

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)  
74<sup>th</sup> Rank in India Ranking 2020 (NIRF) by MHRD  
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: HISTORY**

**NAME OF THE PROGRAMME : M.A**

**PROGRAMME CODE : PSHI**

**ACADEMIC YEAR : 2021-2022**

## **VISION OF THE DEPARTMENT**

The Department of History envisions to impart holistic education by giving preference to rural, first generation, economically backward, physically challenged women and produce highly competent readers and writers of History.

## **MISSION OF THE DEPARTMENT**

- To prepare the students to be the responsible citizens of India
- To enhance the chance of employability in order to make women empowered
- To nurture the students to become future administrators.
- To develop independent and critical thinking

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and committed researchers who would be desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers who would deliver excellent professional service exhibiting progress, flexibility, transparency, accountability and in taking up initiatives in their professional work
<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
<b>PEO 4</b>	They will engage locally and globally evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment.

## **GRADUATE ATTRIBUTES (GA)**

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

**I. SOCIAL COMPETENCE**

<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating

	setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship

<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

### PROGRAMME OUTCOMES (PO)

TheLearners will be able to

<b>PO 1</b>	Gain in-depth knowledge to understand, analyse and apply it to develop subjectcompetency
<b>PO 2</b>	Criticize historical, cultural, social, political, economic, literary concepts and perspectives that shape the world.
<b>PO 3</b>	Enhance creative, critical, media, entrepreneurial and social skills consequently becoming socially responsible citizens.
<b>PO 4</b>	Acquire research skills and pursue higher studies and research
<b>PO 5</b>	Foresee the historical, socio-cultural, economic and literary changes and challenges.
<b>PO 6</b>	Synthesize ideas from various disciplines and enhance problem solving, analytical skills and apply them for their professional roles.
<b>PO 7</b>	Identify and asses Societal challenges women's issues in specific, in the local, regional, national, global levels and explore solutions.

### PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion of M.A History programme, the graduates would be able to

Curriculum for M.A. History

<b>PSO 1</b>	Students will demonstrate knowledge of the chronology, major events, personalities and turning points in the history of India, World and International Relations.
<b>PSO 2</b>	Students shall acquire knowledge of key historical concepts and politics of past and present and shall be able to predict future
<b>PSO 3</b>	Students shall be able to produce well researched written work that engages with both primary and secondary sources and construct original historical arguments based on primary source.
<b>PSO 4</b>	Students shall be equipped to compete in competitive exams which will enhance the chance of employability in order to make them empowered.
<b>PSO 5</b>	Students shall be able to develop an ability to convey verbally their thesis research and relevant historiography and theory.

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18****DEPARTMENT OF HISTORY***For those who joined in June 2019 onwards***MAJOR CORE – 70 CREDITS****PROGRAMME CODE: PSHI**

S. No	SE M.	COURSECODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19PG1H1	Socio- Cultural History of Ancient India (Upto A.D 1206).	6	4	40	60	100
2.		19PG1H2	State and Society in Tamilnadu (From Sangam Age to 1565A D).	6	4	40	60	100
3.		19PG1H3	Panchayat Raj	6	4	40	60	100
4.		19PG1H4	Women's Studies	6	4	40	60	100
5.	II	19PG2H5	Socio- Cultural History of Medieval India (From A.D 1206 To 1707 A.D)	6	4	40	60	100
6.		19PG2H6	State and Society in Tamilnadu (From A.D 1565 To 2000 A. D).	6	4	40	60	100
7.		19PG2H7	History of Far East (From A.D1841 To 1945 A.D)	6	4	40	60	100
8.		19PG2H8	Human Rights	6	4	40	60	100
9.	III	19PG3H9	Constitutional Development and Freedom Struggle in India (From A.D1773 To 1947 A.D)	6	4	40	60	100

Curriculum for M.A. History

10.		19PG3H10	Historiography and Research Methodology	6	4	40	60	100
11.		19PG3H11	History of the USA (From A. D. 1776 To 1865A. D).	6	5	40	60	100
12.		19PG3H12	Social Movements in Modern India	6	5	40	60	100
13.	IV	19PG4H13	Contemporary Issues in India (From A. D. 1950 To 2014A.D)	6	5	40	60	100
14.		19PG4H14	International Relations (From A. D. 1945 To 2000 A.D)	6	5	40	60	100
15.		19PG4H15	History of the USA (From A.D. 1865 To 1993 A. D).	6	5	40	60	100
16.		19PG4H16	History of Education in India	6	5	40	60	100
Total				96	70			

**MAJOR ELECTIVE / EXTRA DEPARTMENTAL COURSE / INTERNSHIP/ PROJECT -20 CREDITS**

S.N o	SE M.	COURSECODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TO T. Mk s
1.	I	21H1EDC	History for Competitive Exams	3	3	40	60	100
2.	II	21H2EDC	History for Competitive Exams	3	3	40	60	100



### Curriculum for M.A. History

3.	III	19PG3HE1 /  19PG3HE2	Heritage Tourism /  Intellectual History of India in the 20 <sup>th</sup> Century.	4	4	40	60	100
4.		19PG3HSI	Internship/Summer Project*	-	3	40	60	100
5.	IV	19PG4HE3 / 19PG4HE4	Tourism Marketing and Management /  Indian Archaeology	4	4	40	60	100
6.		19PG4HPR	Project	-	3	40	60	100
TOTAL				14	20			

### OFF-CLASS PROGRAMMES

#### ADD-ON COURSES

COURSE CODE	COURSES	HR S.	CREDI TS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ESE MK S	TOTAL MARK S
19PAD2SS	<b>SOFT SKILLS</b>	40	3	I	40	60	100
19PAD2CA	<b>COMPUTER APPLICATIONS</b> Desktop Publishing	40	4	II	40	60	100
19PAD4CV	<b>COMPREHENSIVE VIVA</b> (Question bank to be prepared for all the courses by the respective course teachers)	-	2	IV	-	-	100

Curriculum for M.A. History

COURSE CODE	COURSES	HR S.	CREDI TS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ESE MK S	TOTAL MARK S
19PAD4RC	READING CULTURE	10	1	I-IV	-	-	-
<b>TOTAL</b>			<b>10</b>				

**EXTRA CREDIT COURSES**

COURSE CODE	COURSES	HRS .	CRED ITS	SEMESTE R IN WHICH THE COURSE IS OFFERED	CIA MK S	ESE MK S	TOTA L MARK S
<b>21MSW1S LPGH1</b>	<b>RURAL DEVELOPMENT</b>	-	2	I	40	60	100
<b>19PGSLH1</b>	<b>GANDHIAN THOUGHT</b>	-	2	IV	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC	-	Mini mum 2 Credi ts	I – IV	-	-	

**Off Class Programmes**  
**Value Added Certificate Course**  
**19PGVACH1- Peace Studies**

- **Summer Internship:**
  - Duration-1 month (2<sup>nd</sup> Week of May to 2<sup>nd</sup> week of June-before college reopens)
- **Project:**
  - Off class
  - Evaluation components-Report writing + Viva Voce (Internal marks-40) + External marks 60
- **EDC:**
  - Syllabus should be offered for two different batches of students from other than the parent department in Sem-I & Sem-II

## I M.A.HISTORY

### SEMESTER –I

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEEK	CREDITS
PSHI	19PG1H1	SOCIO-CULTURAL HISTORY OF ANCIENT INDIA (Upto A.D.1206)	Major Core	6	4

#### COURSE DESCRIPTION

This course covers Socio-Cultural history of Ancient India from pre-historic period to Arab conquest.

#### COURSE OBJECTIVES

- To make the students understand Ancient Indian Culture in all its parameters
- To promote the conservation of our heritage and to help in heritage management.
- To get insight into the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism
- To train the students to face the competitive examinations.

#### UNITS

##### UNIT I: Sources and Pre-Historic Age (10 HRS.)

Sources and prehistory and proto history- Sources for the study of Ancient India- Archaeological and Literary – Impact of Geographical factors - Palaeolithic age - Mesolithic age - Neolithic age - Chalcolithic age - Iron age.

##### UNIT II: Indus and Vedic Culture (20 HRS.)

Indus Culture - Vedic period- Migrations and Settlements -Evolution of social and political institutions - religious and Philosophical ideas - Rituals and practices.Period of Mahajanapadas - Formation of states - Rise of urban centres - Trade routes - Economic growth - Introduction of coinage.

##### UNIT III: Spread of Religions and Mauryan Society (20 HRS.)

Spread of Jainism and Buddhism - Teachings of Mahavira and Buddha –Legacy of Jainism and Buddhism on Indian Culture -.Contemporary society - Rise of Mauryan Empire – Society - Economy - Art - Architecture and sculpture.

**UNIT IV: Post Mauryan Period**

**(20 HRS.)**

Post Mauryan period: Socio - Religious - Economic and cultural conditions during the period of the Sathavahanas – Religious condition under the Kushanas- Mahayanism - Gandhara School of Art –Accounts of Hieun-T-Sang - Coinage. Imperial Guptas - Economy - Coinage - land grants - decline of Urban centres - Indian Feudalism - Caste System - Position of Women -Education - Literature- Art and Architecture

**UNIT V: Period of Harsha and Rajputs**

**(20 HRS.)**

Period of Harsha – Society – Harsha's Religion - Religious Assemblies – Nalanda University – Itsing's Account of India - Influence of Arab conquest in Indian culture - Culture and Society of the Rajputs.

**REFERENCES**

**TEXT BOOK:**

1. Kurana K.L. *History of India Earliest Times to 1761 AD*, Lakshmi Narain Agarwal, Agra 2001.

**REFERENCE BOOKS:**

1. NilakandaSastri K., *History of India – Part I Ancient India*, Viswanathan Publishers, Madras, 1963.
2. Basham A.L., (ed.) *A cultural History of India*OUP. New Delhi, 2003.
3. Basham A.L., (ed.) *The Wonder that was India*, Sidgwick and Jackson, London, 1967.
4. Luniya B.N., *Evolution of Indian culture: from the Earliest Times to the PresentDay*, Lakshmi Narain Agarwal, Agra, 2003.
5. Mujumdar R.C&Others,*History of Ancient India from 320 A.D to 1206 A. D*, Surjeet publications,Delhi, 1974.
6. Vincent A. Smith, *Early History of India: From 600 B. C. to the MuhammadanConquest*, Oxford University Press, London, 1957.
7. Romila Thapar, *Early India*, Penguin Publications, New Delhi, 2002.
8. Singhal D.P., *India and World Civilization*, Vol.2, Michigan state University, 1969.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 SOURCES AND PRE-HISTORIC AGE</b>				
1.1	Sources and prehistory	1	Chalk & Talk	Black Board, PPT
1.2	Sources and proto history- Sources for the study of Ancient India	1	Chalk & Talk	LCD
1.3	Archaeological	1	Lecture	On line
1.4	Literary	1	Lecture	Black Board
1.5	Man and Environment- Geographical factors	1	Discussion	Google classroom
1.6	Palaeolithic age	1	Discussion	Black Board
1.7	Mesolithic age	1	Group Discussion	E-Content
1.8	Chalcolithic age	1	Discussion	Black Board
1.9	Neolithic age	1	Lecture	PPT
1.10	Iron age	1	Documentary Film	LCD
<b>UNIT -2 INDUS AND VEDIC CULTURE</b>				
2.1	Indus Culture	3	Blended Learning	Green Board Charts, Map
2.2	Vedic period	3	Chalk & Talk	Green Board
2.3	Migrations and Settlements	1	Flipped Learning	Text Books
2.4	Religious and Philosophical ideas	1	Blended Learning	Materials
2.5	Rituals and practices	2	Lecture	Google classroom
2.6	Period of Mahajanapadas	2	Chalk & Talk	Black Board
2.7	Formation of states	2	Lecture	Map
2.8	Rise of urban centres	2	Chalk & Talk	Black Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.9	Trade routes	2	Discussion	Map
2.10	Introduction of coinage	2	Chalk & Talk	Black Board
<b>UNIT -3 SPREAD OF RELIGIONS AND MAURYAN SOCIETY</b>				
3.1	Spread of Jainism	1	Documentar y Film	LCD
3.2	Spread of Buddhism	1	Blended Learning	Smart Board
3.3	Teachings of Mahavira	3	Chalk & Talk	Black Board, LCD
3.4	Teachings of Buddha	3	Lecture	PPT & White board
3.5	Legacy of Jainism on Indian Culture.	1	Lecture	Smart Board
3.6	Legacy of Buddhism on Indian Culture	1	Lecture	Pictures, Black Board
3.7	Rise of Mauryan Empire	1	Discussion	Google classroom
3.8	Contemporary society	2	Lecture	PPT
3.9	Society	1	Discussion	Black Board
3.10	Economy	1	Chalk & Talk	Black Board
3.11	Art	1	Discussion	Pictures
3.12	Architecture	2	Blended Learning	LCD
3.13	Sculpture	2	Lecture	Pictures
<b>UNIT -4 POST MAURYAN PERIOD</b>				
4.1	Post Mauryan period	1	Lecture	Green Board Charts
4.2	Socio – Religious conditions during the period of the Sathavahanas	1	Chalk & Talk	Black Board
4.3	Economic and cultural conditions during the period of the Sathavahanas	1	Flipped Learning	E- Content
4.4	Religious condition under the Kushanas	1	Lecture	Google classroom
4.5	Mahayanism	1	Blended Learning	Online
4.6	Gandhara School of Art	2	Documentar	Online

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			y	
4.7	Coinage	1	Lecture	E- Content
4.8	Imperial Guptas	1	Chalk & Talk	Black Board
4.9	Economy	1	Lecture	PPT
4.10	Coinage	1	Chalk & Talk	Black Board
4.11	Land grants	1	Group Discussion	PPT
4.12	Decline of Urban centres	1	Chalk & Talk	Black Board
4.13	Indian Feudalism	1	Lecture	Google classroom
4.14	Caste System	1	Discussion	E- Content
4.15	Position of Women	1	Lecture	PPT
4.16	Education	1	Chalk & Talk	Black Board
4.17	Literature	1	Lecture	Black Board
4.18	Art	1	Chalk & Talk	Black Board
4.19	Architecture	1	Documentar y	LCD
<b>UNIT -5 PERIOD OF HARSHA AND RAJPUTS</b>				
5.1	Period of Harsha	2	Chalk & Talk	Black Board
5.2	Society	3	Chalk & Talk	LCD
5.3	Harsha's Religion	2	Lecture	PPT & White board
5.4	Religious Assemblies	2	Lecture	Smart Board
5.5	Nalanda University	2	Lecture	Pictures, Black Board
5.6	Itsing's Account of India	2	Discussion	Google classroom
5.7	Influence of Arab conquest in Indian culture	3	Documentar y	LCD
5.8	Culture and Society of the Rajputs	4	Discussion	Black Board



### Curriculum for M.A. History

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

## Curriculum for M.A. History

### • PG CIA Components

#### Nos

<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Identify the different types of primary and secondary sources.	K3	PSO3
<b>CO 2</b>	Discuss the ancient Indian culture in all its parameters.	K3	PSO2
<b>CO 3</b>	Compile the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism.	K6	PSO2
<b>CO 4</b>	Analyse the socio, religious, economic and cultural conditions in ancient kingdoms.	K4	PSO2
<b>CO 5</b>	Assess the culture and society of Rajputs.	K5	PSO1

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	2
CO2	2	3	2	2	2
CO3	2	3	2	2	2
CO4	2	3	2	2	2
CO5	3	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	3	3	3
CO2	2	3	2	2	2	2	2
CO3	2	2	2	2	2	2	2
CO4	2	3	2	2	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**Dr.M.Vijaya Shanthi**

**Forwarded By**  
**HOD'S Signature& Name**


**Dr.J.SaralEvangelin**

**I M.A. HISTORY****SEMESTER –I***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG1H2	STATE AND SOCIETY IN TAMIL NADU (FROM SANGAM AGE TO 1565 A.D)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course covers period of pre historic Tamilakam to 1565 A.D. this course comprises study of man's past history includes society, religion, material culture, various ancient Tamil dynasties and their contribution to the State and Society. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such.

**COURSE OBJECTIVES**

- To analyze the Culture of Ancient Tamil Nadu
- To study the skills of Pallava Art and Architecture
- To compare and contrast the achievement of the Pandyas and Cholas
- To highlight the mingling of culture and development of new style of art and architecture under Vijayanagar

**UNITS****UNIT I:****[15 HRS]**

**Pre historic and Sangam Tamilnadu:** Pre Historic age in Tamil Nadu – Sources - Five Fold Regions and Occupations – Tamil Kingdoms – Social And Economic conditions – Sangam Literature – society- Religion – Education. Kalabhras – Influence of Jainism and Buddhism.

**UNIT II:****[20 HRS]**

**Age of Pallavas and Bhakthi Movement:** Origin of the Pallavas; Sources - Pallava's administration – Social and Economic conditions – Art and architecture – Literature and Education – Bhakti Movement – growth of Education.

**UNIT III:****[15 HRS]**

**Imperial Cholas: Sources – Rajaraja I and Rajendra I : Administration – Social and Economic condition – Religion – growth of Literature – Art and Architecture – Trade and Commerce. ( Self Study )**

**UNIT IV:****[20 HRS]**

**Pandyas' and Muslim epoch:** Pandyas of the I & II Empire – Sources – Foreign accounts – Social and Economic conditions – Art and Architecture – Impact of Muslim rule in Tamil Nadu and Culture.

**UNIT V:****[20HRS]**

**Vijayanagar period:** Tamil country under Vijayanagar; Sources – Social Condition – Economy – Art and Architecture – Nayankara System – Trade and Commerce – Cultural contributions of Vijayanagar in Tamil Country.

**Text Books:**

1. Subramanian, N., *Social and Cultural History of Tamil Nadu*, Madras, 1985. (Unit-1-4)
2. Rajayyan, K., *History of Tamil Nadu*, Madurai, 1982 (Unit 5).

