# FATIMA COLLEGE (AUTONOMOUS)

**Re-Accredited with "A++"Grade by**
**NAAC(IVCycle)**
**Maryland, Madurai- 625 018, Tamil Nadu,India**

**NAME OF THE DEPARTMENT : HISTORY**

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

**PROGRAMME CODE : PSHI**

**ACADEMIC YEAR : 2022-2023**

Fatima College (Autonomous), Madurai
PG Board of Studies Meeting Minutes
Department Of History

The Board of Studies meeting was Convened for the Department Of History on 16.3.2022 at . The following Members were attended the meeting

External Members

1. Dr. M. Geetha,
Associate Professor & Head,
Department Of History
VVV College for women,
Virudhunagar - 626001,
(University Nominee) 16.3.2022

2. Dr. Kannan
Associate professor,
Raja Duraisingam Government Art college,
Sivagangai
(Subject Expert) 16-03-2022

3. Dr. P. Velayutha Raja
Assistant professor
Department of History
Alagappa Government Arts College, 16/3/22
Karaikudi
(Subject Expert)

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4. Dr. S. Mercy Packiam,
Associate Professor,
Department Of History,
Lady Doak college,
Madurai
(Alumna)

Mercy Packiam
16/3/22

5. Dr. P. Mahendravel B.Com, MBA,
Managing Director,
Perrys Tours and Travel Private limited,
46/1, Kannadhasan Main Road,
S.S. Colony, Bye pass Road
Madurai - 625016
(Industrialist)

Dean Of Academic Affairs

1. Dr. S.J. Kala
Associate Professor,
Research Centre of English,
Fatima College, Madurai

Internal Members

1. Dr. G. Saral Evangelin
Head Of the Department & Chairman of the Boa
Department Of History
Fatima College, Madurai

2. Dr. N. Shyamala,
Assistant professor in History
N. Shyamala

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3. Dr. M. Vijaya Shanthi
Assistant Professor in History M. Vijaya Shanthi

4. Dr. P. Parameswari
Assistant Professor in History 16/3/2022

5. Dr. B. Poornima Sethupathi
Assistant Professor in History B. Poornimasethupathi 16/3/2022

6. MS. S. Arunjunai Devi
Assistant Professor in History S. Arunjunai devi 16/03/2022.

The Board of Studies meeting commenced with Prayer by Dr. N. Shyamala. Dr. J. Saral Evangelin, the Chairperson of the Board welcomed the members.

## Action Taken Report for 2021-2022

| S.No | Common Suggestions Offered in the previous Board | Action taken for the Academic year 2021-2022 |
|---|---|---|
| | Students can be encouraged to go for internship in which the Department has got MOU | The Process of Signing MOU with Perry Tours & Travels. So that our students will send to Internship. |

## Change Of Course Title

| S. NO | Old Course Code NRL | New Course code | Old Course Title | New Course Title | Need for Change |
|---|---|---|---|---|---|
| | | | | | |

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## New Courses Introduced

| S.No | Course Code | Course Title | Relevance to * | | | | Scope For # | | | Need for Introduction |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | L | N | R | G | Gnp | ENT | SD | |
| 1 | 21HIEdC1 / 21HIEdC2 | History for Competitive Exams | | | | ✓ | ✓ | | | To enable the Students to prepare for the Competitive Exams |
| 2 | 21MSN1 / SLHI | Rural Development | ✓ | | | | ✓ | | | TO make the Students to understand the rural Setup in the rural areas. |
| 3 | 21PHHSL2 | Indian Architecture | ✓ | | | | ✓ | | | To Understand the process Of the Evolution of Indian Architecture |

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| S. NO | Course Code | Course Title | Relevance TO* | | | | Scope For # | | | Need for Introduction |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | L | N | R | G | EMP | ENT | SD | |
| 4 | 21PGH3 SLM3N3 | Socio-Political Thinkers Of India | ✓ | | | | ✓ | | | To make the Students to understand the thinkers Socio-Political Ideas |

Revised Courses

| S.NO | Course Code | Course Title | Units Revised | % of Revision | Need for Revision | Relevance to* | | | | Scope For # | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | L | N | R | G | EMP | ENT | SD |
| 1 | 19PLH3 | Panchayat Raj | Unit III functions of Panchayat Raj Historical Background Removed | 4% | Repeated Content | | National | | | Employability | | |

Updation of open Educational Resources in the list of references of each Course

NIL

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# Revision Of Courses

| S.NO | Course Code | Course Title | Units Revised | % of Revision | Need for Revision | Relevance to * | | Scope for # | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | L | R | V | G |
| 1 | 19PHIHI | Socio, Cultural History of Ancient India (upto A.D 1206) | Unit I- Man and Environment to be removed Impact of Geographical factors added in the Content Unit IV Accounts Of Hieun-T-Sang added | 5% | Content Explanation | ✓ | | ✓ | Emp Entr ✓ |
| 2 | 19PHIHY | Women's Studies | Unit I- Goals of feminism will be replaced by Waves | | | | | ✓ | ✓ |

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| S no | Course code | Course Title | Units Revised | % of Revision | Need For Revision | Relevance | Scope |
|---|---|---|---|---|---|---|---|
| | | Unit III - CDP & PRDP will be removed And Indian women Association Young women Christan Association Women's India Association The National Council of Women in India will be added | | 5 % | Repetition of Contents | ✓ | ✓ |
| 3 | 19PGA2HS | Socio-Cultural History Of | | | | | |

