட்டி சுவாமிகளின் போதனைகளை குறிப்பிடுக. **(K3-Ap, CO-3)**
Mention the preachings of Muthukutti Swamigal.
4. திருவிதாங்கூர் மாநாகராட்சி சட்டம் பற்றி எழுதுக. **(K4-An, CO-4)**
Write a note on Travancore Municipal Act.
5. காந்தி மண்டபத்தின் வரலாற்று முக்கியத்துவம் பற்றி எழுதுக. **(K5-Ev, CO-5)**
Write down the historical importance of Gandhi Mandapam.

Part C (12 marks each)

1. கன்னியாகுமரி மாவட்டத்தின் தோற்றம் பற்றி விரிவாக எழுதுக. **(K1-R, CO-1)**
Write in detail on the formation of Kanyakumari district.
2. ஆலய நுழைவு போராட்டம் பற்றி விளக்குக. **(K2-U, CO-2)**
Explain the Temple Entry Movement.
3. கன்னியாகுமரி மாவட்டத்தில் கொண்டாடப்படும் திருவிழாக்களை பட்டியலிடுக. **(K3-Ap, CO-3)**
List the festivals of Kanyakumari District.
4. கன்னியாகுமரி மாவட்டத்திலுள்ள தொழில் நுட்ப கல்லூரியின் வளர்ச்சி பற்றி ஆராய்க. **(K4-An, CO-4)**
Analyze the development of technical education in Kanyakumari District.
5. கன்னியாகுமரி மாவட்டத்திலுள்ள கோட்டைகளின் வரலாற்று சிறப்பம்சங்களை தொகுத்து எழுதுக. **(K5-Ev, CO-5)**
Compile the historical importance of the forts in Kanyakumari district.

Head of the Department: Dr. S. Regi

Course Instructor: Dr. K.S. Soumya

Department : History
Class : III B.A. History
Title of the Course : CORE COURSE XI: HISTORIOGRAPHY
Semester : V
Course Code : HU235CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235CC3	5	-	-	-	4	5	75	25	75	100

Learning Objectives:

1. To understand theories of history and the contributions of important historians.
2. To get vast knowledge to identify and opt good research problem.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	recall the concept of historical Research and its contributors.	K1
2	summarize the requirements of historical research.	K2
3	utilize the important Historical writings.	K3
4	analyze the necessary skills to write historical research.	K4
5	appraise the significance of historiography.	K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyse; **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
I Meaning of History									
	1.	Meaning of History, Definition	1	3	K1(R)	Story telling method	Classroom experiments, models, 3D charts	YouTube documentaries on Kinds of History	MCQ Quiz, Oral Test CIA I
	2	Scope and purpose	1		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Concept Map CIA I
	3.	Kinds of History, History and other Disciplines	2		K1(R)	Group discussion	Activity Based Learning	Google Maps	Seminar Presentation CIA I
	4	Uses and abuses of History	1		K1(R)	Group discussion	Activity Based Learning	Google Maps	Concept Map, Seminar Presentation CIA I
	5.	Lessons of History Art or Science	2		K1(R)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project CIA I
	6.	Theories and Concepts Causation & Change	3		K1(R)	Inquiry -Based	Play-Based Learning	College LMS	Debate Scoring, Peer Feedback CIA I
	7.	Historical materialism Positivism.	2		K1(R)	Discussion method	Group discussions, peer feedback shared decision	Self-Prepared Videos	Slip Test CIA I
II	Theory of Great Men								
	1.	Theory of Great	2		K2(U)	Map-Based	Collaborative	Interactive PPT	MCQ Quiz,

		Men		3		Teaching	Learning		Oral Test CIA I
	2.	Role of Ideas and Institutions	3		K2(U)	Visual Learning	Story telling method	Interactive E- book	Poster Presentation, Concept Map, Class CIA I
	3.	Historical Determinism	2		K2(U)	Story telling method	Inquiry-Based Learning	YouTube documentaries	Timeline Chart Submission CIA II
	4.	Traditions of Historical writings	3		K2(U)	Case Study Method	Role play, interactive role- based simulations	E - Content	Album Preparation CIA II
	5.	Greek Historiography	2		K2(U)	Dramatization method	Group discussions, peer feedback shared decision	College LMS	Seminar Presentation CIA II
III	Ideologies								
	1.	Ideologies Roman, Chinese	2	3	K3(Ap)	Story telling method	Gamification	YouTube documentaries Ideologies	MCQ Quiz, Oral Test CIA II
	2	Indian, Ancient, Medieval	2		K3(Ap)	Map-Based Teaching, Illustrated Lectures	Collaborative Learning	College LMS	Timeline Chart CIA II
	3.	Western, Arabic Idealist	2		K3(Ap)	Map-Based Teaching, Illustrated Lectures	Collaborative Learning	College LMS	Timeline Chart CIA II
	4	Classical, Maxim	1		K3(Ap)	Lecture method	Play-Based Learning	Interactive PPT	Oral Test CIA II