**Reference Books:**

1. Balasubramanian, C., *The Status of Women in Tamilnadu during the Sangam Age*.
2. Devanesan, *History of Tamil Nadu, Marthandam*, Benu Publication, 2004.
3. Mahalingam, T.V., *Administration and Social Life under Vijayanagar*, University of Madras, 1951.
4. Meenakshi, C., *Administration and Social Life under the Pallavas*, Madras, 1938
5. NilakandaSastri, K.A., *The Cholas*, The Pandyan Kingdom, and History of South India, London, 1929.
6. Pillai, K.K., *Social History of Tamils*, University of Madras, 1975.
7. Srinivasan, K.R., *Temples of South India*, Delhi, NBT, 1995, Revised Edition.
8. Subramanian, N., *History of Tamil Nadu*, Upto 1336 AD, Madurai, 2002.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
<b>Unit -1 Pre historic and Sangam Tamilnadu</b>				
1.1	Pre Historic age in Tamil Nadu – Sources	2	Chalk & Talk	Black Board
1.2	Five Fold Regions and Occupations	2	Chalk & Talk	Black Board
1.3	Tamil Kingdoms - Social And Economic conditions	3	Lecture	PPT & Black Board
1.4	– Sangam Literature – society- Religion – Education	4	Chalk & Talk	Black Board
1.5	Kalabhras – Influence of Jainism and Buddhism.	4	Chalk & Talk	Black Board

## Curriculum for M.A. History

<b>Unit -2 Age of Pallavas and Bhakthi Movement</b>				
2.1	Origin of the Pallavas; Sources	4	Lecture	Black Board
2.2	Pallava's administration - Social and Economic conditions	5	Lecture	PPT & Black Board
2.3	Art and architecture	5	Lecture	PPT & Black Board
2.4	Literature and Education	2	Lecture	Black Board
2.5	Bhakti Movement - growth of Education.	4	Lecture	Black Board
<b>Unit -3Imperial Cholas</b>				
3.1	Sources	2	Lecture	Black Board
3.2	Rajaraja I and Rajendra I - Administration	4	Chalk & Talk	Black Board
3.3	Social and Economic condition - Religion - growth of Literature	4	Chalk & Talk	Black Board
3.4	Art and Architecture	3	Lecture	Black Board/PPT
3.5	Trade and Commerce.	2	Chalk & Talk	Black Board
<b>Unit -4Pandyas of the I &amp; II Empire</b>				
4.1	Sources - Foreign accounts	4	Lecture	Black Board
4.2	Social conditions	4	Chalk & Talk	Black Board
4.3	Economic conditions	3	Lecture	Black Board
4.4	Art and Architecture	6	Lecture	Black Board/PPT
4.5	Impact of Muslim rule in Tamil Nadu and Culture.	3	Lecture	PPT
<b>Unit -5Vijayanagar period</b>				
5.1	Tamil country under Vijayanagar - Sources	2	Lecture	Black Board
5.2	Social Condition - Economy	5	Chalk &	Black Board

### Curriculum for M.A. History

			Talk	
5.3	Art and Architecture	5	Lecture	PPT / Google Class room
5.4	Nayankara System – Trade and Commerce	5	Chalk & Talk	Black Board
5.5	Cultural contributions of Vijayanagara Tamil Country.	3	Chalk & Talk	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assign ment  5 Mks	OBT/PP T  5 Mks				
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

*\*The best out of two will be taken into account*

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Assess the Socio- Economic condition of pre-historic and Sangam Tamil Nadu .	K2	PSO1& PSO2
CO 2	Evaluate the architectural skills of Pallavas.	K2	PSO3
CO 3	Discuss the socio-economical status of Imperial Cholas.	K3	PSO5
CO 4	Compare Socio- Economic condition of Early Pandyas and Later Pandyas.	K4	PSO2
CO 5	Explain the cultural contributions of Vijayanagar kingdom to Tamil Country.	K5	PSO4



**Mapping COs Consistency with PSOs**

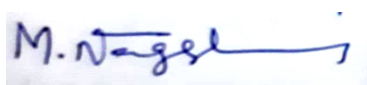
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	2	2
C02	2	2	3	2	2
C03	2	2	2	2	3
C04	2	3	2	2	2
C05	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

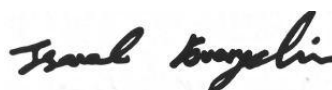
**Mapping COs Consistency with POs**

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2	2	2	2	2	2
C02	2	3	2	2	2	2	2
C03	2	2	3	2	2	2	2
C04	2	2	2	1	2	2	2
C05	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**M.NAGESHWARI**

**Forwarded By**  
**HOD'S Signature& Name**


**Dr.J.Saral Evangelin**

**I M.A., History**

**SEMESTER – I**

***For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG1H3	PANCHAYAT RAJ	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course refers to the system of Local Self Government introduced in India by a constitutional amendment of 1992.

**COURSE OBJECTIVES**

- To trace the historical background of Panchayat Raj in India.
- To impart knowledge on functions and administration of Panchayat raj institutions.
- To motivate the students to participate in the Panchayat Raj institutions.

**UNITS**

**UNIT I: History of Panchayat Raj [15 HRS]**

Meaning and Concept of Panchayat Raj – Historical backdrop of Panchayat Raj System in India- Panchayat raj institutions under the Cholas – Pandyas – Gandhian Concept of Panchayat Raj.

**UNIT II: Committees of Panchayat Raj [20 HRS]**

Constitutional and legal provisions of Panchayat Raj - Decentralization – Community Development Programme – Balwantrao Mehta committee Report- Asoka Mehta committee Report – G.V.K Rao Committee Report – Singhvi Committee Report - 73<sup>rd</sup> Constitutional amendment.

**UNIT III: Functions of Panchayat Raj: [20 HRS]**

Structure and Functions of Gram Panchayat - Blocks – Zilla Parishads - Election - Composition and Reservation of seats – Role of Women – Women Empowerment.

**UNIT IV: Panchayat raj institutions in Tamil Nadu: [20 HRS]**

Historical background – Village Panchayats – Panchayat Unions – Zilla Parishads - Elections - Problems - Composition –High level committees under L.C. Jain – Ko.Se. Mani – MK. Stalin. Role of NGOs - e-Governance in Panchayats.

**UNIT V: Financial Management: [15 HRS]**

**Panchayat Finance – Sources of Income – Areas of Expenditure – State Finance Commissions – Recommendations – Budget allocations – Financial Management in Local Bodies. (self study)**

**UNIT –VI DYNAMISM**

Discuss about Present Panchayat Raj system in Village.

**TEXT BOOK:**

1. Material prepared by the Department.

**REFERENCE BOOKS:**

1. Braham Singh, (ed), *Political System of India*, alfa Publications, New Delhi, 2008.
2. Hugh Tinker, *The Foundations of Local Self Government in India*, Pakistan and Burma, LalvaniPubllishing Home ,Bombay, 1954.
3. Maheshwari SR, *Publlc Administration in India*, Macmillan India Limited, Chennai, 2008.
4. Pradeep Kumar, (ed), *Panchaty Raj Institutions in India*, Omega Publications, New Delhi, 2009.
5. Sawalia Bihari Berma& others(ed), *Empowerment of the Panchayat Raj Institutions in India*, Sarup& Sons, New Delhi, 2006.
6. Sridharman N, *A Text book of Indian Administration*, Pearl Books, New Delhi, 2010.
7. Srivastaba, *Local Self government in India*, SBD Publlishers, Distributors, Delhi, 1991.
8. Sudhakar V, *New Panchayat Raj System*, Mangal Deep Publications, Jaipur, 2002.

**Digital Open Educational Resources (DOER):**

9. <https://www.panchayat.gov.in/>
10. <https://tnrd.gov.in/>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 HISTORY OF PANCHAYAT RAJ</b>				
1.1	Meaning and Concept of Panchayat Raj	3	Lecture	PPT
1.2	Historical backdrop of Panchayat Raj System in India.	3	Chalk & Talk	Black Board
1.3	Panchayat raj institutions	3	Chalk &	Black

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	under the Cholas.		Talk	Board
1.4	Panchayat raj institutions under the Pandyas	3	Chalk & Talk	Black Board
1.5	Gandhian Concept of Panchayat Raj.	3	Chalk &Talk	Black Board
<b>UNIT - 2 COMMITTEES OF PANCHAYAT RAJ</b>				
2.1	Constitutional and legal provisions of Panchayat Raj	4	Lecture	PPT
2.2	Decentralization –Community Development Programme	4	Chalk & Talk	Black Board
2.3	Balwantrai Mehta committee Report.	3	Lecture	Black Board
2.4	Asoka Mehta committee Report.	3	Lecture	Black Board
2.5	G.V.K Rao Committee Report – Singhvi Committee Report - 73 <sup>rd</sup> Constitutional amendment	6	Chalk & Talk	Black Board
<b>UNIT - 3 FUNCTIONS OF PANCHAYAT RAJ</b>				
3.1	Structure and Functions of Gram Panchayat.	4	Lecture	Black Board
3.2	Blocks – Zilla Parishads	4	Chalk & Talk	Black Board
3.3	Election - Composition and Reservation of seats	4	Lecture	Black Board
3.4	Role of Women	4	Lecture	Black Board/PPT
3.5	Women Empowerment.	4	Google class room	PPT
<b>UNIT - 4 PANCHAYAT RAJ INSTITUTIONS IN TAMIL NADU</b>				
4.1	Historical background	4	Lecture	Black Board
4.2	Village Panchayats, Panchayat Unions and Zilla Parishads	4	Lecture	PPT
4.3	Elections, Problems, Composition.	4	Lecture	Black Board
4.4	High level committees under L.C. Jain, Ko.Se. Mani and	4	Chalk & Talk	Black Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	MK. Stalin.			
4.5	Role of NGOs and e-Governance in Panchayats.	4	Lecture	Black Board
<b>UNIT - 5 FINANCIAL MANAGEMENT</b>				
5.1	Panchayat Finance.	3	Lecture	Black Board
5.2	Sources of Income	3	Chalk & Talk	Black Board
5.3	Areas of Expenditure – State Finance Commissions	3	Lecture	PPT
5.4	Recommendations – Budget allocations	3	Discussion	Google class room
5.5	Financial Management in Local Bodies.	3	Chalk & Talk	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## Curriculum for M.A. History

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### • PG CIA Components

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

*\*The best out of two will be taken into account*

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Describe the historical background of Panchayat Raj in India	K2	PSO1& PSO2

## Curriculum for M.A. History

<b>CO 2</b>	Analyze the constitutional provisions and various committees' recommendation in Panchayat Raj System.	K4	PSO3 & PSO4
<b>CO 3</b>	Understand the functions and Reservation Policy of Panchayat Raj Institutions.	K2	PSO3 & PSO4
<b>CO 4</b>	Define the growth of Panchayat Raj Institutions in Tamil Nadu	K2	PSO3
<b>CO 5</b>	Examine the sources of income and Expenditure of Panchayat Raj.	K3	PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

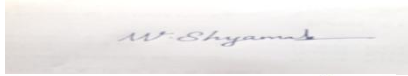
### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>

Curriculum for M.A. History

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

A handwritten signature in blue ink that reads "W. Shyamala".A handwritten signature in blue ink, appearing to be "P. Parameswari".

**Dr. W. Shyamala and  
Dr.P.Parameswari**

**Forwarded By  
HOD'S Signature& Name**

A handwritten signature in black ink that reads "Saral Evangelin".

**Dr.J.Saral Evangelin**



**I M.A. HISTORY**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG1H4	WOMEN'S STUDIES	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course is an interdisciplinary introduction to women's and gender studies. This course includes an examination of women's historic and contemporary status legally and economically, as well as women's struggles in identity expression, sexuality, and lifestyle.

**COURSE OBJECTIVES**

- To enable students to gain a perspective of the significance of women's studies, gender concepts and the major issues concerning women.
- To help students develop understanding of the status of women in India and the role of women in social institutions.
- To acquaint the students about issues concerning women working in the organized and unorganized sectors.
- To internationalize the understanding of Feminism.

**UNITS**

**UNIT I: Introduction to Women's Studies**

**[15 HRS]**

Definition- Meaning-Concept-Genesis-Growth and scope of women's studies in India- Women's Studies- An International perspective- History of feminism – Waves -Kinds of feminism.

**UNIT II: International Conferences**

**[15 HRS]**

First World Conference on women in Mexico 1975- Second World Conference at Copenhagen 1980. Third world conference on Nairobi 1985- Fourth world conference on Beijing 1995. Millennium Development Goals UN 2000 Agenda.

**UNIT III: Programmes for Women's Development and Organizations in India**  
**[20 HRS]**

**Development of Women & Child in Rural Areas** - Indira AawasYojna - Swayam Siddha, Swadhar - Balika samrudhhi Yojna - Swarnjayanti Gram Swarojgar Yojana. Indian Women Association – Young Women Christian Association- Women's India Association – The National Council of Women in India.

**UNIT IV: Women and Legal Rights****[20 HRS]**

**Hindu Code Law- Marriage- Guardianship- Adoption Rights- Divorce- Maintenance- Inheritance- Hindu Marriage Act - Hindu Succession Act - SITA- Dowry Prohibition Act - Indecent representation of Women - Prevention of Sati Act, 1987 - Maternity Benefits Act - Acts against Dowry - Domestic Violence - Rape and Eve teasing. (SELF STUDY)**

**UNIT V: Health status of women in India****[20 HRS]**

**Mortality and Morbidity factors influencing health**-Nutrition and health-HIV and IODS control program- National Health and Population Policies and programmes - Maternity and child Health approaches- Issues of old age. Women and environment- nature as feminine principle- management of natural resources - depletion of natural resources - Sustainable development and Impact on Women.

**UNIT VI - DYNAMISM/CURRENTAFFAIR**

Case Study Report- Recent trends in women's studies- latest acts passed to protect women's rights- on the spot study- visit to court.

**TEXT BOOK:** Course Material prepared by the Department.

**REFERENCE BOOKS:**

1. Altekar A.S., *The Position of Women in Hindu Civilization from Ancient Times to the Present Day*, New Delhi, Reprint, 1996.
2. Agnew, Vijay. *Elite Women in Indian Politics*, Vikas, New Delhi, 1979.
3. Basu A. (ed), *The challenge of Local Feminism; Womens movement in Global perspective*, Boulder Co, West View Press, 1995.
4. Bhasin, Kamala, *Some Questions on Feminism and its Relevance*, Indra Prastha Press, New Delhi, 1986.
5. Desai, *Neera and Krishnaraj, Maithreyi, Women and Society In India*, Ajantha Publications, Delhi, 1987.
6. Desai, Neera (ed). *A Decade of Women's Movement in India*, Himalaya Publications, Bombay, 1988.
7. ICSSR, *Status of Women: Report of the Committee on the Status of Women in India*, New Delhi, 1974.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Introduction to Women's Studies				
1.1	Definition- Meaning-Concept	4	Chalk & Talk	Black Board
1.2	Genesis-Growth and scope of women's studies in India	4	Chalk & Talk	Black Board
1.3	An International perspective	2	Lecture	PPT &

### Curriculum for M.A. History

				White board
1.4	History of feminism	2	Lecture	Smart Board
1.5	Goals of feminism and kinds of feminism.	3	Lecture	PPT
<b>Unit -2 International Conferences</b>				
2.1	- First World Conference on women in Mexico 1975	3	Lecture	Black Board
2.2	- Second World Conference at Copenhagen 1980.	3	Chalk & Talk	Black Board
2.3	Third world conference on Nairobi 1985-	3	Lecture	Black Board
2.4	Fourth world conference on Beijing 1995.	3	Lecture	Black Board /
2.5	Millennium Development Goals UN 2000 Agenda.	3	Discussion	Google class room
<b>Unit -3 Programmes for Women's Development</b>				
3.1	Community Development Programme	4	Lecture	Black Board
3.2	Integrated Rural Development Programme	3	Chalk & Talk	Black Board
3.3	Development of Women & Child in Rural Areas- Training of Rural Youth for Self Employment.	5	Lecture	Black Board
3.4	Support to Training and Employment Program- Indira AawasYojna - Swayam	4	Lecture	Black Board/PPT
3.5	SiddhaSwadhar - Balika samrudhhiYojna - Swarnjayanti Gram Swarojgar Yojana. Agenda.	4	Google class room	PPT
<b>Unit -4 Women and Legal Rights:</b>				
4.1	Hindu Code Law- Marriage- Guardianship- Adoption Rights.	4	Lecture	Black Board
4.2	Divorce- Maintenance- Inheritance	3	Chalk & Talk	Black Board
4.3	Hindu Marriage Act - Hindu Succession Act -SITA.	4	Lecture	Black Board

Curriculum for M.A. History

4.4	Dowry Prohibition Act - Indecent representation of Women.	3	Lecture	Black Board /
4.5	Prevention of Sati Act, 1987 - Maternity Benefits Act.	3	Lecture	PPT
4.6	Acts against Dowry – Domestic Violence.	2	Discussion	Google class room/ Field visit
4.7	Rape and Eve teasing.	1	Blended learning	Online/ E-Content/
<b>Unit -5 Health status of women in India</b>				
5.1	: Mortality and Morbidity factors influencing health.	5	Lecture	Black Board
5.2	Nutrition and health-HIV and A IDS control program.	5	Chalk & Talk	Black Board
5.3	National Health and Population Policies and programmes - Maternity and child Health approaches	5	Lecture	Black Board
5.4	Issues of old age	1	Discussion	Google class room
5.5	Women and environment- nature as feminine principle - management of natural resources – depletion of natural resources.	3	Lecture	PPT
5.6	Sustainable development and Impact on Women.	1	Blended Learning	Text Books /Materials

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %

### Curriculum for M.A. History

K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### • PG CIA Components

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

on the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study.	K2	PSO5
CO 2	Identify major influences within key historic feminist movements and world conferences.	K2/K3	PSO1&PSO2
CO 3	Evaluate, compare, and critique different Government programs for women empowerment and equipped to compete in competitive exams.	K3/K4	PSO4
CO 4	Analyze the ways in which legal rights of women, societal institutions and power structures impact the material realities of women's lives.	K4/K5	PSO5
CO 5	Achieve a knowledge base about general health, hygiene of women and recognize women's role in sustainable development and environment. Will be able to do research in Women Studies.	K2/K5	PSO2&PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3
CO2	3	2	2	2	2
CO3	2	2	2	1	2
CO4	2	2	2	2	3
CO5	2	2	3	2	2

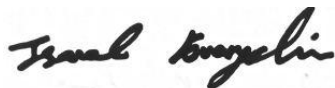
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**Mapping COs Consistency with POs**

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	2	2	2	2	3	2
C02	2	2	2	2	2	3	2
C03	2	2	2	3	2	3	2
C04	2	3	2	2	2	3	2
C05	2	2	2	3	2	-2	3

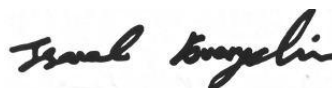
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.J.SaralEvangelin**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.SaralEvangelin**

**I M.A.HISTORY  
SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG2H5	<b>SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA (From A.D.1206 To A.D.1707)</b>	<b>MAJOR CORE</b>	6	4

**COURSE DESCRIPTION**

This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the Bhakthi movement and contribution of Saints to revive the Hinduism and Islam. It focuses the development of education, literature, art and architecture during medieval India.

**COURSE OBJECTIVES**

- To develop an understanding of India's diverse social structures of family, kinship, gender and marriage;
- To get insight into the history and cultural practices of religions, such as Sufism, Sikhism and Islam;
- To know the impact of Mughal rule on Indian society.
- To train the students to face the competitive examinations.

**UNITS**

**UNIT I: Society under Delhi Sultanate (10 HRS.)**

Sources- Ghazhanavide Empire - Alberuni and his study of science and civilization - Delhi Sultanate – Society and Culture in the Delhi Sultanate.

**UNIT II: Imperial Mughals (20 HRS.)**

The Imperial Mughals - Rural society - Petty chieftains - village officials- cultivators- artisans - Position of Women - Culture - System of education Agricultural productions - Industries - Trade and Commerce - Internal and external trade - Society - Classification - major religious groups-professional classes.

**UNIT III: Socio - religious Movements and Bhakthi Movement (20 HRS.)**

**Bhakti cult - Socio - religious Movements - The Sufis - their orders, beliefs and practices, the leading Sufi saints Saivism and its branches; Vaishnavism and its branches - The Saint of the medieval period - north and south - their impact on socio-political and religious life - The Sikh movement - Guru Nanak Dev and his teachings - Adi Granth - the Khalsa. (self study)**



**UNIT-IV: Art and Literature in Medieval India****(20 HRS.)**

Literature - Persian, Sanskrit and Regional languages - Fine arts- Major schools of painting; music - Architectural developments of North and South India: Indo-Islamic architecture-Art and culture under Vijayanagar Empire and Bahmini Kingdom

**UNIT V: Maratha Movement and Advent of Europeans****(20 HRS.)**

The Maratha movement - Deccan under the Mughals (1658-1707) - Impact of the Mughal Rule on Indian History - Condition of India on the eve of the British Ascendancy- European trade, trade centres and ports - Transport and communication – Hundi (Bills of exchange) and insurance – Currency

**TEXT BOOKS:**

1. Sathianathaier R., *A political and cultural, History of India*, vol.2, Madras, 1929.
2. Khurana K.L. *Medieval India*, Lakshmi Narain Agarwal, Agra, 2001.