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| S.no | Course Code | Course Title | Unit Revised | % of Revision | Need for Revision | Relevance to Learning |
|---|---|---|---|---|---|---|
| | | Medieval India from CA.D 1206-TO 1707 A.D) | Unit II - Unit IV Shuffled and Rural Society Petty Chieftians - village officials - Cultivators Artisans Position of Women Culture System of Education to be added in Unit II. Unit III Title Changed as Socio - Religious Movement | 10% | Appropriate Content under the title | |

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| S.no | Course Code | Course Title | Unit Revised | % of Revision | Need for Revision | Relevance Scope to ★ # LNR A EMP ENT SD |
|---|---|---|---|---|---|---|
| | | | and Bhakti Movement and Sufism to be added in unit III Unit IV Art and Culture of Vijayanagar Empire and Bahmani Kingdom to be added | | | |
| 4 | 19PGR3H10 | Historiography and Research Methodology | Unit V - Writing of Research Proposal - Plagiarism to be added | 15% | The Students Must Know about writing of Research Proposal and Plagiarism | |

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| Sino | Course Code | Course Title | Unit Revised | % of Revision | Need for Revision | Relevance to * | |
|---|---|---|---|---|---|---|---|
| 5 | 19PH3H12 | Social Movements in Modern India | Unit III - Remove the Concept of feminism - AIWC - NCW | 5% | Repetition of Contents in 19PH1H4 Women Studies | ✓ | ✓ |
| 6 | 19PH4H16 | History of Education in India | Unit III - Education under Deccan Kingdoms Vijayanagar and Bahmani Kingdom to be removed Since it is included in 19PH1H5 | 5% | Content Repeated | ✓ | ✓ |

New Courses Introduced

| Sno | Course Code | Course Title | Relevance to * | Scope for # | Need for Introduction |
|---|---|---|---|---|---|
| 1 | 22PH2H7 | History | | | To Make the |

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| S.NO | Course Code | Course Title | Relevance to *INRG ✓ | Scope for #EMP ENT SD ✓ | Need for Introduction |
|---|---|---|---|---|---|
| | | Of East Asia C From A.D 1841 TO (1947 A.D) | | | Student to understand the History Of East Asian Countries |

Introduction of Purely Skill - Embedded Certificate / Diploma / Advanced Diploma value Added Course

NIL

Approval of Ph.D Course work Syllabus

NIL

Rubrics for Internship

NIL

Rubrics for Project

NIL

* L - Local
* R - Regional
* N - National
* Gl - Global

# Employability
# Entrepreneurship
# Skill Development

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| other Suggestions | Commendations |
| --- | --- |
| To add weblinks & Web Sources for all courses<br><br>To Sign MOU with Matriculation Schools to Send the Students for teaching Skills<br><br>While revamping the Syllabus the Credit given for core and Allied Can be reconsidered | The Board Members appreciated the Introduction of new course and value added certificate Course on Teaching Skills and Methods |

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External Members

1. Dr. M. Geetha
2. Dr. Kannan
3. Dr. P. Velayutha Raja
4. Dr. S. Mercy Packiam
5. Dr. P. Mahendravel

H. Geetha 16.3.2022
Kannan 16-3-2022
P.V 16/3/22
Mercy Packiam 16/3/22.

Dean of Academic Affairs

1. Dr. S. J. Kala
Associate Professor,
Research Centre of English,
Fatima College, Madurai

Internal members

1. Dr. J. Saral Grangelin
Head of the Department, Chairman of the Board

16.3.2022

2. Dr. N. Shyamala,
Assistant Professor in History

N. Shyamala 16/3/2022

3. Dr. M. Vijayashanthi,
Assistant Professor in History

M. Vijayashanthi 16/3/22

4. Dr. P. Parameswari,
Assistant Professor in History

P. Parameswari 16/3/2022

5. Dr. B. Poornima Sethupathi
Assistant Professor in History

B. Poornima Sethupathi
16.3.2022

6. Ms. S. Anbujothai Devi
Assistant Professor in History

S. Anbujothai devi
16.03.2022.

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5 %

# I M.A.HISTORY

## SEMESTER –I

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

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | 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 - Man and Environment - 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 - 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 Earlilest 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:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| **UNIT -1 SOURCES AND PRE-HISTORIC AGE** | | | | |
| 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 |
| **UNIT -2 INDUS AND VEDIC CULTURE** | | | | |
| 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 |

| 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 |
| **UNIT -3 SPREAD OF RELIGIONS AND MAURYAN SOCIETY** | | | | |
| 3.1 | Spread of Jainism | 1 | Documentary 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 |
| **UNIT -4 POST MAURYAN PERIOD** | | | | |
| 4.1 | Post Mauryan period | 1 | Lecture | Green Board Charts |
| 4.2 | Socio – Religiousconditions 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 |

| 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 |
| **UNIT -5 PERIOD OF HARSHA AND RAJPUTS** | | | | |
| 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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** | | | | | |
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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** | Identify the different types of primary and secondary sources. | K3 | PSO3 |
| **CO 2** | Discuss the ancient Indian culture in all its parameters. | K3 | PSO2 |
| **CO 3** | Compile the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism. | K6 | PSO2 |
| **CO 4** | Analyse the socio, religious, economic and cultural conditions in ancient kingdoms. | K4 | PSO2 |
| **CO 5** | 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 C0s with POs

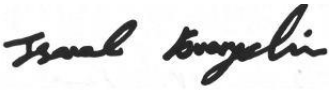
| CO/ PSO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

**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 | 19PG1H1 | SOCIO-CULTURAL HISTORY OF ANCIENT INDIA (Up to 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 and Proto History (10 HRS.)**

Sources - 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 – Coinage.