	5.	Karghi Approaches to History	1		K3(Ap)	Story telling method	Play-Based Learning	Interactive PPT	Group Project CIA II
	6.	Theological, St. Augustine	1		K3(Ap)	Content Based	Group discussions, peer feedback shared decision	Discussion Forum, Google Classroom, WhatsApp Poll	Creative Writing CIA II
	7	Orientalist, Max Muller	1		K3(Ap)	Content Based	Group discussions, peer feedback shared decision	Discussion Forum, Google Classroom, WhatsApp Poll	Creative Writing CIA II
	8.	Imperialist, James Mill, V.A. Smith.	2		K3(Ap)	Lecture method	Creating working models	Interactive E-book	Debate CIA II
IV	Indian Historians								
	1.	Indian Historians: Jadunath Sarkar, R.C. Majumdar	1	3	K4(An)	Story telling method	Inquiry-Based Learning	Google Class room	Group Project Simulation Task CIA II
	2.	K. A. Nilakanta Sastri, T. V. Mahalingam	2		K4(An)	Discussion Forum, Debate	Peer Teaching	Interactive E-book	Debate Peer Feedback CIA II
	3	Irfan Habib.	1		K4(An)	Content Based	Group discussions, peer feedback shared decision	Discussion Forum, Google Classroom, WhatsApp Poll	Creative Writing CIA II
	4.	Ranajit Guha D.D. Kosambi Romila Thapar	3		K4(An)	Story telling method	Play-Based Learning	Discussion Forum, Google Classroom, WhatsApp Poll	Seminar Presentation CIA II

	5.	K. K. Pillai, N. Subramanian	2		K4(An)	Lecture method	Role play, interactive role-based simulations	Interactive PPT	Assessment Tools, Quizzes, Google forms CIA II
	6.	K. Rajayyan, A. R. Venkatachalapathy	3		K4(An)	Group discussion	Explaining concepts, answering questions from peers	College LMS	Open Book Test CIA II
V	Thesis Engineering								
	1.	Selection of a topic	2	3	K5(E)	Lecture method	Experiential Learning	Discussion Forum, Google Classroom, WhatsApp Poll	Group Project CIA II
	2.	Collection of data	2		K5(E)	Lecture method	Case Study Method	Interactive PPT	Creative Writing CIA II
	3	Criticism, Card System	2		K5(E)	Project Based	Experiential Learning	Discussion Forum, Google Class room	Debate Scoring, Comparative Essay CIA II
	4	Research Ethics	1		K5(E)	Project Based	Experiential Learning	College LMS	Blog Assessment, Review Rubric, Reflection Report CIA II
	5	Report Writing	2		K5(E)	Group discussion	Case Study Method	Interactive E-book	Creative Writing CIA II

	6.	Foot Notes	1		K5(E)	Project - Based	Experiential Learning	Interactive PPT	Concept Map CIA II
	7	Bibliography	1		K5(E)	Group discussion	Explaining concepts, answering questions from peers	Discussion Forum, Google Classroom	Creative Writing CIA II
	8	Appendix	1		K5(E)	Group discussion	Explaining concepts, answering questions from peers	Interactive E-book	Creative Writing CIA II

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

Activities (Em/ En/SD): **Assignments and Case study**

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

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

Assignments: **1. Home Assignment - Album Making - Indian Historians** (Last date to submit – 20-07-2025)

2. Model Making & Exhibition – Indian Ideologies: (Last date to submit – 25 -08-2025)

Seminar Topic: **1. Kinds of History, History and other Disciplines Uses and abuses of History**

2. Greek Historiography

3. D.D. Kosambi to the contribution of Historiography

Sample questions

Part A (1 marks each)