**REFERENCE BOOKS:**

1. Dodwell H., *Cambridge History of India*, Cambridge University Press, Cambridge, 1929.
2. Iswari Prasad, *History of Medieval India*, Bharatiya Vidya Bhavan, 1933.
3. Majumdar R.C., *The History and culture of the Indian People*, Bombay, 1960.
4. Majumdar R.C., *An Advanced History of India*, Macmillan Publishers, New Delhi, 2002.
5. Sastri K.A.N., *History of South India*, OUP, Madras, 1955.
6. Basham A.L., (ed.) *A Cultural History of India*, OUP. New Delhi, 2003.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 SOCIETY UNDER DELHI SULTANATE</b>				
1.1	Sources	3	Chalk & Talk	Black Board
1.2	Ghazhanavide Empire	2	Chalk & Talk	Map, LCD
1.3	Alberuni and his study of science and civilization	2	Lecture	PPT & White board
1.4	Delhi Sultanate	1	Lecture	Smart Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.5	Culture in the Delhi Sultanate	1	Lecture	Black Board
1.6	Society	1	Discussion	Google classroom
<b>UNIT -2 IMPERIAL MUGHALS AND SUFISM</b>				
2.1	The Imperial Mughals	2	Lecture	Green Board Charts
2.2	Agricultural productions	2	Chalk & Talk	Black Board
2.3	Industries	3	Flipped Learning	E-Content
2.4	Trade and Commerce	2	Blended Learning	Books
2.5	Internal trade	1	Lecture	Black Board
2.6	External trade	1	Chalk & Talk	Black Board
2.7	Socio - religious Movements	4	Documentary	LCD
2.8	The Sufis	2	Lecture	LCD
2.9	Sufi orders, beliefs and practices	1	Group discussion	Black Board
2.10	The leading Sufi saints	2	Lecture	Pictures
<b>UNIT -3 BHAKTHI MOVEMENT</b>				
3.1	Bhakti cult	1	Lecture	Charts
3.2	Saivism and its branches	3	Chalk & Talk	PPT
3.3	Vaishnavism and its branches	3	Flipped Learning	E-Content
3.4	The Saint of the medieval period - north	2	Blended Learning	Materials
3.5	South	2	Discussion	Pictures
3.6	Their impact on socio-political and religious life	2	Chalk & Talk	Text Books
3.7	The Sikh movement	2	Lecture	PPT
3.8	Guru Nanak Dev and his teachings	2	Chalk & Talk	Pictures

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.9	Adi Granth	1	Chalk & Talk	Text Books
3.10	The Khalsa	2	Documentary	E- Content
<b>UNIT -4 SOCIETY IN MEDIEVAL INDIA</b>				
4.1	Society	1	Lecture	Green Board Charts
4.2	Classification	1	Chalk & Talk	Green Board
4.3	Major religious groups	1	Flipped Learning	E- Content
4.4	Professional classes.	1	Blended Learning	Online
4.5	Rural society	1	Chalk & Talk	Online
4.6	Petty Chieftain Village officials	1	Lecture	E- Content
4.7	Cultivators	1	Chalk & Talk	Text Books
4.8	Artisans	1	Lecture	E- Content
4.9	Position of Women	1	Lecture	Online
4.10	Culture	1	Group Discussion	Online
4.11	System of education	1	Chalk & Talk	E- Content
4.12	Literature – Persian	1	Lecture	Materials
4.13	Sanskrit and Regional languages	1	discussion	Materials
4.14	Fine arts	1	Lecture	Black Board
4.15	Major schools of painting	1	Chalk & Talk	Pictures
4.16	Music	1	Chalk & Talk	Text Books
4.17	Architectural developments of North	2	Lecture	PPT
4.18	Architectural developments of South India	1	Chalk & Talk	PPT
4.19	Indo-Islamic architecture.	1	Documentary	Modules, PPT
<b>UNIT -5 MARATHA MOVEMENT AND ADVENT OF EUROPEANS</b>				
5.1	The Maratha movement	3	Lecture	Green Board Charts
5.2	Deccan under the Mughals(1658-1707)	3	Chalk & Talk	Green Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.3	Impact of the Mughal Rule on Indian History	3	Flipped Learning	E-Content
5.4	Condition of India on the eve of the British Ascendancy.	2	Blended Learning	Text Books
5.5	European trade	2	Lecture	PPT
5.6	Trade centres	1	Group Discussion	E- Content
5.7	Ports	1	Discussion	Text Books
5.8	Transport and Communication	1	Chalk & Talk	PPT
5.9	Hundi (Bills of exchange)	2	Lecture	Material
5.10	Insurance	1	Lecture	Online
5.11	Currency	1	Blended Learning	E-Content

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT /PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %

## Curriculum for M.A. History

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

- PG CIA Components**

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
<b>CO 1</b>	Assess the society and culture of Delhi Sultanate	K5	PSO1
<b>CO 2</b>	Identify cultural practices of religions like Sufism, Sikhism and Islam.	K2	PSO1
<b>CO 3</b>	Analyse the impact of Muslim rule on Indian society.	K4	PSO5
<b>CO 4</b>	Compare the Socio-Economic changes under Sultans, Mughals, Marathas and Europeans.	K5	PSO2&PSO1
<b>CO 5</b>	Compile the Maratha Movement and Advent of Europeans.	K6	PSO4& PSO2

**Mapping COs Consistency with PSOs**

<b>CO/ PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	2	2	2	3	2
CO3	2	2	2	2	2	3	2
CO4	3	2	2	2	2	2	2
CO5	3	2	2	2	1	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

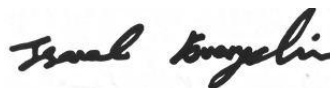
**COURSE DESIGNER:**



**Dr.M.Vijaya Shanthi**

**Forwarded By**

**HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**I M.A HISTORY**

**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRE DIT S
PSHI	19PG2H6	STATE AND SOCIETY IN TAMIL NADU (From A.D1565 To 2000 A.D)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular.

**COURSE OBJECTIVES**

- To study the social and political background of the emergence of Nayaks, Marathas, Nawabs and the British.
- To analyse the relevance of socio-religious movement of the 19th & 20th centuries.
- To appreciate the works of the Congress and Dravidian Parties in Tamil Nadu.
- To make understand prevalence of state and society under the Company rule.

**UNIT I: Society under Nayaks and Marathas [15 HRS]**

Nayaks – Nawabs – Sources – Nayaks of Madurai – Nayaks of Thanjavur and Gingee – Marathas of Tanjore – Carnatic Nawabs : Political, Social Cultural conditions under their rule. Poligari system – Kaval system – Saivism – Vaishnavism - Christianity – Islam – Devadasi system.



**UNIT II: Rebellions: [20 HRS]**

Nawab of arcot – Carnatic Wars – Poligari Rebellion – South Indian Rebellion – Annexation of Carnatic – Vellore Mutiny – Society – Religion – Culture of Marathas.

**UNIT III :Tamilnadu under the Company's rule: [20 HRS]**

Colonial Economy – Revenue Policy – Emergence of the Elites – Judicial Administration – Police Administration – Western Education – Role of the Christian Missionaries.

**UNIT IV : Reform Movements [15 HRS]**

Vaikundaswamy – Ramalinga Adigal – Political and Social Awakenings – Emergence of Subaltern Consciousness – Tamil Revivalism: Tamil a symbol of Awakening – Role of Tamilagam in the National Movement.

**UNIT V : Dravidian Movements: [20 HRS]**

**Struggle for Social Equality – Justice Party – EVR and Self Respect Movement – D.K. Movement – Contributions of Congress and Dravidian Parties to Social upliftment – Agricultural and Industrial, Educational and Social Developments since independence.(SELF STUDY)**

**Text Books:**

1. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.
2. Devanesan, A., *History of Tamil Nadu*, Marthandam, 2004.

**REFERENCES:**

1. Baker, C.J., *The Politics of south India 1920-1937*.
2. Chopra, P.N., Ravindran, T.K. and Subramanian, N., *History of South India*.
3. David Arnold, *The Congress in Tamil Nadu (1919-1937)*, New Delhi, 1977.
4. Eugene, F.Frschick, *Politics and Social Conflict in South India*, Bombay, 1964.
5. Hardgrave, Robert,L., *The Nadars of Tamil Nadu: The Culture of a Community in Change*, California, 1969.
6. Suntharalingam, *Politics and Nationalist Awakening in South India*, New Delhi, 1980.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 Society under Nayaks and Marathas</b>				
1.1	Nayaks – Nawabs – Sources – Nayaks of Madurai – Nayaks of Thanjavur and Gingee – Marathas of Tanjore	4	Chalk & Talk	Black Board

### Curriculum for M.A. History

1.2	Carnatic Nawabs : Political, Social  Cultural conditions under their rule.	4	Chalk & Talk	Black Board
1.3	Poligari system – Kaval system	2	Chalk & Talk	Black Board
1.4	Saivism – Vaishnavism - Christianity – Islam	3	Chalk & Talk	Black Board
1.5	Devadasi system.	2	Chalk & Talk	Black Board
<b>Unit -2 Rebellions</b>				
2.1	Nawab of arcot - Carnatic Wars	4	Lecture	Black Board
2.2	Poligari Rebellion	4	Chalk & Talk	Black Board
2.3	South Indian Rebellion - Annexation of Carnatic	4	Chalk & Talk	Black Board
2.4	Vellore Mutiny	4	Lecture	PPT/ Black Board
2.5	Society – Religion – Culture of Marathas.	4	Lecture	Black Board
<b>Unit – 3 Tamilnadu under the Company's rule:</b>				
3.1	Colonial Economy	4	Lecture	Black Board
3.2	Revenue Policy	4	Chalk & Talk	Black Board
3.3	Emergence of the Elites - Western Education	5	Chalk & Talk	Black Board
3.4	Judicial Administration - Police Administration	5	Chalk & Talk	Black Board
3.5	Role of the Christian Missionaries.	2	Chalk & Talk	Black Board
<b>Unit – 4 Reform Movements</b>				
4.1	Vaikundaswamy – Ramalinga Adigal	4	Lecture	Black Board
4.2	Political and Social Awakenings	3	Chalk & Talk	Black Board
4.3	Emergence of Subaltern Consciousness	2	Lecture	Black Board
4.4	Tamil Revivalism: Tamil a symbol of Awakening	2	Lecture	Black Board

### Curriculum for M.A. History

4.5	Role of Tamilagam in the National Movement.	4	Lecture	Black Board/PPT / Google Class room
<b>Unit – 5 Dravidian Movements</b>				
5.1	Struggle for Social Equality – Justice Party	3	Lecture	Black Board
5.2	EVR and Self Respect Movement – D.K. Movement	5	Chalk & Talk	Black Board
5.3	Contributions of Congress Party to Social upliftment	3	Lecture	PPT / Google Class room
5.4	Contributions of Dravidian Party to Social upliftment	5	Chalk & Talk	Black Board
5.5	Agricultural and Industrial, Educational and Social Developments since independence.	4	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

## Curriculum for M.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discuss the socio-economic and political condition of Nayakdoms.	K2	PSO1
CO 2	Analyze the various wars and rebellions of in Tamil Nadu.	K4	PSO3
CO 3	Explain the role of Christian missionaries and impact of western education.	K2	PSO5
CO 4	Assess the various social reform movements and its impact.	K5	PSO2
CO 5	Compare the role of central and state political parties to the social and economic	K4	PSO2

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	2	2	3	2	2
CO3	2	2	2	2	3
CO4	2	3	2	2	2
CO5	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	3	2	2	2	2
CO4	2	2	2	1	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

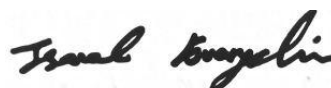
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangeline**

**I M.A.HISTORY**

**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEEK	CREDITS
PSHI	19PG2H7	HISTORY OF FAR EAST (From A.D 1841 To 1945 A.D)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course deals with the far eastern countries like China Japan and Korea. It focuses on the socio political changes which took place in the Far Eastern countries during 19<sup>th</sup> century.

**COURSE OBJECTIVES**

- To trace the historical background of China, Japan and Korea.
- To learn the socio – political changes in the Far Eastern countries.
- To highlight the position of Far eastern Countries in the Modern World.

**UNIT I: China**

**[15 HRS]**

Geographical features – Western Influence on China – Opium Wars – Taiping Rebellion - Sino – Japanese War of 1894 – Open Door Policy - The Boxer Uprisings

**UNIT II: Chinese internal and external affairs**

**[20 HRS]**

The Revolutions of 1911 - Sun yat Sen – China in the I World War -Growth of national awakening - Kuomintang Party – Washington Conference – Sino – Japanese relations - Manchurian crisis – China and II World War – People's Republic.

**UNIT III: Japan**

**[20 HRS]**

Geographical features – Tokugawa Shogunate – Policy of Seclusion- Perry mission and Treaty of 1858- Meiji Era - Modernization in Japan – Japan in the 19<sup>th</sup> Century.

**UNIT IV: Japanese internal and external affairs**

**[15 HRS]**

**Japan during World War I – Japan's Foreign Policy from 1894 -1937 - II Sino Japanese War - Japan in the II World War – Causes for the failure. (SELF STUDY)**

**UNITV: Korea**

**[10HRS]**

## Curriculum for M.A. History

Geography – European Contacts – Korea's relations with Japan – China – USA – Trade agreements of Korea – Korea between Two World Wars – Nationalism in Korea.

### Text Book:

1. Majumdar & Srivatsava, *History of Far East*, SBD Publishers' Distributors, Delhi, 1994.

### REFERENCES:

1. Harnold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, Ludhiana, 2002.
2. Paul H. Clyde & Burton F. Beers, *The Far East*, Prentice house, Bombay, 1961.
3. D.G.E. Hall, *A History of South – East Asia*, Macmillan Education, London, 1987.
4. W. G. Beasley (ed), *Modern Japan*, George Allen & Unwin Ltd, London, 1975.
5. Sexena SK, *History of Japan*, Omega Publications, New Delhi, 2013.
6. Jayapalan N, *History of China*, Atlantic Publishers and Distributors, New Delhi, 2000.
7. Michael Gottlob, (d), *Historical Thinking in South Asia*, Oxford University Press, New Delhi, 2005.
8. Lal K.S (ed), *Studies in Asian History*, Indian Council for cultural Relations, Asia Publishing House, New Delhi, 1969.

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
Unit -1 China				
1.1	Geographical features – Western Influence on China	3	Chalk & Talk	Black Board
1.2	Opium Wars – Taiping Rebellion	4	Chalk & Talk	Black Board
1.3	Sino – Japanese War of 1894	3	Lecture	PPT & White board
1.4	Open Door Policy	2	Lecture	Smart Board
1.5	The Boxer Uprisings	3	Lecture	PPT
Unit -2 Chinese internal and external affairs				



### Curriculum for M.A. History

2.1	The Revolutions of 1911 - Sun yat Sen	4	Lecture	Black Board
2.2	China in the I World War - Growth of national awakening	4	Chalk & Talk	Black Board
2.3	Kuomintang Party – Washington Conference	3	Lecture	Black Board
2.4	Sino – Japanese relations - Manchurian crisis	5	Lecture	Black Board
2.5	China and II World War – People's Republic	4	Discussion	PPT
<b>Unit -3 Japan</b>				
3.1	Geographical features	3	Lecture	Black Board
3.2	Tokugawa Shogunate - Policy of Seclusion	4	Chalk & Talk	Black Board
3.3	Perry mission and Treaty of 1858	4	Lecture	Black Board
3.4	Meiji Era	4	Lecture	Black Board/PPT
3.5	Modernization in Japan – of Japan in the 19 <sup>th</sup> Century.	5	Discussion	PPT
<b>Unit -4 Japanese internal and external affairs</b>				
4.1	Japan during World War I	3	Lecture	Black Board
4.2	Japan's Foreign Policy from 1894 -1937	3	Chalk & Talk	Black Board
4.3	II Sino Japanese War	3	Lecture	Black Board
4.4	Japan in the II World War	4	Lecture	PPT
4.5	Causes for the failure.	2	Discussion	Black Board
<b>Unit -5 Korea</b>				

### Curriculum for M.A. History

5.1	Geography – European Contacts	2	Lecture	Black Board
5.2	Korea's relations with Japan	2	Chalk & Talk	Black Board
5.3	Korea's relations with China – USA	2	Lecture	Black Board
5.4	Trade agreements of Korea	1	Discussion	Black Board
5.5	Korea between Two World Wars	2	Lecture	PPT
5.6	Nationalism in Korea	1	Blended Learning	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessm ent
	T1	T2	Seminar	Assign ment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

## Curriculum for M.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Understand the geographical features, historical background of China, Japan and Korea.	K2	PSO1& PSO2
CO 2	Identify the socio-political changes in the far Eastern Countries.	K2,K3	PSO2
CO 3	Analyze the role of China and Japan in the World wars.	K4	PSO3
CO 4	Compile the Sino-Japanese relations.	K4,K5	PSO4
CO 5	Compare the Korean's relation with China, Japan and the world.	K3, K5	PSO4

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	3	2	2	2	2
CO4	2	2	3	2	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2 ♦ Weakly Correlated – 1

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	3	2	2	2
CO3	2	2	3	2	2
CO4	2	2	2	3	2
CO5	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornimasethupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*Saral Evangelin*

**Dr.J.Saral Evangelin**

**I M.A.. HISTORY**

**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG2H8	HUMAN RIGHTS	MAJOR CORE	6	4

**COURSE DESCRIPTION**

The course seeks to provide post-graduate students with a general introduction to the sources, systems and foundations of international human rights and its laws.

**COURSE OBJECTIVES**

- To highlight the relevance and Development of Human Rights
- To impart the consciousness on Constitutional guarantee of Human Rights
- To impart knowledge on Human Rights violations.
- To give awareness on the laws related to Human Rights of various sections of the society.

**UNIT: I Introduction to Human Rights [10 HRS]**

Meaning – History – Origin and Growth – Theories of Human Rights – Universal Declaration of Human Rights (UDHR)

**UNIT II: International Human Rights Documents [20 HRS]**

International Covenant on Civil and Political Rights (ICCPR) –Optional Protocol to ICCPR - International Covenant on Economic, Social and Cultural Rights - Convention on the Rights of the Child – International Convention on Elimination of Racial Discrimination (CERD) –Convention Related to the Status of Refugees.

**UNIT III: Human rights in Indian Constitution [20 HRS]**

Preamble – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission – SC/ST Commission – Minority Commission

**UNIT IV: Human Rights Violations [20 HRS]**

Domestic violence - Torture, Custodial Death,- Encounter Death- Judicial Killings – Death Penalty - Child Trafficking - NSA – MISA -Goondas Act,- TADA, and POTA. ( Self Study)

**UNIT V: Human Rights of Women:****[20 HRS]**

Children – Dalits - Prisoners – Physically Challenged- Trans – Genders – Social Activists - Mehta Patker – Malala.