Imperial Guptas - Economy - Coinage - land grants - decline of Urban centres - Indian Feudalism - Caste System - Position of Women -Education - Literature- Art and Architecture- Accounts of Hieun-Tsang

**UNIT V: Period of Harsha and Rajputs (20 HRS.)**

Period of Harsha – Society – Harsha's Religion - Religious Assemblies – Nalanda University – Accounts of Hieun-T-Sang - Itsing's Account of India - Influence of Arab conquest in Indian culture - Culture and Society of the Rajputs.

**REFERENCES**

**TEXT BOOK:**


1. Sharma L.P., ***History of Ancient India up to 1200 AD***, Konark Publishers PVT LTD, New Delhi, 2003.
2. Luniya B.N., ***Evolution of Indian culture: from the Earliest Times to the Present Day***, Lakshmi Narain Agarwal, Agra, 2003.


**REFERENCE BOOKS:**


1. Nilakanda Sastri K., ***History of India – Part I Ancient India***, Viswanathan Publishers, Madras, 1963.
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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 Muhammadan Conquest***, 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.
9. Kurana K.L. ***History of India Earliest Times to 1761 AD***, Lakshmi Narain Agarwal, Agra 2001.
10. Ray Choudhary, ***Social Cultural and Economic History of India***, Surjeet Publications, Delhi, 2009.

## COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| **UNIT -1 SOURCES AND PRE-HISTORIC AGE** | | | | |
| 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 | Impact of 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 |
| **UNIT -2 INDUS AND VEDIC CULTURE** | | | | |
| 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 |

| 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 |
| **UNIT -3 SPREAD OF RELIGIONS AND MAURYAN SOCIETY** | | | | |
| 3.1 | Spread of Jainism | 1 | Documentary 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 |
| **UNIT -4 POST MAURYAN PERIOD** | | | | |
| 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 |

| 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 |
| **UNIT -5 PERIOD OF HARSHA AND RAJPUTS** | | | | |
| 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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**

| **No's** | | | | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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** | Identify the different types of primary and secondary sources. | K3 | PSO3 |
| **CO 2** | Discuss the ancient Indian culture in all its parameters. | K3 | PSO2 |
| **CO 3** | Compile the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism. | K6 | PSO2 |
| **CO 4** | Analyse the socio, religious, economic and cultural conditions in ancient kingdoms. | K4 | PSO2 |
| **CO 5** | 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 C0s 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.Saral Evangelin**

5 %

**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 – Goals of feminism –kinds of feminism.

**UNIT II: International Conferences [15 HRS]**

First World Conference on women in Mexico 1975- Second World Conference at Copenhagen1980. 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 [20 HRS]**

Community Development Programme- Integrated Rural Development Programme- Development of Women & Child in Rural Areas- Training of Rural Youth for Self Employment- Support to Training and Employment Program- Indira AawasYojna - Swayam Siddha, Swadhar - Balika samrudhhiYojna - Swarnjayanti Gram Swarojgar Yojana.

**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 & White |

| | | | | |
|---|---|---|---|---|
| | | | | board |
| 1.4 | History of feminism | 2 | Lecture | Smart Board |
| 1.5 | Goals of feminism and kinds of feminism. | 3 | Lecture | PPT |
| Unit -2 **International Conferences** | | | | |
| 2.1 | - First World Conference on women in Mexico 1975 | 3 | Lecture | Black Board |
| 2.2 | - Second World Conference at Copenhagen1980. | 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 |
| Unit -3 **Programmes for Women's Development** | | | | |
| 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 Boaard/PPT |
| 3.5 | SiddhaSwadhar - Balika samrudhhiYojna - Swarnjayanti Gram Swarojgar Yojana. Agenda. | 4 | Google class room | PPT |
| Unit -4 **Women and Legal Rights:** | | | | |
| 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 |

| | | | | |
|---|---|---|---|---|
| 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/ |
| Unit -5 **Health status of women in India** | | | | |
| 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** | **T2** | **Seminar** | **Assignment** | **OBT/PPT** | | | | |
| | **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 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**

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

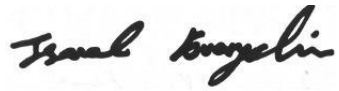
## Mapping COs Consistency with POs

| CO/ POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| 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**

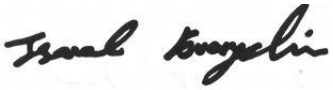
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr.J.SaralEvangelin**