1. இயற்கையின் வரலாற்றைப் பற்றி கூறியவர் யார்? (K1- R, CO-1)
அ. மார்விக் ஆ. தூசிடேடஸ் இ. ஹெரடோடஸ் ஈ. அரிஸ்டாட்டில்
Who says that nature of History?
a.Marvick b. Thucydides c. Herototus d. Aristotile
2. ஆறிவியல் பூர்வமான வரலாற்றின் தந்தை என ----- அமைக்கப்படுகிறார். (K2-U, CO-2)
Scientific father of History is -----
சரியா? தவறா?
3. செயின்ட் அகஸ்டியன் கடவுளின் நகரம் என்ற புத்தகத்தை எழுதினார். (K3 –Ap, CO-3)
The Book City of God written by St. Augustine.
4. ஜேம்ஸ்மில் இந்தியாவில் பிறந்தார். (K3- Ap,CO-3)
James Mill was born in India
5. பொருத்துக (K4-An,CO-4 & K5- E,CO-5)
 1. K.A. நீலகண்டசாஸ்திரி - A. புதுமை
K.A.Nilakanta Sastri - Innovative
 2. ரோமிலாதாபர் - B. இரண்டு வகைகள்
RomilaThapar - Two type's
 3. தலைப்பு - C. தென்னிந்தியவரலாறு
Topic - South Indian History
 4. ஆதாரங்கள் - D. புதியஆய்வு
Sources - New Research

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

Part B (6 marks each)

1. வரலாறு வரையறு. (K1- R, CO-1)
Define History
2. பாரசீகபோர்களை பற்றி குறிப்பிடும் நூல்களின் சிறப்புகளை குறிப்பிடுக (K2-U, CO-2)
Mention the books which give specific information about the Persian wars.
3. வி.எ. ஸ்மித் பற்றி சிறு குறிப்பு வரைக. (K3 -Ap, CO-3)
Give a brief not on V.A.Smith
4. சுப்பாராயிலு வரலாற்று வரைவியலுக்கு ஆற்றிய பங்களிப்பினை எழுதுக (K4-An, CO-4)
Write about the contributions of Subarayulu to Historiography.
5. அகதிறனாய்வு பற்றி சிறு குறிப்பு வரைக (K5- E, CO-5)
Write a shot note on internal criticism

Part C (12 marks each)

1. வரலாற்றின் வகைகள் பற்றி விளக்குக (K1- R, CO-1)
Discusses the kinds of History.
2. சிறப்புடையோரின் கருத்துக்களின் முக்கியத்துவம் பற்றி ஆராய்க. (K2-U, CO-2)
Analyses the importance of Great Men Theory.
3. புனித அகஸ்டின் கிறிஸ்தவ வரலாற்றியலின் தந்தை நிறுவுக. (K3 –Ap, CO-3)
Prove- St.Augustin is the “Father of Church Historiography”.
4. ஜாதுநாத் சர்காரின் பல்வேறு நூல்களின் சிறப்புகளை மதிப்பிடுக. (K4-An, CO-4)
Evaluate the Specialty of the works of Jadunath Sarkar.
- 5 தலைப்பை எவ்வாறு தேர்ந்தெடுப்பது? மற்றும் அதற்கான முன்படி நிலைகள் யாவை? (K5 –E, CO-5)
How to select a topic? And what are its pre-requirements.

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. V. Pradeepa

Department : History
Class : III B.A. History
Title of the Course : Discipline Specific Elective I: a) HISTORY OF ANCIENT WORLD CIVILIZATIONS
Semester : V
Course Code : HU233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE1	4	-	-	-	3	4	60	25	75	100

Learning Objectives:

1. To examine the impact of ancient world civilizations on the modern society and Science and Technology.
2. To acquire full hand knowledge on the contributions of ancient world civilizations in the fields of art and architecture.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the emergence and glories of various civilizations.	K1
2.	summarize the socio-economic condition of ancient civilizations.	K2
3.	sketch the development of art and architecture during ancient time.	K3
4.	illustrate the contributions of ancient people for language and literature.	K4
5.	assess the impacts of ancient science and technology on modern world.	K5

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
I									
	1.	River valley Civilization	1	2	K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Play-Based Learning	Act out daily life in ancient civilizations	Interactive Digital Resources on Ancient Civilizations	Formative, Observational Assessment CIA I
	2.	Egyptian Civilization	3		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Activity-Based Learning	Flipped Classroom, clay work and sand play	College LMS, PBS Kids Ancient Egypt	Formative MCQ Quiz, CIA I
	3.	Sumerian Civilization	3		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Inquiry-Based Learning,	Foster natural curiosity through exploration activities	Virtual Field Trips - National Geographic Kids	Formative Oral Test CIA I
	4.	Chinese Civilization	3		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Integrated Learning Approach	Connect civilizations to art, math, science, and language activities	Interactive Websites: BBC Bitesize KS1 History	Formative Peer Feedback CIA I
II									
	1.	Babylonian Civilization	2		K1(R), K2(U), K3(Ap),	Hands-On Experiential Learning	Build models of ziggurats, hanging	BBC Bitesize KS1 Ancient History,	Formative MCQ Quiz, short test