**UNIT VI: DYNAMISM**

Recent Amendments and Acts

**Text Book:**

1. Course material prepared by the Department.

**Reference Books:**

- Krishna Iyer,. V.R., **Human Rights**, New Delhi, BR. Publications Corporative, 1995.
- Asish Kumar Das & Prasanth Kumar Mohanthy, **Human Rights in India**, Sarup& Sons Publishers, New Delhi, 2007.
- Lina Gonsalves, **Women and Human Rights**, APH Publishing Corporation, New Delhi, 2008.
- Paramjilt S Jaswal&NishthaJaswal, **Human Rights and the Law**, APH Publishing, New Delhi, 1996.
- Sharma, OC, **Crime Against Women**, New Delhi: Ashish Publishing House, 1994.
- Thomas, MA, **The Struggle for Human Rights**, Bangalore: Asian Trading Corporation, 1992.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
<b>Unit -1ORIGIN AND GROWTH OF HUMAN RIGHTS</b>				
1.1	Meaning – History – Origin and Growth	4	Chalk & Talk	Black Board
1.2	Theories of Human Rights	2	Chalk &Talk	PPT &Black Board
1.3	Universal Declaration of Human Rights (UDHR)	3	Chalk & Talk	Black Board
<b>Unit -2 ICCPR AND ITS RIGHTS</b>				
2.1	International Covenant on Civil and Political Rights (ICCPR) – Optional Protocol to ICCPR -	4	Lecture	PPT &Black Board
2.2	International Covenant on Economic Rights	3	Chalk & Talk	Black Board
2.3	Social and Cultural Rights	3	Chalk & Talk	Black Board
2.4	Convention on the Rights of the	3	Chalk &	Black Board

Curriculum for M.A. History

	Child		Talk	
2.5	International Covenant on Economic, Social and Cultural Rights	4	Lecture	Black Board/PPT
2.6	Convention on the Rights of the Child	3	Lecture	Black Board /
<b>Unit -3CONSTITUTION OF INDIA</b>				
3.1	Constitution of India – Preamble	4	Lecture	Black Board
3.2	Fundamental Rights	4	Chalk & Talk	Black Board
3.3	Directive Principles of State Policy	4	Lecture	Black Board
3.4	National Human Rights Commission – SC / ST Commission	4	Lecture	Black Board/PPT
3.5	Minority Commission	4	Chalk & Talk	PPT
<b>Unit -4 HUMAN RIGHTS VIOLATIONS</b>				
4.1	Human Rights Violations – Torture,	2	Lecture	Black Board
4.2	Domestic violence	3	Chalk & Talk	Black Board
4.3	Custodial Death,	4	Lecture	Black Board
4.4	Encounter Death	1	Lecture	Black Board
4.5	Judicial Killings	3	Lecture	PPT
4.6	Death Penalty - Child Trafficking - NSA	4	Discussion	Black Board
4.7	Goondas Act- TADA, and POTA.	3	Lecture/ Discussion	/Black Board
<b>UNIT -5 HUMAN RIGHTS OF WOMEN RIGHTS</b>				
5.1	Human Rights of Women - Children	6	Lecture/ Discussion	Black Board
5.2	Dalits - Prisoners	5	Chalk & Talk	Black Board
5.3	Physically Challenged	3	Lecture	Black Board
5.4	Trans – Genders	2	Discussion	Black Board
5.5	Social Activists Mehta Patker	2	Lecture	PPT
5.6	Malala.	2	Blended Learning	Text Books /Materials



### Curriculum for M.A. History

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
Level s	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

## Curriculum for M.A. History

### • PG CIA Components

#### Nos

<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the relevance and development of human rights	K1	PSO2
CO 2	Acquire the knowledge about International Human Rights Documents.	K1, K2,	PSO3
CO 3	Discuss the Reservation policy for Minorities.	K1 & K3	PSO1
CO 4	Assess the Human Rights violations.	K1, K2, K3 &	PSO5
CO 5	Analyze the laws related to Human Rights	K2 & K4	PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2
CO2	2	2	3	2	2
CO3	3	2	2	2	2
CO4	2	2	2	2	3
CO5	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	2	2	3	2	2
CO2	3	2	2	2	2	2	2
CO3	2	2	2	2	3	2	2
CO4	2	2	2	2	2	2	3
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M. Nageshwari*

**M.NAGESHWARI**

**Forwarded By  
HOD'S Signature& Name**

*Dr. J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**II M.A HISTORY****SEMESTER -III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG3H9	<b>CONSTITUTIONAL DEVELOPMENT AND FREEDOM STRUGGLE IN INDIA (A.D1773 To1947 A.D)</b>	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course gives historical background of the constitutional development in India. It focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian Independence.

**COURSE OBJECTIVES**

- To understand the colonial hegemony in India
- To Inculcate the knowledge of solidarity shown by Indians against British Government
- To encourage students to do research on national issues.

**UNITS****UNIT -I Constitutional Developments****[15 HRS]**

Regulating Act of 1773- Pitt's India Act- Constitutional developments between 1784 – 1853 (Charter Acts) - Early resistance to the colonial rule: South Indian Rebellion 1800-1801- Vellore Mutiny of 1806 – The Revolt of 1857 – Act of 1858.

**UNIT -II Indian National Congress****[15HRS]**

Rise of Nationalism – Western Education and Political Ideas - Economic Background to Nationalism – Socio – Religious reform Movement of 19<sup>th</sup> century – Pre - Congress Organizations -Birth of the Indian National Congress - Act of 1892- Moderate and Extremist Programmes of the Congress.

**UNIT -III Revolutionary Movement in India and Abroad****[15HRS]**

V. D. Savarkar 's freedom Movement in India and London – Madam Cama's activities in Europe – Alipore Conspiracy case – Sardar Bhagat Singh – Subash Bose and Azad Hind Fauj – Wahbi Movement – Communal Movement of Muslim League. – Government of India Act 1909- Government of India Act 1919-Home Rule Movement – Lucknow Pact.

**UNIT –IV Gandhian Era**

**[15 HRS]**

Advent of Gandhi – his ideology – Rowlatt act and Jallianwala bagh Massacre – Khilafat Question – Non – Cooperation Movement – Swaraj party- **Simon Commission –Nehru Report – Jinnah's fourteen points- Civil Disobedience Movement** – Gandhi – Irwin Pact – Round Table Conference – Communal Award – Poona Pact.(Self study)

**UNIT –V Indian Independence**

**[15 HRS]**

**Government of India Act 1935- Impact of Second World War** –August Declaration- Individual Satyagraha – Cripps Proposals – Quit India Movement– Demand for Pakistan – Liaquat Pact – C. R. Formula - **Netaji Subhash Chandra Bose – INA– Wavell Plan – Simla Conference,– Cabinet Mission Plan – Mountbatten Plan – Direct Action Day – Indian Independence Act 1947.** (Self Study)

**TEXT BOOK**

1. Agarwall, *Constitutional Development and national Movement in India*, S.chand and Company, New Delhi

**REFERENCES .**

1. Bipin Chandra, *India's Struggle for Independence 1857-1947*, Penguin Books, New Delhi, 1989.
2. Grover.B.L, Grover.S, *A New Look At Modern Indian History*, S.Chand and Company Ltd,New Delhi, 2004.
3. Gupta D.C., *Indian National Movement and Constitutional Development*, PusthakSadan, Delhi, 1973.
4. Jim Masselos, *Indian Nationalism – A History*, sterling Publishers Pvt., Ltd., New Delhi, 2002.
5. Khurana.K.L, *Modern India (1707-1967 A.D)*, Lakshmi Narain Agarwal, Agra, 2008.
6. Prasad.L, *Indian National Movement*, Lakshmi Narainagarwal, Agra, 2011.
7. Rajayyan.K, *A History of Freedom Struggle In India*, Madurai, 1981.
8. Ram.S,Kumar.R, *Mass Movement and National Upsurge 1920-1925*, Common Wealth Publishers, New Delhi,2008.
9. Srinivasa Murthy A.P., *History of Indian freedom Movement (1857-1947)*,S.Chand and Company, New Delhi, 1987.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>Unit -1 Constitutional developments</b>				
1.1	Regulating Act of 1773- Pitt's India Act	3	Chalk & Talk	Black Board
1.2	Constitutional developments between 1784 – 1853 (Charter Acts)	3	Chalk & Talk	Black Board
1.3	Early resistance to the colonial rule	3	Lecture	PPT & White board
1.4	South Indian Rebellion 1800-1801- Vellore Mutiny of 1806	3	Lecture	Smart Board
1.5	The Revolt of 1857 – Act of 1858.	3	Lecture	PPT
<b>Unit -2 Indian National Congress</b>				
2.1	Rise of Nationalism – Western Education and Political Ideas	3	Lecture	Black Board
2.2	Economic Background to Nationalism	3	Chalk & Talk	Black Board
2.3	Socio – Religious reform Movement of 19 <sup>th</sup> century	3	Lecture	Black Board
2.4	Pre - Congress Organizations- Birth of the Indian National Congress	3	Lecture	Black Board
2.5	Act of 1892- Moderate and Extremist Programmes of the Congress.	3	Discussion	Google class room
<b>Unit -3 Revolutionary Movement in India and Abroad</b>				
3.1	V. D. Savarkar 's freedom Movement in India and London	3	Lecture	Black Board
3.2	Madam Cama's activities in Europe	2	Chalk & Talk	Black Board
3.3	Alipore Conspiracy case – Sardar Bhagat Singh – Subash Bose and Azad Hind Fauj – Wahbi Movement	4	Lecture	Black Board
3.4	Communal Movement of Muslim League. – Government of India Act 1909	3	Lecture	Black Board
3.5	Government of India Act 1919- Home Rule Movement – Lucknow Pact	3	Lecture	Black Board/PPT
<b>Unit -4 Gandhian Era</b>				
4.1	Advent of Gandhi – his ideology	1	Lecture	Black

### Curriculum for M.A. History

				Board
4.2	Rowlatt act and Jallianwala bagh Massacre	2	Chalk & Talk	Black Board
4.3	Khilafat Question – Non – Cooperation Movement – Swaraj party	3	Lecture	Black Board
4.4	Simon Commission – Nehru Report – Jinnah's fourteen points	3	Lecture	Black Board
4.5	Civil Disobedience Movement – Gandhi – Irwin Pact	3	Lecture	Black Board
4.6	Round Table Conference – Communal Award – Poona Pact.	3	Discussion	Black Board
<b>Unit -5 Indian Independence</b>				
5.1	Government of India Act 1935- Impact of Second World War	3	Lecture	Black Board
5.2	August Declaration- Individual Satyagraha	1	Chalk & Talk	Black Board
5.3	Cripps Proposals – Quit India Movement– Demand for Pakistan – Liaquat Pact	3	Lecture	Black Board
5.4	C. R. Formula – Netaji Subhash Chandra Bose	2	Discussion	Google class room
5.5	INA – Wavell Plan – Simla Conference,– Cabinet Mission Plan	3	Lecture	Black Board
5.6	Mountbatten Plan – Direct Action Day – Indian Independence Act 1947.	3	Blended Learning	Text Books /Materials

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5

## Curriculum for M.A. History

									%
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### • PG CIA Components

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***



## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Illustrate the Constitutional Development in India.	K2	PSO2&PSO4
CO 2	Compile the contribution of freedom fighters in freedom struggle.	K6	PSO1
CO 3	Analyze the colonial hegemony in India.	K4	PSO2&PSO3
CO 4	Compare the revolutionary movement in India and abroad.	K5	PSO3
CO 5	Recall the role of Gandhi in Freedom Struggle.	K2	PSO1&PSO4,PSO5

## Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	3	2	2	2	2
CO4	2	2	3	2	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2
CO2	3	2	2	2	2
CO3	2	3	2	2	2
CO4	2	2	3	2	2
CO5	3	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornimasethupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*Saral Evangelin*

**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER -III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG3H10	HISTORIOGRAPHY AND RESEARCH METHODOLOGY	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past

**COURSE OBJECTIVES**

- To undergo in depth study of history its meaning, scope and philosophy.
- To understand historians and his ideas.
- To identify and evaluate an historical thesis or interpretation
- To facilitate the students know about methodology which will help them to pursue research in future.
- To inculcate them to know the recent trends in historical research.

**UNIT I Concept of History**

**[15Hrs]**

Definition – Nature- Scope and Kinds of History - Uses and Abuses of History - History and auxiliary subjects -History is a science or an Art.

**UNIT II: Ancient and Medieval Historiography**

**[20 Hrs]**

Greek Historiography: Herodotus- Thucydides – Polybius – Character.

Roman Historiography: Titus Livy – Tacitus –Character.

Christian Historiography: St. Augustine – Character

Indian Historiography: Kalhana – Alberuni – Barani – Ferishta – Abul Fazl- Character.

**UNIT III Modern Historiography:**

**[20Hrs]**

Romanticist Historiography- Rousseau – Hegel – Karl Marx.

Scientific Historiography-Ranke- Spengler – Toynbee

Indian Historiography: Jadhunath Sarkar – K. A. N. Sastri – K.K. Pillai – Irfan Habib – K.N. Panikkar - K. Rajayyan.

**UNIT IV: Sources of History:**

**[15Hrs]**

Primary sources - Archaeological – Epigraphical – Numismatical – Literary – Confidential Reports – Government orders – Characteristics.

Secondary sources - Characteristics. Sources for the study of Ancient – Medieval and Modern India.

**UNIT V: Research in History:**

**[20 Hrs]**

**Selection of topic – Writing of Research Proposal- Hypothesis – review of literature – collection of data – Internal and External criticism – chapterization –Synthesis – Exposition – Objectivity and Bias in History – Footnotes bibliography – Appendix – Presentation – Plagiarism. (study study) TEXT BOOK:**

1. Rajayyan K., **History in Theory and Method**, Raj Publishers, Madurai, 1982

**REFERENCES:**

1. Carr E.H., **What is History**, Penguin Books, New York, 1964.
2. Collingwood, R.G., **The Idea of History** (Oxford Publications New Delhi, 1977)
3. Manickam S., **Theory of History & Method of Research**, Madurai, 1977.
4. Jeyapalan. N., **Historiography**, Atlantic Publisher and Distributors, New Delhi, 1999.
5. Majumdar R.K. & Srivastava A.N., **Historiography**, Surjeet Book Depot, Delhi., 1980.
6. Subramanian N., **Historical Research Methodology**, Ennes Publications Madurai, 1986.
7. Khurana K.L., **Concepts and Methods of Historiography**, Lakshmi Narain
8. Venkatesan. G., **Historiography**, V.C. Publications, Rajapalayam, 1994.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1</b>		<b>TITLE</b>		
1.1	Definition – Nature-	2	Chalk & Talk	Black Board
1.2	Scope and Kinds of History	3	Chalk & Talk	Black Board
1.3	Uses and Abuses of History	3	Lecture	Black Board
1.4	History and auxiliary subjects -	3	Lecture	Black Board
1.5	History is a science or an Art.	4	Lecture	Black Board

Curriculum for M.A. History

Unit -2 <b>Ancient and Medieval Historiography 20 Hrs</b>				
2.1	Greek Historiography: Herodotus-Thucydides – Polybius – Character.	5	Lecture	Black Board
2.2	Roman Historiography: Titus Livy – Tacitus –Character.	5	Lecture	Black Board
2.3	Christian Historiography: St. Augustine – Character	4	Chalk & Talk	Black Board
2.4	Indian Historiography: Kalhana – Alberuni – Barani – Ferishta – Abul Fazl- Character.	6	Lecture	Black Board
Unit -3 <b>Modern Historiography 20 Hrs</b>				
3.1	Romanticist Historiography- Rousseau – Hegel – Karl Marx.	5	Lecture	Black Board
3.2	Scientific Historiography-Ranke-Spengler – Toynbee	5	Lecture	Black Board
3.3	Indian Historiography: Jadhunath Sarkar – K. A. N. Sastri – K.K. Pillai – Irfan Habib – K.N. Panikkar. Dr.K.Rajayyan	5	Lecture	Black Board
	<b>Unit -4 15 Hrs</b>			
4.1	<b>Sources of History:</b> Primary sources - Archaeological – Epigraphical –orders – Characteristics.	6	Lecture	Black Board
4.2	Numismatical – Literary – Confidential Reports – Government	3	Lecture	Black Board
4.3	Secondary sources - Characteristics.	2	Lecture	Black Board
4.4	Sources for the study of Ancient – Medieval and Modern India	4	Lecture	Black Board
	<b>UNIT-5 20 Hrs</b>			
5.1	<b>Research in History:</b> Selection of topic – Hypothesis – review of literature – collection of data	6	Lecture	Black Board
5.2	– Internal and External criticism -	3	Lecture	Black Board
5.3	chapterization –Synthesis - Exposition -	4	Lecture	Black Board

### Curriculum for M.A. History

5.4	Objectivity and Bias in History - Footnotes bibliography - Appendix – Presentation	7	Lecture	Black Board
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Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks				
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

*\*The best out of two will be taken into account*

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Identify and evaluate an historical thesis or interpretation embedded in an historical essay or book	K2/K3	PSO1& PSO2
<b>CO 2</b>	Understand the relationship between history and social science disciplines in their subjects, approaches, and methods.	K2/K3	PSO3
<b>CO 3</b>	Examine human activity in a wide variety of periods and places from a historical Perspective, Social, Historical, Cultural Understanding	K2/K3	PSO5
<b>CO 4</b>	To understand how to use library and research to gather an	K2/K3	PSO3

## Curriculum for M.A. History

	appropriate array of documents (primary sources) as evidence about historical events or movements.		
<b>CO 5</b>	Learn basic skills of interrogating statistical and quantitative historical sources.	K2/K3	PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>

**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
 ♦ Weakly Correlated – **1**

### Mapping COs Consistency with POs


CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>



Curriculum for M.A. History

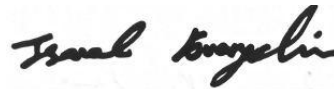
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr.P.Parameswari**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangeline**

**II M.A., History**

**SEMESTER – III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG3H11	HISTORY OF USA (From A.D1776 To 1865 A.D)	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course focuses on the discovery of America from 1716 to Civil War of 1865. The course will introduce major social, political, economic and cultural events and also addresses the changes and development of USA under various Presidents.

**COURSE OBJECTIVES**

- To highlight the significance of the American War and the Independence and the formation of the USA.
- To understand the administration of the USA under various presidents.
- To impart the concept of Nationalism and federal form of Government in Contemporary World.
- To highlight the influence of westward expansion and Civil war.

**UNITS**

**UNIT I: Colonial America and Growth of Nationalism [15 HRS]**

Discovery of America – England and her colonies – Colonial society – culture – administration - Anglo French Rivalry –. The war of American Independence – Declaration of Independence – Peace of Paris 1783 – Birth of the United States of America.

**UNIT II: Early Problems of the New Nation [20 HRS]**

The Articles of confederation –Philadelphia Convention of 1787 – Making of Federal Constitution –Federal Regime - Washington and his achievements – Alexander Hamilton – Emergence of political parties. John Adams – Administration.

**UNIT III: The Republican Presidents [15 HRS]**

The Republican Revolution –Jeffersonian Democracy - Madison and Second war with England 1812 –Era of Good Feeling - Monroe Doctrine. Jacksonian Democracy.

**UNIT IV: Westward Expansion [20 HRS]**

Louisiana purchase – Acquisition of Florida — Doctrine of Manifest Destiny - Texas & Oregon – President Polk and Manifest Destiny - War with Mexico – Purchase of Alaska - Influence of westward Expansion.