**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 | 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 Copenhagen1980. 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 & White board |
| 1.4 | History of feminism | 2 | Lecture | Smart Board |
| 1.5 | Waves of feminism and kinds of feminism. | 3 | Lecture | PPT |
| Unit -2 **International Conferences** | | | | |
| 2.1 | - First World Conference on women in Mexico 1975 | 3 | Lecture | Black Board |
| 2.2 | - Second World Conference at Copenhagen1980. | 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 |
| Unit -3 **Programmes for Women's Development and Organizations in India** | | | | |
| 3.1 | Development of Women & Child in Rural Areas | 5 | Lecture | Black Board |
| 3.2 | Indira Aawas Yojna - Swayam | 3 | Chalk & Talk | Black Board |
| 3.3 | SiddhaSwadhar - Balika samrudhhi Yojna - | 3 | Lecture | Black Board |
| 3.4 | Swarnjayanti Gram Swarojgar Yojana.<br>Indian Women Association | 4 | Lecture | Black Boaard/PPT |
| 3.5 | Young Women Christian Association-Women's India Association – The National Council of Women in India | 5 | Google class room | PPT |
| Unit -4 **Women and Legal Rights:** | | | | |
| 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 |
| 4.4 | Dowry Prohibition Act - Indecent | 3 | Lecture | Black |

| | | | | |
|---|---|---|---|---|
| | representation of Women. | | | 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/ |
| Unit -5 **Health status of women in India** | | | | |
| 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** | **T2** | **Seminar** | **Assignment** | **OBT/PPT** | | | | |
| | **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 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**

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

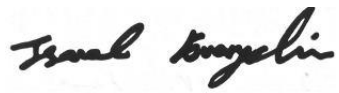
## Mapping COs Consistency with POs

| CO/ POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|---|---|---|---|---|---|---|---|
| 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**

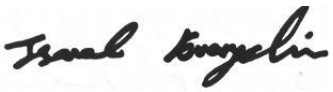
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr.J.Saral Evangelin**

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



**Dr.J.Saral Evangelin**

5 %

# 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 | SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA (From A.D.1206 To A.D.1707) | MAJOR CORE | 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 and Sufism (20 HRS.)**

The Imperial Mughals - Agricultural productions - Industries - Trade and Commerce - Internal and external trade -. Socio - religious Movements - The Sufis - their orders, beliefs and practices, the leading Sufi saints

**UNIT III: Bhakthi Movement (20 HRS.)**

**Bhakti cult - 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: Society in Medieval India (20 HRS.)**

Society - Classification - major religious groups-professional classes. - Rural society - Petty chieftains - village officials- cultivators- artisans - Position of Women - Culture - System of education - Literature - Persian, Sanskrit and Regional languages - Fine arts- Major schools of painting; music - Architectural developments of North and South India: Indo-Islamic architecture.

**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 Ascendency- 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 |
|---|---|---|---|---|
| **UNIT -1 SOCIETY UNDER DELHI SULTANATE** | | | | |
| 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 |
| 1.5 | Culture in the Delhi Sultanate | 1 | Lecture | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| 1.6 | Society | 1 | Discussion | Google classroom |
| **UNIT -2 IMPERIAL MUGHALS AND SUFISM** | | | | |
| 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 |
| **UNIT -3 BHAKTHI MOVEMENT** | | | | |
| 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 |
| 3.9 | Adi Granth | 1 | Chalk & Talk | Text Books |
| 3.10 | The Khalsa | 2 | Documentary | E- Content |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| **UNIT -4 SOCIETY IN MEDIEVAL INDIA** | | | | |
| 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 |
| **UNIT -5 MARATHA MOVEMENT AND ADVENT OF EUROPEANS** | | | | |
| 5.1 | The Maratha movement | 3 | Lecture | Green Board Charts |
| 5.2 | Deccan under the Mughals(1658-1707) | 3 | Chalk & Talk | Green Board |
| 5.3 | Impact of the Mughal Rule on Indian History | 3 | Flipped Learning | E-Content |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| 5.4 | Condition of India on the eve of the British Ascendency. | 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT /PPT<br>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**

| | | | | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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 society and culture of Delhi Sultanate | K5 | PSO1 |
| **CO 2** | Identify cultural practices of religions like Sufism, Sikhismand Islam. | K2 | PSO1 |
| **CO 3** | Analyse the impact of Muslim rule on Indian society. | K4 | PSO5 |
| **CO 4** | Compare the Socio-Economic changes under Sultans, Mughals, Marathas and Europeans. | K5 | PSO2&PSO1 |
| **CO 5** | Compile the Maratha Movement and Advent of Europeans. | K6 | PSO4& PSO2 |

## Mapping COs Consistency with PSOs

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

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

♦ Weakly Correlated -**1**

## Mapping of C0s 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**

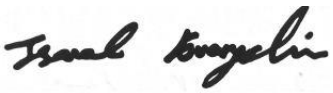
♦ Weakly Correlated -**1**

**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***

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
|---|---|---|---|---|---|
| PSHI | 19PG2H5 | SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA (From A.D.1206 To A.D.1707) | MAJOR CORE | 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 (15 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 - Society - Classification - Major religious groups- professional classes - Rural society - Petty chieftains - Village officials- cultivators- Artisans - Position of Women - Culture - System of education - Agricultural productions - Industries - Trade and Commerce - Internal and external

**UNIT III: Socio - religious Movements (20 HRS)**

**Socio - religious Movements - The Sufis - Their orders, beliefs and practices, the leading Sufi saints- Bhakti cult - 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 (15 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 Ascendency- European trade, trade centres and ports - Transport and communication – Hundi (Bills of exchange) and insurance – Currency

**TEXT BOOKS:**

1. Luniya B.N., ***Evolution of Indian culture: from the Earliest Times to the PresentDay***, Lakshmi Narain Agarwal, Agra, 2003.
2. Sharma L.P., ***History of Medieval India 1000 to 1740 AD***, Konark Publishers PVT LTD, New Delhi, 2003.