				2	K4(An) & K5(Ev)		gardens, etc.	Mesopotamia AR	CIA I
	2.	Assyrian Civilization	2		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Inquiry-Based Learning	Mind mapping, PPT, Archaeological dig	Interactive maps and activities, DK Find Out Ancient World History	Formative Oral Test, Class Test -I CIA I
	3.	Hittites, Arameans and Phoenicians	2		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Gamification	Craft activities like making Phoenician cuneiform tablets	Time Maps World History, College LMS	Formative Timeline Chart Submission CIA I
	4.	Hebrew Civilization	2		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Story-Based Learning	Biblical stories on creation, Moses and the Prophets	Video Resources, Interactive Games and Simulations	Formative MCQ, Recall, True/False – questions CIA I
	5.	Persian Civilizations	2		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Collaborative Learning	Group discussions on purple dye, and Persian carpets & Peer teaching	Civilizations AR, National Geographic Kids Ancient Civilizations, Historical Timeline AR	Formative Differentiate between various ideas CIA I
III									
	1.	Aegean Civilization	2	2	K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Gamification	Story telling & Lecture using videos, PPT	Digital Creation Tools: Book Creator Flipgrid Padlet Seesaw	Formative Slip Test, Class Test -II CIA I

								Scratch Jr	
	2.	Greek city states, politics and public life	2		K2(U)	Collaborative Learning	Mind mapping, PPT	Interactive Digital Resources Ancient Civilizations	Formative Map Presentation CIA I
	3.	Art and Architecture and Literature	2		K3(Ap) & K4(An)	Play-Based Learning	Build models of Greek architecture.	Archaeological Adventure Video Resources	Formative Viva Voce CIA II
	4.	Religion and Philosophy	2		K1(R)	Collaborative Learning	Flipped Classroom, Peer teaching	College LMS	Formative MCQ, Recall CIA II
	5.	Contributions to the world.	2		K5(Ev)	Peer Learning	Group discussions	Time Maps World History	Formative True/False – questions CIA II
IV									
	1.	Rise and Fall of Roman Republic	1	2	K2(U)	Inquiry-Based Learning	Story telling & Brainstorming	Online Library Resources: Epic Books & Tumble books	Formative Simulation Task, CIA II
	2.	Rise of Imperial Empire, Government and Public life	1		K2(U)	Peer Teaching	Lecture using videos, PPT & Discussion method	International Children's Digital Library & Storyline Online	Formative Debate CIA II
	3.	Art and Architecture	2		K3(Ap)	Play-Based Learning	Build models of Roman architecture.	Interactive Digital Resources Ancient	Formative Chart Assessment, CIA II

								Civilizations	
	4.	Literature	2		K4(An)	Play-Based Learning	Group discussions	College LMS	Formative Short test CIA II
	5.	Religion and Philosophy	2		K1(R)	Collaborative Learning	Flipped Classroom, Peer teaching	Time Maps World History	Formative Debate CIA II
	6.	Contribution to the world.	2		K5(Ev)	Integrated Learning Approach	Connect civilizations to art, math, science, and language activities	Interactive maps and activities, DK Find Out Ancient World History	Formative Explain – questions CIA II

V

	1	Ancient civilization in America	1	2	K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Story-Based Learning	Lecture using chalk and talk	Interactive Digital Resources Ancient Civilizations	Formative Rubric Scoring, CIA II
	2	Land and the people	1		K2(U)	Case Study Method	Story telling & Lecture using videos, PPT	Archaeological Adventure Video Resources	Formative Debate CIA II
	3.	Mayan	2		K1(R), K2(U), K3(Ap), K4(An) & K5(Ev)	Inquiry-Based Learning	Mind mapping, PPT	International Children's Digital Library & Storyline Online	Formative Class Test –III CIA II
	4.	Aztec and Incas	2		K1(R), K2(U), K3(Ap), K4(An) &	Experiential Learning	Archaeological dig simulations with buried artifacts and	College LMS	Formative Peer Feedback CIA II