**UNIT V: Issue of slavery**

**[20 HRS]**

**Anti Slavery Movement - Missouri Compromise of 1820 - Compromise of 1850 - Civil War - causes – course – results of the civil war- services rendered by Abraham Lincoln. (SELF STUDY)**

**TEXT BOOKS:**

1. Rajayyan. K. *A History of the United States*, Madurai Publishing House, Madurai, 1978.

**REFERENCE BOOKS:**

1. Beard and Beard, *New basic History of the United States*, New York, 1968.
2. Dalal B.P., *Twenth Century America*, Bombay.1973.
3. Hill. C.P., *History of the United States*, London, 1974.
4. Krishnamurthi, *History of the United States of America*, 1492-1965, Madurai Printers, Madurai, 1980.
5. Majumdar, R.K. &Srivastva, *A.N. History of the United States of America* – From 1845 to Present Day, SBD Publishers and Distributors, New Delhi, 1998
6. Marshall Smelsor, *American History* – At A Glance, Barnes and Noble INC, New York, 1962
7. NambiArooran. K, *History of United States of America (Tamil)*, TamilNadu Text Book Society, Government of Tamil Nadu, Chennai, 1975.
8. Parkes, H.B. *The United States of America* , Calcutta, 1964.
9. Ralph, W.Steen, *The United States – A History*, New Jersey, 1959.
10. Subramanian, N., *A History of the USA*,Ennes Publication, Udumalpet, 1986.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT - 1 COLONIAL AMERICA AND GROWTH OF NATIONALISM</b>				
1.1	Discovery of America, England and her colonies	3	Chalk & Talk	Black Board
1.2	Colonial society , culture and administration	3	Chalk & Talk	Black Board
1.3	Anglo French Rivalry and The war of American Independence	3	Lecture	PPT
1.4	Declaration of Independence and Peace of Paris 1783.	3	Lecture	Smart Board
1.5	Birth of the United States of America.	3	Chalk & Talk	Black Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT - 2 EARLY PROBLEMS OF THE NEW NATION</b>				
2.1	The Articles of confederation	4	Lecture	Black Board
2.2	Philadelphia Convention of 1787	3	Chalk & Talk	Black Board
2.3	Making of Federal Constitution and Federal Regime	4	Lecture	Black Board
2.4	Washington and his achievements	3	Lecture	Black Board /
2.5	Alexander Hamilton, Emergence of political parties. John Adams Administration	6	Chalk & Talk	Black Board
<b>UNIT - 3 THE REPUBLICAN PRESIDENTS</b>				
3.1	The Republican Revolution	3	Lecture	Black Board
3.2	Jeffersonian Democracy	3	Chalk & Talk	Black Board
3.3	Madison and Second war with England 1812	3	Lecture	Black Board
3.4	Era of Good Feeling and Monroe Doctrine	3	Lecture	Black Board/PPT
3.5	Jacksonian Democracy.	3	Google class room	PPT
<b>UNIT - 4 WESTWARD EXPANSION</b>				
4.1	Louisiana purchase and Acquisition of Florida	4	Lecture	Black Board
4.2	Doctrine of Manifest Destiny , Texas & Oregon	4	Chalk & Talk	Black Board
4.3	President Polk and Manifest Destiny	4	Lecture	Black Board
4.4	War with Mexico and Purchase of Alaska	4	Lecture	Black Board /
4.5	Influence of westward Expansion.	4	Lecture	PPT
<b>UNIT - 5 ISSUE OF SLAVERY</b>				
5.1	Anti Slavery Movement	4	Lecture	PPT Black Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.2	Missouri Compromise of 1820	3	Chalk &Talk	Black Board
5.3	Compromise of 1850	3	Lecture	Black Board
5.4	Civil War – causes, course and results of the civil war	6	Discussion	Google class room
5.5	Services rendered by Abraham Lincoln.	4	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

*\*The best out of two will be taken into account*

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Identify the significance of the American war of Independence and the formation of USA.	K2	PSO1& PSO2
<b>CO 2</b>	Classify the administration of the USA under various Presidents.	K3	PSO2
<b>CO 3</b>	Illustrate the concept of republican and federal form of Government in USA.	K2	PSO3
<b>CO 4</b>	Describe the influence of Westward expansion and Civil war	K2	PSO3
<b>CO 5</b>	Analyze the role of Anti-Slavery Movement and the service rendered by Abraham Lincoln.	K4	PSO5

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	3	2	2	2
CO3	2	2	2	2	2
CO4	2	2	3	2	2
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

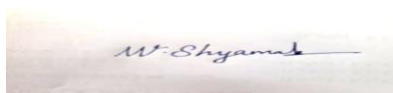
**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

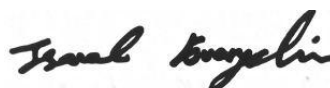
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG3H12	<b>SOCIAL MOVEMENTS IN MODERN INDIA</b>	MAJOR CORE	6	4

**COURSE DESCRIPTION**

This course focuses on the genesis and growth of various social movements in India. It includes Peasants, Tribals, Women and downtrodden people movements.

**COURSE OBJECTIVES**

- To implant social concern at the minds of the youth and impart the concept and causes for Social movements.
- To highlight the importance of agrarian problems
- To give knowledge on the movements of tribals and women.
- To highlight the religious movements
- To understand the Secular movements and the social reformers.

**UNIT I Concept of Social Movement [10 Hrs]**

Definition - Causes for the Movements - Types - Theories of Social Movements - Structure of Indian society - Casteism.

**UNIT II :Peasant Movements [20 Hrs]**

Agrarian Problems -Indigo Revolt -Pabna Movement- Champaran Satyagraha (1917): Kheda Peasant Struggle: The Bardoli Movement in Gujarat- Moplah Rebellion in Malabar: Peasant Revolt in Telangana: Tebhaga Movement in Bengal.

**UNIT III: Tribal and Women's Movements:**

**[20 Hrs]**

causes of tribal movements-The Santhal Insurrection, The Munda Rebellion - The Bodo Movement - Jharkhand Movement

Women's Movements: Arya Mahila Samaj - Bharat Mahila Parishad - Seva Sadan- Chipko Movement- Appiko Movement

**UNIT IV : Religious Movements:**

**[20 Hrs]**

Background- Brahma Samaj - Arya Samaj - Ramakrishna Mission - Vallalar's Sanmarka Sangam - Theosophical Movements - Aligarh Movement - Khilafat Movement - Christian Missionaries - Jesuits - Neo-Buddhist Movement - Sikhism - Lingayat Movements - Sufis - Impact.

**UNIT V: Secular Movements and Social Reformers:**

**[20 Hrs]**



**Self Respect Movement -- Depressed Class Movements – Dalit Movements – Temple Entry Movement- Yadava Movement – Nadar Movement. Impact of Social Media (Digital).**

**MahaGovindaJyotiba Phule – Ambedkar - Vinobave- AyothidasaPandithar – Narayana Guru –Baba Amte-Mother Teresa (Self Study)**

#### UNIT VI - DYNAMISM/CURRENTAFFAIR

Case Study Report- Recent social issues and protests

#### Text Book:

1. Materials prepared by the Department

#### Reference Books:

1. Basham, A.L. **A Cultural History of India**, Oxford University Press, New Delhi, 2011.
2. Das Gulshan, **Voice of the Voiceless**, Conceptualizing the Marginalized Psyche, Authors Press, 2012.
3. Desai, A.R. **Social Background of Indian Nationalism**, Popular Prakasham, New Dehi 2005
4. Desai, Neera (ed), **A Decade of Women's Movement in India**, Himalaya Publications, Bombay, 1988.
5. Dhanagare, D.N. **Peasant Movements in India: 1920 – 1950**, Oxford University Press, New Delhi, 1991.
6. Dube, S.C. **Indian Society**, National Book Trust, New Delhi, 2008.
7. Guha, Ranajit, (ed.), **Subaltern Studies Series, Vols. I to VII**, Oxford University Press, New Delhi, 1988.
8. Kumar, Kapil, **Peasants in Revolt**, Manohar, New Delhi, 1984.
9. Rao, M S A, (ed) **Social Movements in India**, Manohar Publications, New Delhi, 1978
10. Tandon N., **Feminism: A Paradigm Shift**, Atlantic Publishers and Distributors (P) Ltd., New Delhi (2008)

### COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 <b>Concept of Social Movement</b>				
1.1	- Definition	2	Chalk & Talk	Black Board
1.2	Causes for the Movements	2	Chalk & Talk	LCD
1.3	Types – Theories of Social Movements	2	Lecture	PPT & White board
1.4	Structure of Indian society	2	Lecture	PPT
1.5	Casteism	2	Lecture, Videos	LCD

Curriculum for M.A. History

Unit -2 <b>Peasant Movements:</b>				
2.1	Agrarian Problems -Indigo Revolt	4	Lecture	Black board
2.2	Pabna Movement- Champaran Satyagraha (1917)	4	Chalk & Talk	Green Board
2.3	Kheda Peasant Struggle: The Bardoli Movement in Gujarat	4	Flipped Learning	PPT
2.4	Moplah Rebellion in Malabar	4	Blended Learning	PPT
2.5	Peasant Revolt in Telangana: Tebhaga Movement in Bengal.	4	Chalk & Talk	Black Board
Unit -3 <b>Tribal Movements:</b>				
3.1	causes of tribal movements-The Santhal Insurrection, The Munda Rebellion	4	Chalk & Talk	Black Board, Map
3.2	The Bodo Movement - Jharkhand Movement	4	Chalk & Talk	LCD
3.3	Women's Movements: Concept of Feminism – Arya Mahila Samaj	4	Lecture	PPT & White board
3.4	Bharat Mahila Parishad - Seva Sadan– All India Women's Conference	4	Blended Learning	PPT
3.5	Women's India Association – The National Council of Women in India	4	Chalk & Talk	Black Board
Unit -4 <b>Religious Movements:</b>				
4.1	Background- Brahma Samaj – Arya Samaj –	4	Chalk & Talk	Black Board
4.2	Ramakrishna Mission – Vallalar's Sanmarka Sangam - Theosophical Movements	4	Chalk & Talk	LCD
4.3	Aligarh Movement – Khilafat Movement	4	Lecture,	PPT & White board, LCD
4.4	Christian Missionaries – Jesuits – Neo-Buddhist Movement - Sikhism	4	Lecture	Black Board
4.5	Lingayat Movements - Sufis – Impact	4	Lecture	Black Board
Unit -5 <b>Secular Movements and Social Reformers</b>				
5.1	: Self Respect Movement -- Depressed Class Movements	4	Chalk & Talk	Black Board

### Curriculum for M.A. History

5.2	Dalit Movements – Temple Entry Movement- Yadava Movement	4	Chalk & Talk	LCD
5.3	Nadar Movement. Impact of Social Media (Digital). MahaGovindaJyotiba Phule	4	Lecture	PPT & White board
5.4	Ambedkar - -Vinobave-AyothidasaPandithar	4	Lecture	Smart Board
5.5	Narayana Guru –Baba Amte-Mother Teresa	4	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

## Curriculum for M.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### • PG CIA Components

#### Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the concept and causes for Social movements.	K6	PSO4
CO 2	Evaluate the importance of agrarian problems	K5	PSO1
CO 3	Assess the tribal and women movements	K4	PSO2
CO 4	Discuss the legacy of Missionaries and other religion movements.	K2	PSO3
CO 5	Analyse the secular movements in India	K6	PSO4

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2
CO2	3	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	3	2	2
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

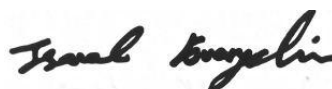
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II M.A.HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4H13	CONTEMPORARY ISSUES IN INDIA (From A.D.1950 To 2014 A.D)	MAJOR CORE	6	5

**COURSE DESCRIPTION**

This course focuses on the contemporary politics of India. It deals with the domestic and foreign policies of India.

**COURSE OBJECTIVES**

- To motivate the students understand the achievements of Independent India.
- To make the students understand the challenges faced by India.
- To create awareness among the students on various Political – social – Economic Issues

**UNITS**

**UNIT –I Independent India**

**[15HRS]**

Integration of Princely States – Integration of French and Portuguese Possessions - Role of Sardar Vallabhai Patel - Framing of Indian Constitution - General Election-Linguistic Reorganization of States.

**UNIT –II Foreign Policy of India**

**[20HRS]**

Indo – Pak Relations – Indo – China Relations –Indo – Srilankan Relations – Indo – Soviet Relations - Indo – US relations . India and Disarmament – NBT- CTBT

**UNIT –III Major Issues**

**[20HRS]**

Hindu – Muslim Riots 1947 – Sikh Riots – Babri –Masjid – Ramajanmaboomi Issue – Reservation policy in India – Inter – State Water disputes

**UNIT –IV Economic Development**

**[20 HRS]**

Transport and Communication - Indian Agriculture - Green Revolution - M.S.Swaminathan - Diary Development - White Revolution - Blue Revolution - Five year plans - India and the World Bank - New Economic Reforms- Globalization – Urbanization. (Self Study)

**UNIT –V Development of Science and technology [15HRS]**

Atomic Research – Space Research – ISRO – DRDO- H.J.Bhaba – APJ Abdul Kalam.

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

**Verdict of Ayodhya Issue-GST-CAA**

**Text Book:**

1. Venkatesan G., **History of Contemporary India 1947 – 2007**, V. C Publications, Rajapalayam, 2007.

**REFERENCES:**

1. Bakshi S. R., **Ideological Conflict and Partition of India**, Vista International Publishing house, Delhi, 2005.
2. Basu D. D., **Constitutional Law of India**, Prentice Hall of India Private Limited, New Delhi, 1991.
3. Bipin Chandra & Others, **India After Independence 1947-2000**, Penguin Books, India Pvt. Ltd., New Delhi, 2000.
4. Carla M. Borden (ed.), **Contemporary India**, Oxford University press, Delhi, 1989.
5. Dube, S.C., **India since Independence**, (New Delhi, 1990).
6. Joshi G. N., **The Constitution of India**, Macmillan India Limited, New Delhi, 1983.
7. Mahajan, V.D., **Modern India**, (New Delhi: S. Chand & Co., 2000)
8. Majumdar, R.C., **Modern India**, (MacMillan, 2000)
9. Mehrotra S. R., **Towards India's Freedom and Partition**, Rupa & Co., New Delhi, 2005.
10. Pradeep Nayak, **The Politics of the Ayodhya Dispute**, Commonwealth Publishers, New Delhi, 1993.
11. Pramoda Kumar Panda, **Making of India's Foreign Policy**, Raj Publications, Delhi, 2003.
12. Sandeep Mukherjee, **Guide to Reservation Policy**, Variety Books Publishers & Distributors, New Delhi, 2007.
13. Shashi S. S (ed.), **India Forty years of Independence**, The Director of Publication Division, Ministry of Information and Broadcasting, Government of India, 1989.
14. Singh S. N., **Reservation Policy for Backward Classes**, Rawat Publishers, New Delhi, 1996.
15. Subramanian S., **50 Years of Indian Independence**, Manas Publications, New Delhi, 1997.
16. Venkata Subbulu T., **India's Trade with SAARC Countries**, Discovery publishing House, New Delhi, 1996.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>Unit -1 Independent India</b>				
1.1	Integration of Princely States	3	Chalk & Talk	Black Board
1.2	Integration of French and Portuguese Possessions	3	Chalk & Talk	LCD
1.3	Role of Sardar Vallabhai Patel	3	Lecture	PPT & White board
1.4	Framing of Indian Constitution - General Election	3	Lecture	PPT
1.5	Linguistic Reorganization of States	3	Lecture, Videos	LCD
<b>Unit -2 Foreign Policy of India:</b>				
2.1	Indo – Pak Relations – Indo – China Relations	4	Lecture	Black board
2.2	Indo – Srilankan Relations	4	Chalk & Talk	Green Board
2.3	Indo – Soviet Relations	4	Flipped Learning	PPT
2.4	Indo – US relations . India and Disarmament	4	Blended Learning	PPT
2.5	NBT- CTBT	4	Chalk & Talk	Black Board
<b>Unit -3 Major Issues</b>				
3.1	Hindu – Muslim Riots 1947	4	Chalk & Talk	Black Board, Map
3.2	Sikh Riots	4	Chalk & Talk	Black board
3.3	Babri –Masjid – Ramajanmaboomi Issue	4	Lecture	PPT & White board
3.4	Reservation policy in India	4	Blended Learning	PPT
3.5	Inter – State Water disputes	4	Chalk & Talk	Black Board
<b>Unit -4 Economic Development</b>				
4.1	Transport and Communication - Indian Agriculture - Green Revolution - M.S.Swaminathan	4	Chalk & Talk	Black Board
4.2	Diary Development - White	4	Chalk	LCD



### Curriculum for M.A. History

	Revolution		&Talk	
4.3	Blue Revolution - Five year plans	4	Lecture,	PPT
4.4	India and the World Bank - New Economic Reforms	4	Lecture	Black Board
4.5	Globalization – Urbanization	4	Lecture	Black Board
<b>Unit -5 Development of Science and technology</b>				
5.1	Atomic Research – Space Research	3	Chalk & Talk	Black Board
5.2	ISRO	3	Chalk & Talk	LCD
5.3	DRDO	3	Lecture	PPT & White board
5.4	H.J. Bhaba	3	Lecture	Smart Board
5.5	APJ Abdul Kalam	3	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks				
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

## Curriculum for M.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### • PG CIA Components

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the importance of Indian	K6	PSO1& PSO2

## Curriculum for M.A. History

	Constitution.		
CO 2	Evaluate the foreign policy of India.	K5	PSO3
CO 3	Assess the achievements of Independent India	K4	PSO5
CO 4	Analyse the scientific developments in India	K2	PS04
CO 5	Discuss various Political – social – Economic Issues	K6	PSO4&PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	3	2	2	2
CO3	2	2	3	2	2
CO4	2	2	2	3	2
CO5	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	3	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	3	2	2	2

Curriculum for M.A. History

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornimasethupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**II M.A., History**

**SEMESTER – IV**

***For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4H14	INTERNATIONAL RELATIONS	MAJOR CORE	6	5

**COURSE DESCRIPTION**

This course emphasizes the theoretical ground work for describing and explaining the ways in which international influences shape the world's economics, politics and society and their consequences for global conflict and cooperation.

**COURSE OBJECTIVES**

- To highlight the importance of World Peace Organization and its role in establishing world Peace.
- To make the students understand the impact of Cold War and the need of Disarmament
- To be aware of the current politics of Middle East, Africa and Latin America.

**UNITS**

**UNIT I: UNO and its Role**

**[15 HRS]**

The United Nations Organization – Aim – Purpose and principles of UNO- Organs of UNO- Specialized agencies – Role of UNO in maintaining World Peace-Political and Security Matters- Social - Economic and Humanitarian Matters.

**UNIT II: Cold War and Military Alliances [15 HRS]**

Cold War – Meaning – Origin - Truman Doctrine- Marshall Plan- Korean War – Berlin Wall crisis –Cuba – Suez Crisis - NATO - RIO Pact, CENTO - Anzus Pact – SEATO – Warsaw Pact - effects of Cold war – Decline of Cold War.

**UNIT III: Disarmament after II World War**

**[20HRS]**

Disarmament- Meaning and importance- UN Article- Atomic Energy Commission- Disarmament Commission- Atoms for peace-, - Ten Nation committee –Eighteen Nations Committee - Nuclear Test Ban Treaty – Non – Proliferation Treaty- Comprehensive Test Ban Treaty - Strategic Arms Limitation Treaty (SALT I) SALT II- Strategic Arms Reduction Treaty – I - START – II – Effects of Disarmament.

**UNIT IV: The Middle East after II World War**

**[20 HRS]**

Arab nationalism – Arab League – Arab – Israel conflict – Egypt – Israel Accord – Peace Treaty – Palestinian Uprising – The Gulf war. Bush Compromise Plan – Israel - PLO accord – Oil Diplomacy – Iran Iraq War.

**UNIT V: Africa and Latin America: [20 HRS]**

African Liberation Movement - Congo – Algeria - South Africa –and the Policy of Apartheid. Latin America: Organization of American States (OAS), Falkland crisis - Grenada – Nicaragua.