**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.
7. Khurana K.L. ***Medieval India,*** Lakshmi Narain Agarwal, Agra, 2001.
8. Upinder Singh, ***A History of Ancient and Early Medieval India,*** Pearson Education India, New Delhi, 2008.
9. Ray Choudhary, ***Social Cultural and Economic History of India***, Surjeet Publications, Delhi, 2009.
10. Sathianathaier R., ***A political and cultural, History of India***, vol.2, Madras, 1929.

## COURSE CONTENTS & LECTURE SCHEDULE:

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| **UNIT -1 SOCIETY UNDER DELHI SULTANATE** | | | | |
| 1.1 | Sources | 3 | Chalk & Talk | Black Board |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| 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 |
| 1.5 | Society in the Delhi Sultanate | 1 | Lecture | Black Board |
| 1.6 | Culture in the Delhi Sultanate | 1 | Discussion | Google classroom |
| **UNIT -2 IMPERIAL MUGHALS** | | | | |
| 2.1 | The Imperial Mughals | 1 | Lecture | Green Board Charts |
| 2.2 | Rural society | 1 | Flipped Learning | E-Content |
| 2.3 | Petty Chieftain Village officials | 1 | Blended Learning | Books |
| 2.4 | Cultivators | 1 | Lecture | Black Board |
| 2.5 | Artisans | 1 | Chalk & Talk | Black Board |
| 2.6 | Position of Women | 1 | Lecture | Green Board Charts |
| 2.7 | Culture | 1 | Chalk & Talk | Green Board |
| 2.8 | System of education | 1 | Flipped Learning | E- Content |
| 2.9 | Agricultural productions | 2 | Lecture | Pictures |
| 2.10 | Industries | 2 | Flipped Learning | E-Content |
| 2.11 | Trade and Commerce | 2 | Blended Learning | Books |
| 2.12 | Internal trade | 1 | Lecture | Black Board |
| 2.13 | External trade | 1 | Chalk & Talk | Black Board |
| 2.14 | Society | 1 | Lecture | Green Board Charts |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| 2.15 | Classification | 1 | Chalk & Talk | Green Board |
| 2.16 | Major religious groups | 1 | Flipped Learning | E- Content |
| 2.17 | Professional classes. | 1 | Lecture | Pictures |
| **UNIT -3 SOCIO-RELIGIOUS MOVEMENTS** | | | | |
| 3.1 | Bhakti cult | 1 | Lecture | Charts |
| 3.2 | Socio - religious Movements | 1 | Flipped Learning | E- Content |
| 3.3 | The Sufis | 1 | Blended Learning | Materials |
| 3.4 | Sufi orders, beliefs and practices | 2 | Discussion | Pictures |
| 3.5 | The leading Sufi saints | 1 | Chalk & Talk | Text Books |
| 3.6 | Saivism and its branches | 2 | Chalk & Talk | PPT |
| 3.7 | Vaishnavism and its branches | 2 | Flipped Learning | E- Content |
| 3.8 | The Saint of the medieval period - north | 1 | Blended Learning | Materials |
| 3.9 | South | 1 | Discussion | Pictures |
| 3.10 | Their impact on socio-political and religious life | 2 | Chalk & Talk | Text Books |
| 3.11 | The Sikh movement | 2 | Lecture | PPT |
| 3.12 | Guru Nanak Dev and his teachings | 1 | Chalk & Talk | Pictures |
| 3.13 | Adi Granth | 1 | Chalk & Talk | Text Books |
| 3.14 | The Khalsa | 2 | Documentary | E- Content |
| **UNIT -4 Art and Literature in Medieval India** | | | | |
| 4.1 | Literature – Persian | 1 | Lecture | Materials |
| 4.2 | Sanskrit and Regional languages | 1 | discussion | Materials |
| 4.3 | Fine arts | 1 | Lecture | Black Board |
| 4.4 | Major schools of painting | 2 | Chalk & Talk | Pictures |
| 4.5 | Music | 1 | Chalk & Talk | Text Books |

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| 4.6 | Architectural developments of North | 2 | Lecture | PPT |
| 4.7 | Architectural developments of South India | 1 | Chalk & Talk | PPT |
| 4.8 | Indo-Islamic architecture. | 5 | Documentary | Modules, PPT |
| 4.9 | Art and culture under Vijayanagar Empire | 3 | Lecture | E- Content |
| 4.10 | Art and culture under Bahmini Kingdom | 3 | Group Discussion | E- Content |
| **UNIT -5 MARATHA MOVEMENT AND ADVENT OF EUROPEANS** | | | | |
| 5.1 | The Maratha movement | 3 | Lecture | Green Board Charts |
| 5.2 | Deccan under the Mughals(1658-1707) | 3 | Chalk & Talk | Green Board |
| 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 Ascendency. | 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|

| | T1<br><br>10 Mks. | T2<br><br>10 Mks. | Seminar<br><br>5 Mks. | Assignment<br><br>5 Mks | OBT/PPT<br><br>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**