					K5(Ev)		treasures		
	5.	Art and Religion	2		K3(Ap)	Story-Based Learning	Peer teaching Group discussions	Archaeological Adventure Video Resources	Formative MCQ, Recall, True/False - questions
	6.	Literature and Learning.	2		K4(An)	Integrated Learning Approach	Connect civilizations to science and language activities	Time Maps World History	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** - Architectural Marvelous of the Ancient World (Last date to submit – 07-07-2025)

2. Home Assignment - Album Making – Architecture of Ancient World Civilizations (Last date to submit – 16-07-2025)

3. Time line Creation - Ancient World Civilizations (Last date to submit – 06-08-2025)

4. Debate - Best of Ancient World Civilizations (on 25-08-2025)

Seminar Topic: Ancient World Civilizations (From 08-09-2025 to 12-09-2025)

Sample questions

Part A (1 mark each)

1. கீழ்க்காணும் திசைகாட்டும் கருவியைக் கண்டறிந்தவர்கள் யார்?

(அ) சுமெரியர்கள் (ஆ) எகிப்தியர்கள் (இ) சீனர்கள் (ஈ) இந்தியர்கள்

Who invented the Compass given below?

(K1-R, CO-5)

a) Sumerians

b) Egyptians

c) Chinese

d) Indians



2. யூதர்களின் முதல் அரசர் -----

The first emperor of Jews was -----



(K2-U, CO-1)

3. ஏஜியன் நாகரீகத்தை முதன்முதலில் கண்டுபிடித்தவர் -----

The person who first discover the Aegean Civilization was _____

(K2-U, CO-2)

4. சரியா? தவறா?

தூசிடைடஸ் அரேபிய தத்துவஞானி ஆவார்.

Thucydides was an Arabian philosopher.

(K3-Ap, CO-3)

5. கூற்று: மாயன் நாகரீகம் சிக்கலான காலண்டர் அமைப்பை உருவாக்கியது.

காரணம்: அவர்கள் வானியல் மற்றும் விண்மீன் நிகழ்வுகளில் ஆழ்ந்த ஆர்வம் கொண்டிருந்தனர்.

கீழ்காண்பனவற்றுள் சரியான விடை எது?

அ. கூற்றும் காரணமும் சரியானவை மேலும் காரணம் கூற்றுக்கான சரியான விளக்கமாகும்

ஆ. கூற்றும் காரணமும் சரியானவை மேலும் காரணம் கூற்றுக்கான சரியான விளக்கமில்லை

இ. கூற்று சரி காரணம் தவறு.

ஈ) கூற்று தவறு. காரணம் சரி:

Assertion: The Mayans developed a complex calendar system.

Reason: They were deeply interested in astronomy and celestial events.

Choose best option from the choices given below:

a) Assertion and Reason are both correct, and Reason is the correct explanation of Assertion.

- b) Assertion and Reason are both correct, but Reason is not the correct explanation of Assertion.
c) Assertion is correct, but Reason is incorrect.
d) Assertion is incorrect, but Reason is correct.

(K4-An, CO-4)

Part B (6 marks each)

1. ரொசட்டா கல்லின் முக்கியத்துவத்தைப் பட்டியலிடுக
List the importance of Rosetta stone.
2. ஹமுராபியின் சட்டத்தொகுப்பின் முக்கிய கூறுகளை சுருக்கி எழுதுக.
Summarize the salient features of Hammurabi's code of Law
3. கிரேக்க இலக்கியங்களின் முக்கியத்துவத்தைப் பற்றி அடையாளப்படுத்துக.
Identify the reputation of Greek Literature.
4. ரோமானியச் சட்டங்களின் சிறப்புக் கூறுகளைக் கட்டமைக்கவும்.
Construct the salient features of Roman Laws
5. அஸ்தெக் நாகரீகத்தின் சமுதாயம் எவ்வாறு இருந்தது? ஆய்க.
How was the social condition of Aztec Civilization? Analyze

(K1-R, CO-1)

(K2-U, CO-2)

(K3-Ap, CO-3)

(K4-An, CO-4)

(K5-E, CO-5)

Part C (12 marks each)