**TEXT BOOKS:**

1. L.N. Srivastva, ***International Relations, (from 1914 to present Day)***, SBD Publishers, New Delhi, 1991.

**REFERENCE BOOKS:**

1. Carr, E. H., ***International Relations between the World Wars***, Palgrave, New York, 1985.
2. Chrester Bowles, ***Ambassador's Report, Comet Books***, London, 1954.
3. Dhar, S. N., ***International Relations and World Politics***, Kalyani Publishing House, New Delhi, 1998.
4. Johari, J. C., ***International Relations and World Politics***, Sterling Publishers, New Delhi, 1998.
5. Joshi &Srivatsava, ***International Relations***, Goel Publishing House, Meerat, 1991.
6. KeswaniHemchand. S, ***International Relations in Modern World (1900-1988)***, Himalaya Publishers, Mumbai, 1995.
7. M. Singh Sudhakar, ***International Relations and World Policies***, Mangalam publication, Delhi, 2009.
8. Mahajan, V. D., ***International Relations since 1900***, S. Chand & Co., New Delhi, 1990.
9. Miller, Richard, L., ***Dag Hammarskjold and Crisis Diplomacy***, Pyramid Books, New York, 1962.
10. Norman Lowe, ***Mastering Modern World History***, Macmillan Publishers India Limited, Chennai, 1997.
11. Peu Ghosh, ***International Relations***, PHI Learning Private Limited, New Delhi, 2011.
12. S. R. Bakshi, ***History of the Contemporary World 1942 – 2000***, DOS Publishing use, New Delhi, 2010.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 UNO AND ITS ROLE</b>				
1.1	The United Nations Organization – Aim – Purpose and principles of UNO	3	Lecture	PPT
1.2	Organs of UNO	3	Chalk & Talk	Black Board
1.3	Specialized agencies	3	Lecture	PPT & White board
1.4	Role of UNO in maintaining World Peace- Political and Security Matters	3	Lecture	Smart Board
1.5	Social - Economic and Humanitarian Matters.	3	Chalk & Talk	Black Board
<b>UNIT -2 COLD WAR AND MILITARY ALLIANCES</b>				
2.1	Cold War – Meaning – Origin	2	Lecture	Black Board
2.2	Truman Doctrine- Marshall Plan- Korean War	3	Chalk & Talk	Black Board
2.3	Berlin Wall crisis –Cuba – Suez Crisis	2	Lecture	Black Board
2.4	NATO - RIO Pact, CENTO - Anzus Pact – SEATO – Warsaw Pact	5	Lecture	Black Board
2.5	Effects of Cold war – Decline of Cold War.	3	Discussion	Google class room
<b>UNIT -3 DISARMAMENT AFTER II WORLD WAR</b>				
3.1	<b>Disarmament after II World War:</b> Disarmament- Meaning and importance, UN Article	3	Lecture	Black Board
3.2	Atomic Energy Commission and Disarmament Commission	4	Chalk & Talk	Black Board
3.3	Atoms for peace, Ten Nation committee ,Eighteen Nations Committee, Nuclear Test Ban Treaty and Non – Proliferation Treaty	4	Lecture	Black Board

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.4	Comprehensive Test Ban Treaty and Strategic Arms Limitation Treaty (SALT I) SALT II	5	Lecture	Black Board/PPT
3.5	Strategic Arms Reduction Treaty – I, START – II and Effects of Disarmament.	4	Lecture	Black Board
<b>UNIT - 4 THE MIDDLE EAST AFTER II WORLD WAR</b>				
4.1	<b>The Middle East after II World War:</b> Arab nationalism – Arab League	4	Lecture	Black Board
4.2	Arab – Israel conflict – Egypt – Israel Accord, Peace Treaty	4	Chalk & Talk	Black Board
4.3	Palestinian Uprising – The Gulf war. Bush Compromise Plan	4	Lecture	Black Board
4.4	Israel - PLO accord – Oil Diplomacy	4	Lecture	Black Board
4.5	Iran Iraq War.	4	Lecture	PPT
<b>UNIT - 5 AFRICA AND LATIN AMERICA</b>				
5.1	African Liberation Movement	5	Lecture	Black Board
5.2	Congo – Algeria - South Africa and the Policy of Apartheid	5	Chalk & Talk	Black Board
5.3	Latin America: Organization of American States (OAS),	5	Lecture	Black Board
5.4	Falkland crisis	2	Lecture	Black Board
5.5	Grenada and Nicaragua	3	Chalk & Talk	Black Board



## Curriculum for M.A. History

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

## Curriculum for M.A. History

### • PG CIA Components

#### Nos

<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Define the organs of UNO and its role in establishing World peace	K2	PSO1& PSO2
<b>CO 2</b>	Analyze the impact of Cold War and formation of various organizations	K4	PSO2
<b>CO 3</b>	Understand about disarmament and explain its importance.	K2	PSO2
<b>CO 4</b>	Classify the politics of Middle East, Africa and Latin America.	K3	PSO3
<b>CO 5</b>	Describe the consequences of Arab-Israel conflict, Gulf war and Iran- Iraq war.	K2	PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	2	3	2	2	2
CO3	2	3	2	2	2
CO4	2	2	2	2	2
CO5	2	2	2	2	3

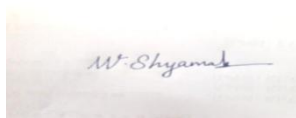
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	2	3	2
CO2	3	2	2	3	2	3	2
CO3	3	2	2	2	3	2	2
CO4	3	2	2	2	2	3	2
CO5	3	2	2	2	2	3	2

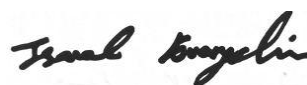
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Dr. W. Shyamala.**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4H15	<b>HISTORY OF THE USA</b> (From A.D 1865 To 1993 A.D.)	MAJOR CORE	6	5

**COURSE DESCRIPTION**

This course focuses on the eve of internal Reconstruction to the tremendous transmission of Super power. This course confers the conceptual look at the changing of American culture, politics, economy. This paper throws light on various doctrines and diplomacies of American presidents which caused a vital impact on the international politico-scene.

**COURSE OBJECTIVES**

- To make the students understand the Post Civil war Developments
- To highlight the role of the USA in two Global Wars.
- To bring out the significance of the USA in World Politics.

**UNIT I :Era of Reconstruction and Urbanization: [20 HRS]**

Reconstruction Programmes – Rise of Big Business – Farmers Movement – Causes – Granger – Green backs – Farmers alliances – Trade Union Movements- Anti-Trust legislation.

**UNIT II: America as World Power: [20 HRS]**

Mc Kinley and Spanish War – Annexation of Hawaii and Somoa – Open Door policy- Progressive Legislation – Big stick Diplomacy – William Taft and Dollar Diplomacy (self study)

**UNIT III :USA at World War I after: [20 HRS]**

Woodrow Wilson and New Freedom- New Diplomacy - USA and World war I.- impact of the War – US and League of Nations – Washington Conference - The Great Economic Depression – Hoover and depression – New Deal Measures of Franklin D. Roosevelt – Good Neighbour Policy.

**UNIT IV: USA at World War II and towards Cold War: [15 HRS]**

Issue of Neutrality - World War II – Circumstances for the War – American role – Impact of the War. Truman - Korean War – Eisenhower and Policy of Containment – Kennedy Administration – Civil Rights Movement

**UNIT V: USA – A Super Power:****[15 HRS]**

Johnson and Vietnam debacle – Jimmy carter and Moralism – Ronald Reagan and Realism – George Bush and World Politics.

**Text Book:**

1. Subramanyan N., *A History of the USA*, Ennes Publication, Udumalpet, 1986.

**REFERENCES:**

1. Beard and Beard, *New basic History of the United States*, New York, 1968.
2. Dalal B.P., *Twentieth Century America*, Bombay, 1973.
3. Hill. C.P., *History of the United States*, London, 1974.
4. Krishnamurthi, *History of the United States of America*, 1492-1965, Madurai Printers, Madurai, 1980.
5. Majumdar, R.K. & Srivastva, A.N. *History of the United States of America – From 1845 to Present Day*, SBD, Publishers and Distributors, New Delhi, 1998
6. Marshall Smelser, *American History – At A Glance*, Barnes and Noble INC, New York, 1962
7. NambiArooran. K, *History of United States of America* (Tamil), Tamil Nadu Text Book Society, Government of Tamil Nadu, Chennai, 1975.
8. Parkes, H.B., *The United States of America*, Calcutta, 1964.
9. Rajayyan. K. *A History of the United States*, Madurai Publishing House, Madurai, 1978.
10. Ralph, W. Steen, *The United States – A History*, New Jersey, 1959.
11. Subramanian, N., *A History of the USA*, Ennes Publication, Udumalpet, 1986.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 Era of Reconstruction and Urbanization</b>				
1.1	Reconstruction Programmes	3	Chalk & Talk	Black Board
1.2	Rise of Big Business	2	Chalk & Talk	Black Board
1.3	Farmers Movement – Causes – Granger – Green backs	4	Chalk & Talk	Black Board
1.4	Farmers alliances	2	Chalk & Talk	Black Board
1.5	Trade Union Movements- Anti-Trust legislation.	4	Chalk & Talk	Black Board
<b>Unit – 2 America as World Power</b>				

### Curriculum for M.A. History

2.1	Mc Kinley and Spanish War	5	Lecture	PPT/ Black Board
2.2	Annexation of Hawaii and Somoa - Open Door policy - Progressive Legislation	5	Lecture	PPT/ Black Board
2.3	Big stick Diplomacy	5	Lecture	PPT/ Black Board
2.4	William Taft and Dollar Diplomacy	5	Lecture	PPT/ Black Board
<b>Unit – 3 USA at World War I after</b>				
3.1	Woodrow Wilson and New Freedom- New Diplomacy	2	Chalk & Talk	Black Board
3.2	USA and World war I.- impact of the War – US and League of Nations	4	Lecture	PPT/ Black Board
3.3	Washington Conference	2	Lecture	PPT/ Black Board
3.4	The Great Economic Depression – Hoover and depression	3	Lecture	PPT/ Black Board
3.5	New Deal Measures of Franklin D. Roosevelt – Good Neighbour Policy.	4	Lecture	PPT/ Black Board
<b>Unit – 4 USA at World War II and towards Cold War</b>				
4.1	Issue of Neutrality - World War II - Circumstances for the War	4	Lecture	Black Board
4.2	American role – Impact of the War	3	Lecture	PPT/ Black Board
4.3	Truman - Korean War	2	Lecture	PPT/ Black Board
4.4	Eisenhower and Policy of Containme	2	Lecture	Black Board
4.5	Kennedy Administration – Civil Rights Movement	4	Lecture	PPT/ Black Board
<b>Unit – 5 USA – A Super Power</b>				
5.1	Johnson and Vietnam debacle	3	Lecture	PPT / Google Class
5.2	Jimmy carter and Moralism	5	Lecture	PPT / Google Class
5.3	Ronald Reagan and Realism	3	Lecture	PPT /

## Curriculum for M.A. History

				Google Class
5.4	George Bush and World Politics.	5	Lecture	PPT / Google

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1	T2	Seminar	Assig nment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>	<b>NON - SCHOLASTIC</b>	<b>MARKS</b>
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## Curriculum for M.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### • PG CIA Components

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Discuss the post civil war developments in USA.	K2	PSO1& PSO2
<b>CO 2</b>	Compare the reconstruction work of Presidents and congress.	K4	PSO3
<b>CO 3</b>	Assess the role of America in International Relations.	K5	PSO5
<b>CO 4</b>	Explain the role of USA in World War I & II.	K2	PSO2
<b>CO 5</b>	Analyze the transition of America as super power.	K4	PSO2



**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	2	2
C02	2	3	2	2	2
C03	2	2	2	2	3
C04	2	3	2	2	2
C05	2	3	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**Mapping COs Consistency with POs**

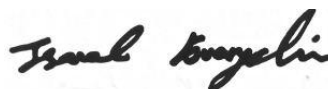
CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	2	2	2	2	3	2	2
C02	2	2	2	2	3	2	2
C03	2	2	2	2	3	2	2
C04	2	2	2	2	2	2	3
C05	2	2	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

**Dr.P.Parameswari**

**Forwarded By**  
**HOD'S Signature& Name**


**Dr.J.Saral Evangeline**

**II M.A.  
SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4H16	HISTORY OF EDUCATION IN INDIA	MAJOR CORE	6	5

**COURSE DESCRIPTION**

This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India.

**COURSE OBJECTIVES**

- To highlight the glorious legacy of native education in India.
- To make the students understand the contribution of the British to Indian education system and its impact.
- To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous process.

**UNITS**

**UNIT I: Education in Ancient India.**

**[20 HRS]**

Education in Vedic period - Gurukula System - Post-Vedic Education - Brahmanic Education-Buddhist and Jain Education. Universities in Ancient India - Growth of Science. Education in South India: -In the Age of Sangam – Pallavas, Cholas and Pandya Regimes.

**UNIT II: Education in Medieval India.**

**[15 HRS]**

Educational Contributions made by the Sultanate of Delhi - Mughul's legacy on education - Important centres of Education in the Medieval period - Saints and Philosophers of Medieval India and their teachings.

**UNIT III: Education in British India.**

**[20 HRS]**

The East India Company's Efforts – Oriental and Occidental Educational Controversy - Macaulay's Minute - Wood's Educational Dispatch - The Victorian Epoch-University, Secondary and Primary Education –Sadler Commission - Hartog Committee Report on Education - Education under Diarchy- Wardha Scheme of Education- Sargent Report on Education -Impact of Western education in India.

**UNIT IV: Education in Free India.****[20 HRS]**

Dr. Radhakrishnan Commission Report- The Mudaliar Commission Report, Acharya Narendra Dev Committees, -Accent on Fundamental Research- Expansion – Problems of Indian Education-the Kothari Commission Report- IITs - NITs.

**UNIT V: Education in India Today.****[15 HRS]**

**The New Educational Policy- Novodaya schools – Professional Education – Vocational Education – Right to Education - Role of UGC –AICTE - NCERT - ICSSR- ICHR - Adult education – Literacy rate in India. (SELF STUDY)**

**UNIT VI - DYNAMISM/CURRENTAFFAIR**

Discussion on New Education Policy of 2019.

**TEXT BOOKS:**

1. Nurullah, S. and J.P. Naik, *A History of Education in India*, Macmillan, Bombay, 1951.

**REFERENCE BOOKS:**

1. Basu, A.N., *Education in Modern India*, Orient Book Co., Calcutta, 1947.
2. BhagwanDayal, *The Development of Modern Indian Education*, Orient Longmans, New Delhi, 1955.
3. Lunia B N. *Evolution of Indian Culture: From the Earliest time s to the Present Day*, Lakshmi Narain Agarwal, Agra, 2003
4. Mahmood Syed, *A History of English Education in India, 1781, 1873*, Aligarh, 1895.
5. Mukerji, S.M., *Education in India: To-day and Tomorrow*, Acharya Book Depot, Baroda, 1964.
6. Mukerji, S.N., *History of Education in India (Modern Period)*, Acharya Book Depot, Baroda, 1965.
7. Siqueira, T.N., *The Education of India, London*, Oxford University Press, 1952.
8. Zellner, A.A., *Education in India*, Bookman Associates, New York, 1951.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Mod ule No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1		<b>Education in Ancient India</b>		
1.1	Education in Vedic period - Gurukula System	5	Lecture/Dis cussion	Black Board
1.2	Post-Vedic Education -Brahmanic Education Growth of Science.	5	Chalk & Talk	Black Board
1.3	Buddhist and Jain Education.	4	Lecture	Black Board
1.4	Universities in Ancient India.	3	Lecture	Black Board /
1.5	Education in South India- In the Age	3	Discussion	Google

### Curriculum for M.A. History

	of Sangam – Pallavas, Cholas and Pandya Regimes.			class room
<b>Unit -2 Education in Medieval India</b>				
2.1	Educational Contributions made by the Sultanate of Delhi.	3	Lecture	Black Board
2.2	Mughul's legacy on education - Important centers of Education in the Medieval period.	3	Chalk & Talk	Black Board
2.3	Education in the Deccan Kingdoms of the Bhamani and Vijayanagar.	3	Lecture	Black Board
2.4	Marathas and the Nayaks.	3	Lecture	Black Board /
2.5	Saints and Philosophers of Medieval India and their teachings.	3	Discussion	Google class room
<b>Unit -3 Education in British India</b>				
3.1	The East India Company's Efforts – Oriental and Occidental Educational Controversy.	4	Lecture	Black Board
3.2	Macaulay's Minute - Wood's Educational Dispatch.	3	Chalk & Talk	Black Board
3.3	The Victorian Epoch-University, Secondary and Primary Education.	5	Lecture	Black Board
3.4	Sadler Commission - Hartog Committee Report on Education.	4	Lecture	Black Board/PP T
3.5	Education under Diarchy- Wardha Scheme of Education.	4	Google class room	PPT
<b>Unit – 4 Education in Free India</b>				
4.1	Dr. Radhakrishnan Commission Report- The Mudaliar Commission Report.	4	Lecture	Black Board
4.2	Acharya Narendra Dev Committees.	3	Chalk & Talk	Black Board
4.3	Accent on Fundamental Research-Expansion.	4	Lecture	Black Board
4.4	Problems of Indian Education-the Kothari Commission Report.	3	Lecture	Black Board /
4.5	IITs - NITs.	3	Lecture. Discussion	PPT
<b>Unit -5 Education in India Today</b>				
5.1	The New Educational Policy Vocational Education	5	Lecture	Black Board
5.2	Novodaya schools – Professional	5	Chalk & Talk	Black Board

### Curriculum for M.A. History

	Education			
5.3	Right to Education - Role of UGC – AICTE	5	Lecture	Black Board
5.4	NCERT - ICSSR- ICHR.	1	Discussion	Google class room
5.5	Adult education – Literacy rate in India.	3	Lecture	PPT

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks				
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

Nos

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Evaluate critically the educational system of Ancient India and its contribution to the world.	K4/K5	PSO1& PSO2
<b>CO 2</b>	Identify major influences of the British to Indian education system and its impact.	K2/K3	PSO2
<b>CO 3</b>	Evaluate, compare, and critique glorious legacy of native education in India.	K3/K4	PSO5

## Curriculum for M.A. History

<b>CO 4</b>	Analyzethe current educational policy and strategy so that in future they will contribute towards educational reforms and its process.	K4/K5	PSO2 & POS5
<b>CO 5</b>	Achieve knowledge about different educational commissions and its achievements which will equip them to compete in competitive exams.	K2/K3	PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	2	2	2
<b>CO2</b>	2	3	2	2	2
<b>CO3</b>	2	2	2	2	3
<b>CO4</b>	2	3	2	2	2
<b>CO5</b>	2	2	2	3	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

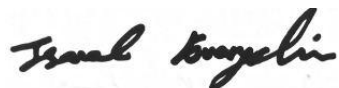
### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	2	2	2	3	2	2
<b>CO2</b>	2	2	2	2	3	2	2
<b>CO3</b>	2	2	2	2	3	2	2
<b>CO4</b>	2	2	2	2	2	2	3
<b>CO5</b>	2	2	2	2	2	3	2

Curriculum for M.A. History

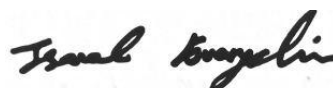
**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**  
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr.J.Saral Evangelin**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.SaralEvangelin**



**I M.A HISTORY**  
**SEMESTER –I and II**

**For those who joined in 2021 onwards**

**HOURS/WEEK: 3**

**CREDIT: 3**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
PSHI	21H1EDC/ 21H2EDC	History For Competitive Exams	EDC	3	3

**COURSE DESCRIPTION**

This course gives an outline to the Ancient, Medieval and Modern Indian History.

**COURSE OBJECTIVES**

- To enable the students to have a Bird's eye view India through the ages.
- To explain the importance of Indian politics.
- To enable the students to prepare for the competitive exams.