**C1** - Test (CIA 1) 1 - 10 Mks

**C2** - Test (CIA 2) 1 - 10 Mks

**C3** - Assignment 2 * - 5 Mks

| | | | | | |
|---|---|---|---|---|---|
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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 society and culture of Delhi Sultanate | K5 | PSO1 |
| **CO 2** | Identify cultural practices of religions like Sufism, Sikhism and Islam. | K2 | PSO1 |
| **CO 3** | Analyse the impact of Muslim rule on Indian society. | K4 | PSO5 |
| **CO 4** | Compare the Socio-Economic changes under Sultans, Mughals, Marathas and Europeans. | K5 | PSO2&PSO1 |
| **CO 5** | Compile the Maratha Movement and Advent of Europeans. | K6 | PSO4& PSO2 |

### Mapping COs Consistency with PSOs

| CO/ PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | **2** | **2** | **2** | **2** | **2** |
| **CO2** | **3** | **2** | **2** | **2** | **2** |
| **CO3** | **-** | **2** | **2** | **2** | **2** |

| | | | | | |
|---|---|---|---|---|---|
| **CO4** | **3** | **2** | **2** | **2** | **2** |
| **CO5** | **2** | **3** | **2** | **2** | **2** |

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

♦ Weakly Correlated -**1**

## Mapping of C0s 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**

5 %

**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 Historigraphy: 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 – Hypothesis – review of literature – collection of data — Internal and External criticism - chapterization –Synthesis - Exposition - Objectivity and Bias in History - Footnotes bibliography - Appendix – Presentation. (study study)**

**TEXT BOOK:**

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

**REFERENCES:**

1. CarrE.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,999.
5. Majumdar R.K.&srivastva 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 |
|---|---|---|---|---|
| **UNIT -1 TITLE** | | | | |
| 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 |
| Unit -2 **Ancient and Medieval Historiography 20 Hrs** | | | | |

| | | | | |
|---|---|---|---|---|
| 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 **Modern Historiography20 Hrs** | | | |
| 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 Historigraphy: Jadhunath Sarkar – K. A. N. Sastri – K.K. Pillai – Irfan Habib – K.N. Panikkar. Dr.K.Rajayyan | 5 | Lecture | Black Board |
| | **Unit -4**<br>**15 Hrs** | | | |
| 4.1 | **Sources of History:** 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 |
| | **UNIT-5**<br>**20 Hrs** | | | |
| 5.1 | **Research in History:** 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 |
| 5.4 | Objectivity and Bias in History - | 7 | Lecture | Black |

| | | | | |
|---|---|---|---|---|
| | Footnotes bibliography - Appendix – Presentation | | | 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 % |
| 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 | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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** | Identify and evaluate an historical thesis or interpretation embedded in an historical essay or book | K2/K3 | PSO1& PSO2 |
| **CO 2** | Understand the relationship between history and social science disciplines in their subjects, approaches, and methods. | K2/K3 | PSO3 |
| **CO 3** | Examine human activity in a wide variety of periods and places from a historical Perspective, Social, Historical, Cultural Understanding | K2/K3 | PSO5 |
| **CO 4** | To understand how to use library and research to gather an appropriate array of documents | K2/K3 | PSO3 |

| | | | |
|---|---|---|---|
| | (primary sources) as evidence about historical events or movements. | | |
| **CO 5** | 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 |
|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 2 | 3 | 2 |
| 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 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

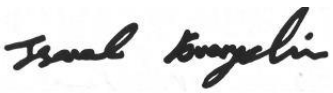
**Note**: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**COURSE DESIGNER:**

**Dr.P.Parameswari**

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



**Dr.J.Saral Evangeline**

**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.

**UNITS**

**UNIT I: Concept of History** **[15Hrs]**

Definition – Nature - Scope and purpose - 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
Roman Historiography: Titus Livy – Tacitus
Christian Historiography: St. Augustine
Indian Historiography: Kalhana – Alberuni – Barani – Ferishta – Abul Fazl – D.D.Kosambi

**UNIT III Modern Historiography:** **[20Hrs]**

Romanticist Historiography- Rousseau – Hegel – Karl Marx.
Scientific Historiography-Ranke- Spengler – Toynbee
Indian Historigraphy: Jadhunath Sarkar – K. A. N. Sastri – D.D.Kosambi - 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 – Web sources.

**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 (Self 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,999.
5. Majumdar R.K.& srivastva 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 |
|---|---|---|---|---|
| **UNIT -1 TITLE** | | | | |
| 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 |
| Unit -2 | **Ancient and Medieval Historiography 20 Hrs** | | | |
| 2.1 | Greek Historiography: Herodotus-Thucydides – Polybius. | 5 | Lecture | Black Board |
| 2.2 | Roman Historiography: Titus Livy – Tacitus . | 5 | Lecture | Black Board |
| 2.3 | Christian Historiography: St. Augustine | 4 | Chalk & Talk | Black Board |
| 2.4 | Indian Historiography: Kalhana – Alberuni – Barani – Ferishta – Abul Fazl. | 6 | Lecture | Black Board |
| Unit -3 | **Modern Historiography20 Hrs** | | | |
| 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 Historigraphy: Jadhunath Sarkar – K. A. N. Sastri – D.D.Kosambi - K.K. Pillai – Irfan Habib – K.N. Panikkar. Dr.K.Rajayyan | 5 | Lecture | Black Board |
| | **Unit -4 15 Hrs** | | | |
| 4.1 | **Sources of History:** 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 |
| | **UNIT-5 20 Hrs** | | | |
| 5.1 | **Research in History:** 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 |
| 5.4 | Objectivity and Bias in History - Footnotes bibliography - Appendix – Presentation - Plagiarism | 7 | Lecture | Black Board |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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 | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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) | PSO'S ADDRESSED |
|---|---|---|---|
| **CO 1** | Identify and evaluate an historical thesis or interpretation embedded in an historical essay or book | K2/K3 | PSO1& PSO2 |
| **CO 2** | Understand the relationship between history and social science disciplines in their subjects, approaches, and methods. | K2/K3 | PSO3 |
| **CO 3** | Examine human activity in a wide variety of periods and places from a historical Perspective, Social, Historical, Cultural Understanding | K2/K3 | PSO5 |
| **CO 4** | To understand how to use library and research to gather an appropriate array of documents (primary sources) as evidence about | K2/K3 | PSO3 |