1. சீன நாகரிகம் உலகிற்கு அளித்த கொடைகளைப் பற்றி கட்டுரை எழுதுக
Write an essay on the contribution of Chinese Civilization to the world.
2. மத்திய கிழக்கில் தோன்றிய பாபிலோனிய, அசீரிய, யூத பேரரசுகள் பற்றி நீவிர் அறிவன யாவை?
What do you know about the Babylonian, Assyrian and Jewish Empires of Middle East?
3. கிரேக்க நாகரிகம் உலகிற்கு அளித்த அறிவியல், தத்துவம், கலை மற்றும் கட்டிடக்கலை சார்ந்த கொடைகளைக் கண்டறிக.
Identify the scientific, philosophical, art and architectural contributions of Greek Civilization to the world.
4. ரோமப் பேரரசின் எழுச்சி மற்றும் வீழ்ச்சிக்கு இடைப்பட்ட காலத்திற்கான சாதனைகளை ஒழுங்கமைவு செய்க.
Organise the achievements of Roman Empire between its rise and decline.
5. பழங்கால மத்திய அமெரிக்க நாகரீகங்கள் வீழ்ச்சியடையக் காரணங்களை நுணுக்கி ஆராய்க..
Critically analyze the causes for the decline of ancient central American Civilizations.

(K1-R, CO-4)

(K2-U, CO-2)

(K3-Ap, CO-3)

(K4-An, CO-4)

(K5-E, CO-5)

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. Regi, S.

Department : History
Class : III B.A. History
Title of the Course : Discipline Specific Elective II: a) ARCHIVES KEEPING
Semester : V
Course Code : HU235DE4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU235DE4	4	-	-	-	3	4	60	25	75	100

Learning Objectives:

1. To acquire knowledge of preservation and conservation of records.
2. To analyse the importance of archives in historiography.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	locate important archives of India and the World and their services.	K1
2.	summarize the organization and functions of archives.	K2
3.	articulate the history, importance and contributions of archives through the ages.	K3
4.	analyze the methods adopted for the preservation and conservation of records through the ages.	K4
5.	evaluate the origin and development of archives at regional, national and global levels.	K5

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
I									
	1.	Archives: Definition and scope	2	2	K3(Ap)	Play-Based Learning	Archive Role-Play	College LMS	Formative, Observational Assessment CIA I
	2.	Basic Concepts of Archives	2		K3(Ap)	Activity-Based Learning	Create Your Own Archive with documents	Interactive Digital Resources	Formative MCQ Quiz, CIA I
	3.	Types of Archives	2		K3(Ap)	Inquiry-Based Learning	Debate on Archival Ethics	Virtual Field Trips	Formative Oral Test CIA I
	4.	Characteristics of Archives	2		K3(Ap)	Integrated Learning Approach	Flipped Classroom	Interactive Websites & College LMS	Formative Peer Feedback CIA I
	5.	History of Archives Keeping: Ancient, Medieval and Modern period.	2		K3(Ap)	Collaborative Learning	Documentary Creation	Online Archives and Databases	Formative Slip Test, CIA I
II									
	1.	Organization of Archives	2	2	K2(U)	Hands-On Experiential Learning	Field visit	Virtual Field Trips	Formative MCQ Quiz, short test CIA I
	2.	Functions of Archives	2		K2(U)	Inquiry-Based Learning	Mind mapping & PPT	Interactive websites and Online Courses	Formative Oral Test, Class Test -I

									CIA I
	3.	Importance of Archives	2		K2(U)	Gamification	Craft activities	College LMS, Interactive Learning Tools	Formative Peer Assessment CIA I
	4.	Problems of Archives Keeping	2		K2(U)	Story-Based Learning	Case Based Learning	Video Resources & College LMS	Formative MCQ, Recall CIA I
	5.	Uses of Archives	2		K2(U)	Collaborative Learning	Group discussions & Peer teaching	YouTube, Online Archives and Databases	Formative True/False – questions CIA I

III

	1.	Archives Materials: Palm Leaves	2	2	K2(U)	Gamification	Story telling & Lecture using videos, PPT	Digital Creation Tools, College LMS	Formative Slip Test, Class Test -II CIA I
	2.	Birch Bark and Papyrus Records	2		K2(U)	Collaborative Learning	Mind mapping, PPT	Interactive Digital Resources	Formative Map Presentation CIA I
	3.	Parchment, Vellum and Leather Records	2		K2(U)	Play-Based Learning	Build models of records.	Video Resources & College LMS	Formative Viva Voce CIA II
	4.	Textile Records	2		K2(U)	Collaborative Learning	Peer teaching	Digital Library	Formative MCQ, Recall CIA II
	5.	Modern day materials	2		K2(U)	Peer Learning	Group discussions	Interactive Learning Tools	Formative True/False – questions CIA II