**UNIT-I Ancient India**

**[9 HRS]**

Sources- Pre historic period- Indus valley civilization- Early Vedic Age – Later Vedic Age – Mahajanapadas- Sangam age -Mauryas- Buddhism and Jainism - Guptas

**UNIT -II Medieval India**

**[9 HRS]**

Turkish Invasion- Delhi Sultanage- Mughals - Marathas - Age of Vijayanagar South Indian history -Cheras- Cholas – Pandyas- Pallavas-Culture and Heritage of Tamil people

**UNIT -III Indian Freedom Struggle**

**[9 HRS]**

Expansion and consolidation of British rule - Effect of British rule on socio economic factors - Social reforms and religious movements - Early uprising against British rule - 1857 Revolt - Indian National Congress - Emergence of national leaders Moderates- Extremists-Terrorists-Era of different Acts –Mahatma Gandhi's role Indian Freedom Struggle- Communalism led to partition -Independence

**UNIT -IV Independent India**

**[9 HRS]**

Integration of Princely States – Integration of French and Portuguese Possessions - Role of Sardar Vallabhai Patel- Green Revolution-- White Revolution - Blue Revolution - Education in free India – Socio Economic reforms – Inter – State Water disputes -Reservation Policy - Growth of Science and Technology – Atomic Research - Space Research

**UNIT -V Indian Polity**

**[9HRS]**

Preamble to the constitution - Salient features of constitution - Union, State and

territory – Citizenship- Fundamental rights - Fundamental duties - Union legislature  
Parliament - State executive - State Legislature – Assembly - Status of Jammu  
Kashmir - Local government – Panchayat Raj - Judiciary in India – Indian federalism  
– centre – state relations - Emergency provisions - Civil services in India - Election  
Commission

## UNIT VI Dynamism

Contemporary Issues in India

### BOOKS FOR REFERENCE:

#### Text Book:

Course Material prepared by the Department

#### Reference Books:

1. Agarwal, **Constitutional History of India**, Wiley Eastern Ltd, New Delhi, 1986.
2. Basham A.L., (ed.) **A cultural History of India**, OUP, New Delhi, 2003.
3. Bipin Chandra, **India after Independence 1947–2000**, Penguin Books. New Delhi 1999
4. Burton Stein, **A History of India** Oxford University Press, New Delhi, 1998.
5. Dr. Rajeev Kumar Gohit. **Contemporary History of India**, Murari – Lal & Sons. New Delhi 2007.
6. Grover B.L., **A New look Modern Indian History**, S. Chand and Company Ltd, New Delhi, 1993.
7. Iswari Prasad, **Short History of Muslim rule in India**, Oxford University Press London 1964.
8. Luniya B.N., **Evolution of Indian culture**, from the Earliest Times to the Present Day, Lakshmi Narain Agarwal, Agra, 2003.
9. Mujumdar R.C. & others, **History of Ancient India From 320 A.D to 1206 A. D**, Surjeet publications, Delhi, 1974.
10. Nilakanda Sastri K., **History of India – Part I Ancient India**, Viswanathan Publishers, Madras, 1963.
11. P.K. Goyal. **Battle of India's Freedom Movement**, Vista International publishing house, Delhi 2005.
12. Romila Thapar, **Early India**, Penguin, New Delhi, 2002
13. Roy Choudhary, S.C. **History of Modern India**. Wiley Surjeet Publications, Delhi, 1995.
14. Vincent A. Smith. **The Early History of India (From 600 B.C to the Muhammadan conquest)** Oxford University Press, London, 1924

#### Journals:

1. Competition Success
2. Competition Wizard.
3. Frontline
4. India Today.

## 5. The Economic and Political Weekly of India

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 Ancient India</b>				
1.1	Sources- Pre historic period- Indus valley civilization	3	Chalk & Talk,	Black Board, PPT
1.2	Early Vedic Age – Later Vedic Age	2	Chalk & Talk	Black Board, PPT
1.3	Mahajanapadas- Sangam age - Mauryas	2	Group Discussion	Black Board, PPT
1.4	Buddhism and Jainism - Guptas	2	Lecture, Group discussion	Smart Board
<b>UNIT -2 Medieval India</b>				
2.1	Turkish Invasion- Delhi Sultanage- Mughals	2	Chalk & Talk,	Black Board, PPT
2.2	Marathas - Age of Vijayanagar	3	Chalk & Talk	Black Board, PPT
2.3	South Indian history -Cheras- Cholas – Pandyas-	2	Group Discussion	Black Board, PPT
2.4	Pallavas-Culture and Heritage of Tamil people	2	Lecture, Group discussion	Smart Board
<b>UNIT -3 Indian Freedom Struggle</b>				
3.1	Expansion and consolidation of British rule - Effect of British rule on socio-economic factors	2	Chalk & Talk,	Black Board, PPT
3.2	Social reforms and religious movements	2	Chalk & Talk	Black Board, PPT
3.3	Early uprising against British	2	Group	Black

Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	rule - 1857 Revolt - Indian National Congress		Discussion	Board, PPT
3.4	Emergence of national leaders - Moderates- Extremists- Terrorists-Era of different Acts	2	Lecture, Group discussion	Smart Board
3.5	Mahatma Gandhi's role in Indian Freedom Struggle- Communalism led to partition - Independence	1	Chalk & Talk	Black Board, PPT
<b>UNIT -4 Independent India</b>				
4.1	Integration of Princely States – Integration of French and Portuguese Possessions - Role of Sardar Vallabhai Patel-	2	Chalk & Talk,	Black Board, PPT
4.2	Non– alignment- Indian Foreign policy after Independence	2	Chalk & Talk	Black Board, PPT
4.3	Green Revolution- White Revolution - Blue Revolution - Education in free India – Socio Economic reforms	2	Group Discussion	Black Board, PPT
4.4	Inter – State Water disputes - Reservation Policy - Growth of Science and Technology -- Atomic Research - Space Research	3	Lecture, Group discussion	Smart Board
<b>UNIT – 5 Indian Polity</b>				
5.1	Preamble to the constitution - Salient features of constitution - Union, State and territory - Citizenship-	3	Chalk & Talk,	Black Board, PPT
5.2	Fundamental rights - Fundamental duties - Union legislature – Parliament - State executive	2	Chalk & Talk	Black Board, PPT
5.3	State Legislature – Assembly - Status of Jammu & Kashmir - Local government – Panchayat Raj - Judiciary in India – Indian federalism	2	Group Discussion	Black Board, PPT
5.4	centre – state relations - Emergency provisions - Civil	2	Lecture, Group	Smart Board

### Curriculum for M.A. History

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	services in India - Election Commission		discussion	

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

## Curriculum for M.A. History

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

### • PG CIA Components

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Acquire the knowledge of the History of India through theages.	K4	PSO1
CO 2	Assess the various Kingdoms of India in a bird's eyeview.	K2	PSO2
CO 3	Compete in competitive examinations	K5	PSO3
CO 4	Analyze the Course of Indian History	K6	PSO4
CO 5	Discuss the importance of Indian Constitution	K6	PSO5

### Mapping COs Consistency with PSOs

## Curriculum for M.A. History

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	3	2	2
CO4	2	2	2	3	2
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦

Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	3	2
CO2	2	2	2	2	2	3	2
CO3	2	2	2	3	2	3	2
CO4	2	3	2	2	2	3	2
CO5	2	2	2	3	2	2	3

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

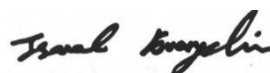
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

## II M.A HISTORY

### SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG3HE1	HERITAGE TOURISM	MAJOR ELECTIVE	4	4

#### COURSE DESCRIPTION

This course covers the basic idea of Heritage tourism. It gives an account on the natural and manmade resources which were available in India. It highlighted the heritage sites of India. It deals with the potentials and motivational factors of the heritage tourism in India.

#### COURSE OBJECTIVES

- To understand the basic concepts, types and resources of tourism.
- To know about the manmade and natural tourism resources in India.
- To gain knowledge about the cultural potentials of India.
- To identify the tourism sites in Tamilnadu and India.

#### **UNIT I: Concepts and Components:**

**[10 HRS]**

Tourism – Excursion- Heritage Tourism – Types and forms of tourism – Basic components of tourism, Motivations for travel –Types of Tourism Resources in India – Tourism offices in India and abroad – benefits.

#### **UNIT II: Natural resources:**

**[15 HRS]**

Hills, Beaches, Wetlands, Rivers, Lakes, Ponds, Streams, Waterfalls, Estuaries, Floral Wealth, Fauna, Islands, Hot and Cold Deserts, Wild Life Sanctuaries, National Parks and Biosphere Reserves -Himachal Pradesh – Kullu – Shimla – Manali -Chamba - Mandi – Dalhousie – Dharmashala – Ladakh – Kodaikanal – Ooty – Valparai – Pollachi – Yercaud

#### **UNIT III: Cultural heritage Tourism:**

**[15 HRS]**

Traditional and Promotional Tourism – Fairs and Festivals – Performing Arts of India, Classical Dances, Drama, Music and Handicrafts – Tribal Heritage, Ethnic Heritage.

#### **UNIT IV: Man-made resources:**

**[10 HRS]**

Architectural – Archaeological and Historical sites in India –Pilgrimage Destinations: Hindu, Buddhist, Jain, Christian, Muslim and Sikh Centres. Museums – Art Galleries – Libraries – Facilities and Amenities

#### **UNIT V: World heritage sites in India:**

**[10 HRS]**



**Ajanta – Ellora and Elephanta Caves – Bodh Gaya – Khajuraho – Konark Sun Temple Mahabalipuram –Meenakshi Amman Temple – QutbMinar – Taj Mahal – Hampi – Kaziranga National Park – Sunderbans National Park. (self study)**

**Text Books:**

1. Singh, Amit Kumar, and Rana Parvin Singh, *Tourism Geography*, New Royal Book Co., Lucknow , 2006.
2. Pran, Nath Seth. *Successful Tourism*, Sterling Publishers Private Limited, New Delhi, 2008.

**Reference Books:**

1. Guha, Aruna.ed.,*Destination Indian Travel Planner*, Cross Section Publication Pvt. Ltd., New Delhi, 2005.
2. Guha, Aruna, ed., *Welcome to Tamilnadu*, Ad Aesthetics Overseas Pvt. Ltd., New Delhi, 2005.
3. Brown, Percy, *Indian Architecture (Islamic period.)*, APT Books, Bombay, 1990.
4. Gupta, R.K. Tourism and Travel. New Delhi: Sumit Enterprises, 2007.
5. Verma, Jagdish. *Dynamics of Indian Tourism: Issues and Challenges*, Cyber Tech Publications, New Delhi, 2007.
6. Nikurji, Tarun, *New Dimensions of Tourism Today*, Alfa Publications, New Delhi 2006,
7. Singh, Ratan Deep, *Infrastructure of Tourism in India*, Kaniskha Publishers and Distributors, New Delhi, 1998.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 <b>Concepts and Components:</b>				
1.1	Tourism - Excursion	2	Chalk & Talk	Black Board
1.2	Types and forms of tourism – Basic components of tourism	2	Chalk & Talk	LCD
1.3	Motivations for travel	2	Lecture	PPT & White board
1.4	Types of Tourism Resources in India	2	Lecture	PPT
1.5	Tourism offices in India and abroad benefits.	2	Lecture, Videos	LCD

Curriculum for M.A. History

Unit -2 <b>Natural resources:</b>				
2.1	Hills, Beaches, Wetlands, Rivers, Lakes, Ponds, Streams, Waterfalls	3	Lecture	Black board
2.2	Estuaries, Floral Wealth, Fauna, Islands, Hot and Cold Deserts	3	Chalk & Talk	Green Board
2.3	Wild Life Sanctuaries, National Parks and Biosphere Reserves - Himachal Pradesh	3	Flipped Learning	PPT
2.4	Kullu – Shimla – Manali - Chamba - Mandi – Dalhousie – Dharmashala	3	Blended Learning	PPT
2.5	Ladakh – Kodaikanal – Ooty – Valparai – Pollachi – Yercaud	3	Chalk & Talk	Black Board
Unit -3 <b>Cultural heritage Tourism:</b>				
3.1	Traditional and Promotional Tourism	3	Chalk & Talk	Black Board, Map
3.2	Fairs and Festivals	3	Chalk & Talk	LCD
3.3	Performing Arts of India	3	Lecture	PPT & White board
3.4	Classical Dances, Drama, Music and Handicrafts	3	Blended Learning	PPT
3.5	Tribal Heritage, Ethnic Heritage	3	Chalk & Talk	Black Board
Unit -4 <b>Man-made resources:</b>				
4.1	Architectural – Archaeological and Historical sites in India –	2	Chalk & Talk	Black Board
4.2	Pilgrimage Destinations: Hindu, Buddhist, Jain, Christian	2	Chalk & Talk	LCD
4.3	Muslim and Sikh Centres	2	Lecture,	PPT & White board, LCD

### Curriculum for M.A. History

4.4	Museums	2	Lecture	Black Board
4.5	Art Galleries – Libraries – Facilities and Amenities	2	Lecture	Black Board
<b>Unit -5 World heritage sites in India:</b>				
5.1	Ajanta – Ellora and Elephanta Caves – Bodh Gaya –	2	Chalk & Talk	Black Board
5.2	Khajuraho – Konark Sun Temple	2	Chalk & Talk	LCD
5.3	Mahabalipuram –Meenakshi Amman Temple	2	Lecture	PPT & White board
5.4	QutbMinar – Taj Mahal – Hampi	2	Lecture	Smart Board
5.5	Kaziranga National Park – Sunderbans National Park	2	Lecture	Black Board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Level s	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lastic	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

## Curriculum for M.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

- PG CIA Components**

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the basic concepts of tourism types and resources.	K6	PSO2
CO 2	Understand the Natural Tourism resources in India.	K5	PSO1
CO 3	Realize the rich cultural heritage of India.	K4	PSO3
CO 4	Identify the manmade tourism resources in India.	K2	PSO5
CO 5	Identify the World heritage sites in India.	K6	PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2
CO2	3	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	2	2	3
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**Mapping of COs with POs**

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2		3	2	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

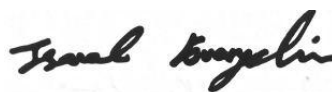
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER -III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG3HE2	INTELLECTUAL HISTORY OF INDIA IN THE 20 <sup>TH</sup> CENTURY	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

This course highlights the contribution of various intellectuals in India including social, political and literature.

**COURSE OBJECTIVES**

- To highlight the role of great intellectuals in the shaping of India.
- To follow the footsteps of the intellectuals in various fields and assimilate them as role models.
- To fulfil the need of the study of the past ideology in order to understand the current intellectuals.

**UNIT I : India at the beginning of the 20<sup>th</sup> Century: [10 HRS]**

Political condition – Social Condition – Economic condition – Course of Freedom Movement

**UNIT II : Political Thought: [10 HRS]**

B.G Tilak- Lala Lajput Rai – B. C. pal – Mahatma Gandhi – Zakir Hussain – Jayaprakash Narayan – Indira Gandhi

**UNIT III : Social Thought: [10 HRS]**

Vinoba Bhave – Dr.Muthulakshi Reddy – Periyar EVR- Mother Theresa

**UNIT IV: Socialists and Communists [15 HRS]**

**M.N. Roy – S. A. Dange – Ram Manohar Lohia – E. M.S. Namboodripad. (Self Study)**

**UNIT V: Litterateurs: [ 15 HRS]**

Rabindranath Tagore – Muhammad Iqbal – Subramaniya Bharathi – ThiruVi.Ka – Sarojini Naidu – Bharathidasan.

**Text Book:**

1. Materials prepared by the Department.

**Reference Books:**

1. Bharathi, Mahatma Gandhi, *Man of the Millennium*, s. chand& Co., New Delhi, 2000.
2. Gopalakrishnan M. d., Periyar, *Father of Tamil Race*, Emerald Publishers, Chennai.
3. Grover B. L., & Grover S., *A New Look at Modern Indian History ( From 1707 to the Modern Times)*, s. chand& Co. New Delhi, 2006.

4. Nanda B. R. **Jawaharlal Nehru, Rebel and Statesman**, Oxford University Press, Delhi, 1995.
5. Naravane V. S. **Modern Indian Thought**, Orient Longman, New Delhi, 1978.

### COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 India at the beginning of the 20 <sup>th</sup> Century				
1.1	India at the beginning of the 20 <sup>th</sup> Century	2	Chalk & Talk	Black Board
1.2	Political condition	2	Chalk & Talk	LCD
1.3	Social Condition	2	Lecture	PPT & White board
1.4	Economic condition	2	Lecture	PPT
1.5	Course of Freedom Movement	2	Lecture, Videos	LCD
Unit -2 <b>Political Thought:</b>				
2.1	B.G Tilak- Lala Lajput Rai – B. C. Pal	2	Lecture	Black board
2.2	Mahatma Gandhi	2	Chalk & Talk	Green Board
2.3	Zakir Hussain	2	Flipped Learning	PPT
2.4	Jayaprakash Narayan	2	Blended Learning	PPT
2.5	Indira Gandhi	2	Chalk & Talk	Black Board
Unit -3 Social Thought				
3.1	Social Thought	2	Chalk & Talk	Black Board, Map
3.2	Vinoba Bhave	2	Chalk & Talk	Black board
3.3	Dr.Muthulakshi Reddy	2	Lecture	PPT & White board
3.4	Periyar EVR	2	Blended Learning	PPT



Curriculum for M.A. History

3.5	Mother Theresa	2	Chalk & Talk	Black Board
<b>Unit -4 Socialists and Communists</b>				
4.1	<b>Socialists and Communists</b>	3	Chalk & Talk	Black Board
4.2	M.N. Roy	3	Chalk & Talk	LCD
4.3	S. A. Dange	3	Lecture,	PPT
4.4	Ram Manohar Lohia	3	Lecture	Black Board
4.5	E. M.S.	3	Lecture	Black Board
<b>Unit -5 Literateurs:</b>				
5.1	Rabindranath Tagore – Muhammad Iqbal	3	Chalk & Talk	Black Board
5.2	Subramaniya Bharathi	3	Chalk & Talk	LCD
5.3	ThiruVi.Ka	3	Lecture	PPT & White board
5.4	Sarojini Naidu	3	Lecture	Smart Board
5.5	Bharathidasan	3	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %

## Curriculum for M.A. History

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
<b>1</b>									

<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

<b>SCHOLASTIC</b>					<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>

#### • PG CIA Components

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

## Curriculum for M.A. History

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the role of great intellectuals in the shaping of India	K6	PSO4
CO 2	Evaluate the footsteps of the intellectuals in various fields and assimilate them as role models.	K5	PSO1
CO 3	Assess the need for the study of the past ideology in order to understand the current intellectuals.	K4	PSO2
CO 4	Discuss the legacy of social thinkers	K2	PSO3
CO 5	Analyse the role of litterateurs in the intellectual thinking	K6	PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2
CO2	3	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	3	2	2
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

### Mapping of COs with POs

CO/	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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### Curriculum for M.A. History

PSO							
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

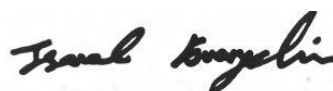
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4HE3	<b>TOURISM MARKETING AND MANAGEMENT</b>	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

This course focuses on the marketing and management techniques to promote the tourism destination in India and emphasizes the usage of modern technology to market a destination.

**COURSE OBJECTIVES**

- To understand the concepts, definitions of tourism.
- To know about the tourism marketing techniques for the promotion of Tourism.
- To facilitate the students to understand about the tourism product.
- To make aware of the technology in Promoting tourism destinations through internet.
- To encourage the students to marketing tourism product by using technology.

**UNITS**

**UNIT I:Definition, nature and scope [10 Hrs]**

Definition of tourism marketing- need for marketing-features of tourism marketing –nature and scope of tourism management-impact of travel and tourism- structure of tourism- Need for Marketing in Tourism.