| | | | |
|---|---|---|---|
| | historical events or movements. | | |
| **CO 5** | 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 |
|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 2 | 3 | 2 |
| 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 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

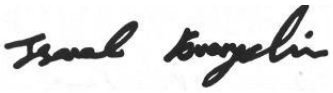
**Note**: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**COURSE DESIGNER:**

**Dr.P.Parameswari**

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



**Dr.J.Saral Evangeline**

5 %

**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 | SOCIAL MOVEMENTS IN MODERN INDIA | 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 high light 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 Movements: [20 Hrs]**

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

Women's Movements: Concept of Feminism – Arya Mahila Samaj – Bharat Mahila Parishad - Seva Sadan– All India Women's Conference –Women's India Association – The National Council of Women in India.

**UNIT IV : Religious Movements: [20 Hrs]**

Background- Brahma Samaj – Arya Samaj – Ramakrishna Mission – Vallalar'sSanmarka Sangam - Theosopical 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 **Concept of Social Movement** | | | | |
| 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, | LCD |

| | | | | |
|---|---|---|---|---|
| | | | Videos | |
| Unit -2 **Peasant Movements**: | | | | |
| 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 **Tribal Movements**: | | | | |
| 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 **Religious Movements**: | | | | |
| 4.1 | Background- Brahma Samaj – Arya Samaj – | 4 | Chalk & Talk | Black Board |
| 4.2 | Ramakrishna Mission – Vallalar'sSanmarka Sangam - Theosopical 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 **Secular Movements and Social Reformers** | | | | |

| | | | | |
|---|---|---|---|---|
| 5.1 | : Self Respect Movement –- Depressed Class Movements | 4 | Chalk & Talk | Black Board |
| 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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**

| | | | | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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 | PS03 |
| CO 5 | Analyse the secular movements in India | K6 | PS04 |

**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 C0s 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 |

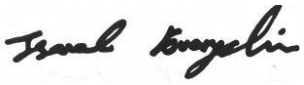
**Note**: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**COURSE DESIGNER:**

**Ms.S.Rajalakshmi**

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



**Dr.J.Saral Evangelin**

**II M.A HISTORY**

**SEMESTER –III**

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

| PROGRAMME CODE | COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
|---|---|---|---|---|---|
| PSHI | 19PG3H12 | SOCIAL MOVEMENTS IN MODERN INDIA | MAJOR CORE | 6 | 5 |

## 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 high light 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.

**UNITS**

**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 : Socio - Religious Movements: [20 Hrs]**

Background- Brahma Samaj – Arya Samaj – Ramakrishna Mission – Vallalar'sSanmarka Sangam - Theosopical 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).

**E.V.Ramaswamy - Jyotiba Phule – Ambedkar - Vinobave- Ayothidasa Pandithar – Narayana Guru – Baba Amte - Mother Teresa (Self Study)**

**UNIT VI - DYNAMISM/CURRENT AFFAIRS**

Case Study Report- Recent social issues and protests

**Text Book:**

1. Material 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 **Concept of Social Movement** | | | | |
| 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 |
| Unit -2 **Peasant Movements** | | | | |
| 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 **Tribal Movements** | | | | |
| 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: Arya Mahila Samaj | 4 | Lecture | PPT & White board |
| 3.4 | Bharat Mahila Parishad - Seva Sadan | 4 | Blended Learning | PPT |
| 3.5 | Women's India Association | 4 | Chalk & Talk | Black Board |
| Unit -4 **Religious Movements** | | | | |
| 4.1 | Background- Brahma Samaj – Arya Samaj – | 4 | Chalk & Talk | Black Board |
| 4.2 | Ramakrishna Mission – Vallalar's Sanmarka Sangam - Theosopical 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 **Secular Movements and Social Reformers** | | | | |
| 5.1 | : Self Respect Movement –- | 4 | Chalk & | Black |

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

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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 | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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 | PS03 |
| CO 5 | Analyse the secular movements in India | K6 | PS04 |

**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 C0s 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 |

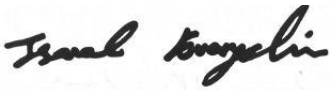
**Note**: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**COURSE DESIGNER:**

**Ms.S.Rajalakshmi**

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



**Dr.J.Saral Evangelin**

5 %

## 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. Education in the Deccan Kingdoms of the Bhamanis and Vijayanagar.Marathas and the Nayaks – 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, Baroada, 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