IV

	1.	Preservation and Conservation	1	2	K4(An)	Inquiry-Based Learning	Preservation Workshop	Online Library Resources, YouTube videos	Formative Simulation Task, CIA II
	2.	Agents of Deterioration: Biological Deterioration and Chemical Deterioration	2		K4(An)	Peer Teaching	Story telling & Brainstorming	College LMS, International Digital Library & Storyline Online	Formative Debate CIA II
	3.	Preventive Measures and Principles of repair	2		K4(An)	Play-Based Learning	Archive Treasure Hunt	Interactive Digital Resources	Formative Chart Assessment, CIA II
	4.	Cleaning, Washing and Flattening	1		K4(An)	Constructivist Approach	Group discussions	Video Resources	Formative Short test CIA II
	5.	De-acidification Methods: Wet Method, Non-Aqueous De-acidification.	2		K4(An)	Collaborative Learning	Peer teaching	Interactive Learning Tools	Formative Debate CIA II
	6.	Dry methods: Vapor and Phase De acidification	2		K4(An)	Integrated Learning Approach	Flipped Classroom	College LMS	Formative Explain – questions CIA II

V

	1	Important Archives	1	2	K1(R) & K5(Ev)	Story-Based Learning	Lecture using chalk and talk	College LMS, Interactive Digital Resources	Formative Rubric Scoring, CIA II
	2	International Commission on	2		K1(R) & K5(Ev)	Case Study Method	Story telling & Lecture using	YouTube Video	Formative Debate

		Archives (ICA)					videos, PPT	Resources	CIA II
	3.	Indian Historical Records Commission (IHRC)	2		K1(R) & K5(Ev)	Inquiry-Based Learning	Mind mapping, PPT	International Digital Library & Storyline Online	Formative Class Test –III CIA II
	4.	The British Records Association	1		K1(R) & K5(Ev)	Experiential Learning	Flipped Classroom	Digital Tools: Flipgrid, Padlet	Formative Peer Feedback CIA II
	5.	The Historical Manuscripts Commission	1		K1(R) & K5(Ev)	Story-Based Learning	Peer teaching & Group discussions	Webinars and Online Courses	Formative MCQ, Recall CIA II
	6.	National Archives of India and Regional Centre of National Archives	1		K1(R) & K5(Ev)	Integrated Learning Approach	Differentiated Instruction	College LMS	Formative Short test CIA II
	7.	Tamil Nadu State Archives	1		K1(R) & K5(Ev)	Activity-Based Learning	Documentary Creation	Interactive Digital Resources	Formative Short test CIA II
	8.	Private Archives	1		K1(R) & K5(Ev)	Project-Based Learning	Lecture using videos, PPT & Discussion method	Virtual Field Trips	Formative Peer Assessment 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: **Campus Tour**

Assignments: **1. Home Assignment I** – Introduction to Archives Keeping (Last date to submit – 30-07-2025)

2. Home Assignment II – Importance of Archives Keeping (Last date to submit – 29-08-2025)

3. Model Making & Exhibition - Archives Keeping (Last date to submit – 08-09-2025)

4. Campus Tour – Campus Tour to Archives and Museums (on 26-09-2025)

Seminar Topic: Nil

Sample questions

Part A (1 mark each)

1. ஆவண அறிவியலின் செயற்பரப்பின் சரியான விளக்கம் எது?
அ) பழைய நூல்கள் மட்டும் ஆ) பதிவுகளை பாதுகாக்கும் விரிவான ஆய்வு
இ) பத்திரிக்கை வெளியீடு ஈ) வாய்மொழி வரலாறு

What best defines the scope of archival science?

- A) Only ancient texts B) Broad study of record preservation
C) Newspaper publication D) Oral history

(K1-R, CO-3)

2. ஒரு ஆவணக் காப்பகத்தின் அடிப்படை அமைப்பு என்ன?
அ) காட்சிக்கூடம் ஆ) வகைப்பாட்டு முறைமை இ) நூலக அலமாரி ஈ) புத்தக அலமாரி

What is the basic structure of an archive called?

- A) Gallery B) Classification system C) Library shelf D) Bookcase

(K2-U, CO-2)

3. பின்வருவனவற்றில் எது பழங்காலத்திலிருந்து நவீனகாலத்திற்கான பதிவுப் பொருட்களை சரியான காலவரிசை முறையில் கொண்டுள்ளது?

- அ) ஹார்டு டிரைவ் → பாப்பிரஸ் → ஓலைச்சுவடி
ஆ) பாப்பிரஸ் → பார்ச்மெண்ட் → ஹார்டு டிரைவ்
இ) ஹார்டு டிரைவ் → பார்ச்மெண்ட் → தோல்
ஈ) பார்ச்மெண்ட் → தோல் → பாப்பிரஸ்

Which of the following best classifies materials from ancient to modern?