**UNIT II:Tourism marketing techniques: [15 Hrs]** Marketing types- Special Features of Tourism Marketing- destination marketing - tourism marketing mix-internet marketing- marketing segmentation- market research-marketing plan-process- efforts- tourism promotions-Market Targeting

**UNIT III: Tourism management: [10 Hrs]**Ethics in tourism management-tourism forecasting- nature and scope of tour operations- tourism product-modern travel agencies.

**UNIT-IV:Tourism marketing: [10 hrs]** Technological advances in tourism- communications- computer technology on tourism- passenger reservation-ticketing

**UNIT-V:Tour operations and travel services: [15 hrs]**  
**Emergence of tour operator- package tour- marketing a package tour- tour brochure-marketing a brochure- travel trade Associations- travel trade fairs- Tour Operators – Package Tours Passenger Services – Hospitality, Accommodation, Guides & Escorts – Techniques of Public**

**Relations – Tourist Publicity, Media, Government Norms, Permits, Taxes, Insurance (Self Study)**

**TEXT BOOK:**

1. A.K.Bhatia, *Tourism Management and Marketing*, sterling publishers Pvt ltd, New Delhi, 1997

**REFERENCE BOOKS:**

1. Sunathraroday, Vandhana Joshi, Archana Biwal, *Tourism operators and management*, Oxford University press, 2009.
2. Ravindera Varma, *Tourism management*, Centrum Press, New Delhi, 2010.
3. M.M.Rawat, *Tourism Marketing (Policies perspectives, Strategies)*, Alfa Publications, New Delhi, 2009.
4. Anurag Kothari, *A Text Book of Tourism Management*, Wisdom Press, Delhi, 2011.
5. R.K.Sinha, *Travel and Tourism Management*, Wisdom Press, Delhi, 2012.
6. Ravi Aggarwal, *Travel and Tourism in India*, Sunlime publications, Jaipur, 2008.
7. A.K.Bhatia, *Tourism Management Marketing*, Sterling Publishers Private ltd, 1997.
8. A.K.Bhatia, *Tourism development (Principles and practices) 2<sup>nd</sup> revised edition*, Sterling Publishers Private ltd, 2002.
9. Dr.G.L.Gupta, *Tourism Marketing Management*, Pearl book, Delhi, 2012.
10. S.M.Jha, *Tourism Marketing*, Himalaya publishing House, Delhi, 1995.
11. Biswanth Ghosh, *Tourism and travel Management*, Vikas Publishing pvt Ltd, Delhi, 1998.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1		<b>Definition, nature and scope</b>		
1.1	Definition of tourism marketing	2	Chalk & Talk	Black Board
1.2	Need for marketing- features of tourism marketing	2	Chalk & Talk	Black Board
1.3	Nature and scope of tourism management	2	Lecture	PPT & White board
1.4	Impact of travel and tourism	2	Lecture	Smart Board
1.5	Need for Marketing in Tourism	2	Lecture	PPT
Unit -2		<b>Tourism marketing techniques</b>		

Curriculum for M.A. History

2.1	Marketing types	3	Lecture	Black Board
2.2	Special Features of Tourism Marketing	3	Chalk & Talk	Black Board
2.3	Destination marketing	3	Lecture	Black Board
2.4	Marketing mix-internet marketing	3	Lecture	Black Board /
2.5	Marketing segmentation-Market Targeting	3	Discussion	Google class room
<b>Unit -3 Tourism management</b>				
3.1	Concept of management in tourism industry	2	Lecture	Black Board
3.2	Ethics in tourism management	2	Chalk & Talk	Black Board
3.3	Tourism forecasting	2	Lecture	Black Board
3.4	Nature and scope of tour operations	2	Lecture	Black Board/PPT
3.5	Tourism product	2	Google class room	PPT
<b>Unit -4 Tourism marketing</b>				
4.1	Technological advances in tourism-	2	Lecture	Black Board
4.2	Communications	2	Chalk & Talk	Black Board
4.3	Computer technology on tourism	2	Lecture	Black Board
4.4	passenger reservation	2	Lecture	Black Board
4.5	Ticketing	2	Lecture	Online/ E-Content
<b>Unit -5 Tour operations and travel services</b>				
5.1	Emergence of tour operator	2	Lecture	Black Board
5.2	Package tour- marketing a package tour	3	Chalk & Talk	Black Board
5.3	Tour brochure- travel trade fairs	3	Lecture	Black Board
5.4	Tour Operators	1	Discussion	Black Board
5.5	Passenger Services - Hospitality, Accommodation, Guides & Escorts – Techniques of Public Relations	3	Lecture	PPT
5.6	Tourist Publicity, Media, Government Norms, Permits	3	Blended Learning	Text Books /Materials

## Curriculum for M.A. History

Le vel s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1  10 Mks.	T2  10 Mks.	Seminar  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
N on Sc ho las tic	-	-	-	-	-		5	5	12.5 %
To tal	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



## Curriculum for M.A. History

### • PG CIA Components

**Nos**

<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	2 *	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Seminar	1	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Analyze the concepts used in tourism.	K4	PSO2
CO 2	Compare techniques of promoting tourism marketing.	K5	PSO3
CO 3	Illustrate the technological advances in tourism industry.	K2	PSO1
CO 4	Identify the travel agencies around the world.	K2	PSO5
CO 5	Apply modern tourism techniques like ticket reservation through online, create blogs, reviews etc.	K3	PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	2	3	2	2	2
CO3	2	2	2	3	2
CO4	2	2	2	3	2
CO5	2	2	2	2	3

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

### Mapping COs Consistency with POs

CO/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	2	3	-	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	3	2	2	2	2	2
CO5	2	2	2	2	3	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornimasethupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4HE4	INDIAN ARCHAEOLOGY	MAJOR ELECTIVE	4	4

**COURSE DESCRIPTION**

This course focuses on the Explorations and excavations in India. It highlights on the Numismatics and Epigraphy.

**COURSE OBJECTIVES**

- To highlight the definition, kinds and functions of archaeology.
- To impart knowledge on the methods of excavations
- To make the students to learn the process of conservation.

**UNIT I: Aims and Methods of Archaeology:**

**[10 HRS]**

Explorations- Different types of Excavation's - Pottery types and their importance.

**UNIT II: Early Stone Age:**

**[10 HRS]**

A Brief Survey of Palaeolithic - Mesolithic and Neolithic Culture of India.

**UNIT III: Harappan Culture: [15 HRS]**

**Chalcolithic Culture of Western and Central India and Deccan - Early Iron Age Culture - Painted Gray Ware and Megalithic Culture - Northern Black Polished Ware and Black Red Ware Culture of South India. (Self-Study)**

**UNIT IV Epigraphy:**

**[15 HRS]**

Importance - Brahmi Script - Language and Types of Inscriptions with Special Reference to South India.

**UNIT V Numismatics:**

**[10 HRS]**

Its Illustration - Coins of Guptas, Cholas, Pandyas and Vijaya Nagara Rulers.

**TEXT BOOK:**

1. Course material prepared by the Department.

**REFERENCE BOOKS:**

1. AskoParpola, **South Indian Megaliths**, State Dept of Archaeology, Tamilnadu.
2. Ekambaranathan, A., **Principles and Methods of Archaeological Excavation, & Ponnusamy Aranga** (in Tamil), (Third Ed.) Kulamangalam Publishers, Chennai, 2002,
3. Magalingam, T.V, **Early South Indian Palaeography**, Madras University.
4. Narasimha Moorthy(ed), **Studies in South India Coins**, New Era Publication.
5. Narasimhan, B., **Neolithic Cultures in Tamilnadu**, Sundeep Prahazan, New Delhi, 1980.
6. Ramachandran, K.S., **A Bibliography on Indian Megaliths**, The State Dept of Archaeology, Tamilnadu.
7. Raman, K.V., **Principles and Methods of Archaeology**, Parthajan Publications, Chennai, 1988.
8. Rao, S.R, **Lothal and the Indus Civilizations**, Asia Publishing House, Bombay, 1973.
9. Venkataraman.R., **Indian Archaeology - A Survey**, Ennes Publications, Udumalpet, 1999.

**COURSE CONTENTS & TEACHING/LEARNING SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>Unit -1 Aims and Methods of Archaeology</b>				
1.1	Explorations- -	2	Chalk & Talk	Black Board
1.2	Different types of Excavation's	4	Chalk & Talk	Black Board
1.3	Pottery types and their importance	4	Lecture	PPT & White board
<b>Unit -2 Early Stone Age</b>				
2.1	A Brief Survey of Palaeolithic	3	Lecture	Black Board
2.2	Mesolithic Culture of India.	4	Chalk & Talk	Black Board
2.3	Neolithic Culture of India.	3	Lecture	Black Board
<b>Unit -3 Harappan Culture</b>				
3.1	Chalcolithic Culture of Western and Central India and Deccan	3	Lecture	Black Board
3.2	Early Iron Age Culture	3	Chalk & Talk	Black Board
3.3	Painted Gray Ware and Megalithic Culture -	3	Lecture	Black Board

Curriculum for M.A. History

3.4	Northern Black Polished Ware and	3	Lecture	Black Board/PPT
3.5	Black Red Ware Culture of South India	3	Google class room	PPT
<b>Unit -4 Epigraphy</b>				
4.1	Importance - Brahmi Script -	5	Lecture	Black Board
4.2	Language	5	Chalk & Talk	Black Board
4.3	Types of Inscriptions with Special Reference to South India.	5	Lecture	Black Board
<b>Unit -5 Numismatics:</b>				
5.1	Its Illustration	3	Lecture	Black Board
5.2	Coins of Guptas	3	Chalk & Talk	Black Board
5.3	Cholas, Pandyas and Vijaya Nagara Rulers.	4	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assig nment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lasti c	-	-	-	-	-		5	5	12.5 %
Tota l	10	10	5	5	5	35	5	40	100 %

## Curriculum for M.A. History

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

#### • PG CIA Components

**Nos**

<b>C1</b>	-	Test (CIA 1)	1	-	10 Mks
<b>C2</b>	-	Test (CIA 2)	1	-	10 Mks
<b>C3</b>	-	Assignment	2 *	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Seminar	1	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

***\*The best out of two will be taken into account***

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Compile the definition, kinds and functions of archaeology	K4	PSO4

### Curriculum for M.A. History

CO 2	Identify patterns and regional variation in the human past as revealed by the archaeological evidence.	K3	PSO1
CO 3	Critically evaluate archaeological evidence for the reconstruction of cultural systems and cultural change in specific regions.	K5	PSO2
CO 4	Evaluate the need for epigraphy in modern time.	K4	PSO3
CO 5	Identify the importance of Numismatics.	K2	PSO4

#### Mapping COs Consistency with PSOs

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	2
CO2	3	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	3	2	2
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

#### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	2	2	2	2
CO2	2	3	2	2	2	2	2
CO3	2	2	2	3	2	2	2
CO4	2	2	2	2	3	2	2
CO5	2	2	2	2	2	2	3

Curriculum for M.A. History

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

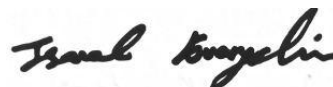
♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms.S.Rajalakshmi**

**Forwarded By  
HOD'S Signature& Name**



**Dr.J.Saral Evangelin**



**I M.A  
SEMESTER –I**

*For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CRE DITS
PSHI	21MSW1SLPGH1	RURAL DEVELOPMENT	SELF LEARNING	-	2

**COURSE DESCRIPTION**

This course introduces the learners to have knowledge about the development in rural areas. It paves a way to know about the facilities and services that are offered there. It highlights the role of the Central and State Government sponsored programs for rural development.

**COURSE OBJECTIVES**

- To make the students to understand the rural setup in the rural areas.
- To trace the Rural Energy Planning.
- To equip the students to understand the development of rural areas and the services and facilities.
- To identify the rural problems like poverty and social evils.
- To know the role of Government and non-government schemes and policies for rural development.

**UNITS**

**UNIT –I RURAL PLANNING AND DEVELOPMENT**

Concept - Principles and Approaches - Concept of Development - Indicators of Development - Area Development Planning: Definition, Purpose, Area development plans.

**UNIT –II- RURAL ENERGY PLANNING**

Energy Sources- Conventional, Non-Conventional, Bio-Gas, Solar; Energy Audits - Energy Conversion and Conservation Program - Energy Planning - Demand and Supply Forecasting.

**UNIT –III- RURAL COMMUNITY FACILITIES AND SERVICES**

Types of community facilities and services – Water – Sanitation – Electricity - Provider of community facilities - Government, Non-Governmental and Philanthropy organizations - Rural Transportation System -Rural Economy - Rural Health Care and Delivery System.

**UNIT –IV- RURAL SOCIAL PROBLEMS**

Poverty - Rural Indebtedness – Illiteracy- Unemployment- Child Labour- Casteism- Ill health and Lack of Sanitation – Superstitions and Taboos.

## **UNIT -V- RURAL DEVELOPMENT SCHEMES IN POST-INDEPENDENCE INDIA**

IRDP - Jawahar Rozgar Yojana - Women and Childcare Programs, Empowerment of Rural Women, Self Help Groups, Youth Welfare Schemes – MGNREGA – TRYSEM – DISHA – PMGSY – Gram Swaraj Abhiyan.

## **UNIT -VI DYNAMISM**

### **Inclusive Rural Development**

## **REFERENCES**

### **TEXT BOOKS:**

1. Rastogi.A.K., **Rural Development Strategy**, Jaipur, Wide Vision Publishers, 2002.
2. Susila Mehta., **A Study of Rural Sociology in India**, New Delhi, S.Chand & Company Limited, 1980.

### **REFERENCE BOOKS:**

1. Gupta.K.R., **Rural Development in India (VOL.1)**, New Delhi, Atlantic Publishers and Distributors, 2003.
2. Gupta.K.R., **Rural Development in India (VOL.2)**, New Delhi, Atlantic Publishers and Distributors, 2004.
3. Lalitha.N, **Rural Development in India – Emerging Issues and Trends**, New Delhi, Dominant Publishers and Distributors, 2004.
4. Madan.G.R., **Social Change and Problems of Development in India**, New Delhi, Allied Publishers Private Limited, 1978.
5. Singh.K.K., Ali.S., **Integrated Rural Development Programme: Retrospect and Prospect**, New Delhi, Sarup & sons Publications, 2001.
6. Singh.K.K., Ali.S., **Role of Panchayati Raj Institutions for Rural Development**, New Delhi, Sarup & sons Publication

### **Digital Open Educational Resources (DOER):**

1. <https://sustainabledevelopment.un.org>
2. <https://www.sciencedirect.com>
3. <https://economictimes.indiatimes.com>

CIA	
Assignment	20
Test	20
	40

**EVALUATION PATTERN**

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

C1 – Assignment

C2 – Test

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the Rural development planning.	K2	PSO1& PSO2
CO 2	Outline the Rural Energy Planning.	K2, K3	PSO3
CO 3	Discuss Rural Community Facilities and services.	K2, K3	PSO5
CO 4	Discuss the problems of rural sector, backwardness, income inequalities, regional imbalance, gender disparities and remedial measures.	K2, K3 & K4	PSO5
CO 5	Explain the role of policies and schemes of Government and Non-Government Institutions and its Implementation for rural development.	K5	PSO4

**Mapping COs Consistency with PSOs**

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	2	2	3
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

### Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	2	2	2
CO2	2	2	2	2	3	2	2
CO3	2	2	2	3	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	3	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

### COURSE DESIGNER:

*M. Vijaya Shanthi*  
*T. Geetha*

**Dr.M.Vijaya Shanthi(History)**

**Forwarded By  
HOD'S Signature& Name**

**Dr.T.Geetha(Sociology and Social  
Work)**

*J. Saral Evangelin*

**Dr.J.SaralEvangelin**

**Dr.M.Meenakumari**

**DEPARTMENT OF HISTORY**  
**SELF LEARNING COURSE - PG**  
**GANDHIAN THOUGHTS**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PGSLH1	GANDHIAN THOUGHTS	Self Learning Course	-	2

**COURSE DESCRIPTION**

This course is designed to provide insight on Gandhian philosophy and its values. It helps in developing an understanding of the multi-dimensional thoughts and philosophy of Mahatma Gandhi.

**COURSE OBJECTIVES**

- To understand the early life and his contribution to the Indian freedom struggle.
- To develop the moral values based on Gandhian Philosophy and its relevance in life.
- To build awareness about adopting simple living and cooperative community life.
- To provide knowledge in the area of truth, non-violence and peace.
- To understand Gandhi 's views on Education.

**CONTENTS**

**UNIT : I**

**GANDHIJI'S LIFE AND ROLE IN FREEDOM STRUGGLE**

Early Life-education- ChamparanSathyagraha, Non-cooperationmovement ,civil disobedience movement , Quit India Movement.

**UNIT : II**

**GANDHIJI PRINCIPLES AND VALUES**

Four pillars-Non- violence, Truth, Sathyagraha,Sarvodhya.

**UNIT : III**

**ECONOMIC THOUGHT OF GANDHI**

Rural development- Cottage industries- Hand spinning and Hand weaving- Khadi-Economic decentralization.

## UNIT : IV

### SOCIAL THOUGHT OF GANDHI

Sarvodaya-Constructive programme-Concept of Gram Swaraj-Untouchability and harijan welfare- Status of women and Empowerment of Women.

## UNIT : V

### GANDHIJI AND EDUCATION

Wardha Scheme of Education-Gandhi's concept of Education-craft centre education- self sufficiency -mother tongue.

#### TEXT BOOKS:

1. William Baskaran, Shanthi Sena: **The Gandhian Vision**, Gandhi Media centrtre, 1999.
2. Radhakrishnan N, **Gandhi and Non-Violence and Peacemakers**, Gandhi and Dharshan Samithi, New Delhi, 1997.

#### REFERENCE BOOKS:

1. Ghosh, B.N.**Gandhain political economy: Principles, practice, and policy**, Ashgate Publishing, Ltd., 2007.
2. Guha, Ramachandra. **India after Gandhi : the history of the world's largest democracy**, Pan Macmillan, 2011.
3. Dalton, Dennis ,**Mahatma Gandhi: his life, work, and ideas:non - anthology**, Random House Inc, 1962.
4. Pandey, Bhikhu, **Gandhi : a very short introduction**, Oxford University Press. 2001.
5. Scalmer, Sean. **Gandhi in the West: The Mahatma and rise of radical protest**, Cambridge University Press, 2011.

CIA	
Assignment	20
Test	20
	40

### EVALUATION PATTERN

CIA		MARKS		
C1	C2	CIA	ESE	Total
20	20	40	60	100

C1 – Assignment

C2 – Test

### COURSE OUTCOMES

On completion of the course the students will be able to

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Explain the early life and his contribution to the Indian freedom struggle.	K6	PSO1
CO 2	Identify the moral values based on Gandhian Philosophy and its relevance in life	K5	PSO2
CO 3	Underlying simple living and cooperative community life.	K4	PSO3
CO 4	Recognize the involvement of Gandhiji in social movements	K2	PSO2
CO 5	Analyze Gandhi 's views on Education	K6	PSO5

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	2	2	2	2	2
CO3	2	2	2	2	2
CO4	2	2	2	2	3
CO5	2	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	2	2	2
CO2	2	2	2	2	3	2	2
CO3	2	2	2	3	2	2	2
CO4	3	2	2	2	2	2	2
CO5	2	2	3	2	2	2	2

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
 ♦ Weakly Correlated -1

**COURSE DESIGNER:**

*B. Poornima Sathupathi*

**Dr.B.Poornimasethupathi**

**Forwarded By  
HOD'S Signature& Name**

*J. Saral Evangelin*

**Dr.J.Saral Evangelin**