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| Unit -1 | **Education in Ancient India** | | | |
| 1.1 | Education in Vedic period - Gurukula System | 5 | Lecture/Discussion | 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 of Sangam – Pallavas, Cholas and Pandya Regimes. | 3 | Discussion | Google class room |
| Unit -2 | **Education in Medieval India** | | | |
| 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 |
| Unit -3 | **Education in British India** | | | |
| 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 Boaard/PPT |
| 3.5 | Education under Diarchy- Wardha Scheme of Education. | 4 | Google class room | PPT |
| Unit – 4 | **Education in Free India** | | | |
| 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 |
| Unit -5 | **Education in India Today** | | | |
| 5.1 | The New Educational Policy | 5 | Lecture | Black |

| | | | | |
|---|---|---|---|---|
| | Vocational Education | | | Board |
| 5.2 | Novodaya schools – Professional Education | 5 | Chalk & Talk | Black Board |
| 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 |

| Levels | C1 | C2 | C3 | C4 | C5 | Total Scholastic Marks | Non Scholastic Marks C6 | CIA Total | % of Assessment |
|---|---|---|---|---|---|---|---|---|---|
| | T1<br>10 Mks. | T2<br>10 Mks. | Seminar<br>5 Mks. | Assignment<br>5 Mks | OBT/PPT<br>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** | | | | | |
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
| **C2** | - | Test (CIA 2) | 1 | - | 10 Mks |
| **C3** | - | Assignment | 2 * | - | 5 Mks |
| **C4** | - | Open Book Test/PPT | 2 * | - | 5 Mks |
| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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** | Evaluate critically the educational system of Ancient India and its contribution to the world. | K4/K5 | PSO1& PSO2 |
| **CO 2** | Identify major influences of the British to Indian education system and its impact. | K2/K3 | PSO2 |

| | | | |
|---|---|---|---|
| **CO 3** | Evaluate, compare, and critique glorious legacy of native education in India. | K3/K4 | PSO5 |
| **CO 4** | Analyzethe current educational policy and strategy so that in future they will contribute towards educational reforms and its process. | K4/K5 | PSO2 & POS5 |
| **CO 5** | 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 |
|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 3 | 2 | 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**

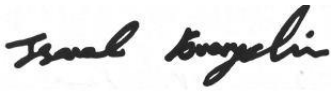
## Mapping COs Consistency with POs

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

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

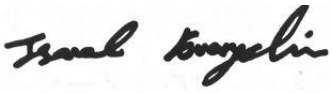
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr.J.Saral Evangelin**

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



**Dr.J.SaralEvangelin**

# II M.A. HISTORY

## 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 BOOK:**

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. Bhagwan Dayal, ***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, Baroada, 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

| Module No. | Topic | No. of Lectures | Teaching Pedagogy | Teaching Aids |
|---|---|---|---|---|
| Unit -1 | **Education in Ancient India** | | | |
| 1.1 | Education in Vedic period - Gurukula System | 5 | Lecture/Discussion | 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 of Sangam – Pallavas, Cholas and | 3 | Discussion | Google class room |

| | | | | |
|---|---|---|---|---|
| | Pandya Regimes. | | | |
| Unit -2 | **Education in Medieval India** | | | |
| 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 | Marathas | 3 | Lecture | Black Board |
| 2.4 | The Nayaks. | 3 | Lecture | Black Board / |
| 2.5 | Saints and Philosophers of Medieval India and their teachings. | 3 | Discussion | Google class room |
| Unit -3 | **Education in British India** | | | |
| 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 Boaard/PPT |
| 3.5 | Education under Diarchy- Wardha Scheme of Education. | 4 | Google class room | PPT |
| Unit – 4 | **Education in Free India** | | | |
| 4.1 | Dr. Radhakrishnan Commssiom 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 |
| Unit -5 | **Education in India Today** | | | |
| 5.1 | The New Educational Policy Vocational Education | 5 | Lecture | Black Board |
| 5.2 | Novodaya schools – Professional Education | 5 | Chalk & Talk | Black Board |
| 5.3 | Right to Education - Role of UGC – | 5 | Lecture | Black |

| | | | | |
|---|---|---|---|---|
| | AICTE | | | Board |
| 5.4 | NCERT - ICSSR- ICHR. | 1 | Discussion | Google class room |
| 5.5 | Adult education – Literacy rate in India. | 3 | Lecture | PPT |

| 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 % |
| 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**

| | | | | | |
|---|---|---|---|---|---|
| **C1** | - | Test (CIA 1) | 1 | - | 10 Mks |
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| **C5** | - | Seminar | 1 | - | 5 Mks |
| **C6** | - | 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 |
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| **CO 4** | Analyze the current educational policy and strategy so that in | K4/K5 | PSO2 & POS5 |

| | | | |
|---|---|---|---|
| | future they will contribute towards educational reforms and its process. | | |
| **CO 5** | 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

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|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 3 | 2 | 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**

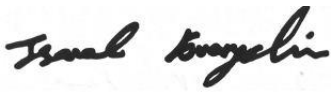
## Mapping COs Consistency with POs

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

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

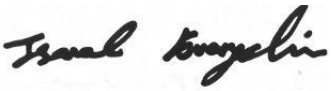
♦ Weakly Correlated -**1**

**COURSE DESIGNER:**



**Dr.J.Saral Evangelin**

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



**Dr.J.Saral Evangelin**