- A) Hard Drive → Papyrus → Palm Leaf
B) Papyrus → Parchment → Hard Drive
C) Hard Drive → Birch Bark → Leather
D) Parchment → Leather → Papyrus

(K3-Ap, CO-2)

4. கூற்று: ஆவணப் பாதுகாப்பில் நீராவி சிகிச்சை முறை அவசியமானது.
காரணம்: நீராவி சிகிச்சை முறை ஆவணங்களில் உயிரியல் சேதத்தைக் குறைக்கும்
கீழ்காண்பனவற்றுள் சரியான விடை எது?
அ. கூற்றும் காரணமும் சரியானவை மேலும் காரணம் கூற்றுக்கான சரியான விளக்கமாகும்
ஆ. கூற்றும் காரணமும் சரியானவை மேலும் காரணம் கூற்றுக்கான சரியான விளக்கமில்லை

இ. கூற்று சரி காரணம் தவறு.

ஈ) கூற்று தவறு. காரணம் சரி

Assertion (A): Use of vapor treatment is an essential step in a preservation plan.

Reason (R): Vapor treatment helps prevent biological deterioration in archival materials.

Choose best option from the choices given below:

- A) Assertion and Reason are both correct, and Reason is the correct explanation of Assertion.
- B) Assertion and Reason are both correct, but Reason is not the correct explanation of Assertion.
- C) Assertion is correct, but Reason is incorrect.
- D) Assertion is incorrect, but Reason is correct.

(K4-An, CO-4)

5. பிரிட்டனில் வரலாற்று முக்கியத்துவமுள்ள ஆவணங்களை மதிப்பீடு செய்து பாதுகாப்பதில் முக்கிய பங்கு வகிக்கும் நிறுவனம் எது?

- அ) இந்திய வரலாற்றுப் பதிவுகள் ஆணையம் ஆ) இந்திய தேசிய ஆவணகம்
- இ) வரலாற்று சான்று ஆவண ஆணையம் ஈ) தமிழ்நாடு மாநில ஆவணகம்

Which of the following organizations plays a significant role in evaluating and preserving historical manuscripts in the United Kingdom?

- A) Indian Historical Records Commission B) National Archives of India
- C) Historical Manuscripts Commission D) Tamil Nadu State Archives

(K1-R, CO-1 & CO-5)

Part B (6 marks each)

1. ஆவணக் காப்பகத்தின் தனித்துவத்தை அதிகரிக்க எளிய வழி என்ன?

What are the simple ways to enhance uniqueness of archives?

(K1-R, CO-3)

2. ஆவணக் காப்பகத்தின் பணிகளைப் பட்டியலிடுக.

List the functions of Archives

(K2-U, CO-2)

3. நவீனகால பதிவுப் பொருட்களையும், பழங்கால பதிவுப் பொருட்களையும் ஆவணப்படுத்துவதின் வேறுபாடுகளைக் கூறுக.

Demonstrate how modern-day materials are archived compared to traditional materials.

(K3-Ap, CO-2)

4. ஆவணங்களை பராமரிப்பதின் முக்கியத்துவம் என்ன?

What are the main objectives of document preservation in Archives?

(K4-An, CO-4)

5. பன்னாட்டு ஆவணக் காப்பகங்களின் பங்களிப்பை மதிப்பீடு செய்க.

Evaluate the contributions of international archival bodies.

(E-K5, CO-5)

Part C (12 marks each)

1. ஆவணக் காப்பகத்தின் முக்கியத்துவத்தை ஆய்க.

Examine the importance of Archives.

(K4-An, CO-3)

2. ஆவணக் காப்பகத்தில் ஆவணங்களை வரிசைபடுத்தும் முறையை ஆய்வு செய்க.

Analyse the filing system in Archives.

(K4-An, CO-2)

3. பழைய கையேடுகளை சேமிக்கும் முறைகளை விவரி.

Explain the method of collecting old manuscripts.

(K2-U, CO-2)

4. ஆவணங்களை பாதுகாப்பதில் ஏற்படும் இடர்பாடுகளை ஆராய்க.

Narrate the problems of Archives in preservation of records.

(K4-An, CO-4)

5. தமிழ் நாடு ஆவணகாப்பகத்தின் தோற்றம், வளர்ச்சி மற்றும் சேவையை விவாதி.

Discuss the origin, growth and services of Tamil Nadu Archives

(E-K5, CO-1)

Head of the Department: Dr. Regi, S.

Course Instructor: Dr. Regi, S.