

FATIMA COLLEGE (AUTONOMOUS)



Re-Accredited with 'A++' Grade by NAAC (Cycle - IV)

Maryland, Madurai - 625 018, Tamil Nadu, India

NAME OF THE DEPARTMENT: HISTORY

NAME OF THE PROGRAMME : M.A

PROGRAMME CODE : PSHI

ACADEMIC YEAR : 2023-2024

(I M.A - TANSCHÉ, II M.A OBE)

VISION OF THE DEPARTMENT

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

MISSION OF THE DEPARTMENT

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

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

GRADUATE ATTRIBUTES (GA)

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

I. SOCIAL COMPETENCE	
GA 1	Deep disciplinary expertise with a wide range of academic and digital literacy
GA 2	Hone creativity, passion for innovation and aspire excellence
GA 3	Enthusiasm towards emancipation and empowerment of humanity
GA 4	Potentials of being independent
GA 5	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
GA 6	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
GA 7	Communicative competence with civic, professional and cyber dignity and decorum
GA 8	Integrity respecting the diversity and pluralism in societies, cultures and religions
GA 9	All – inclusive skill - sets to interpret, analyse and solve social and environmental issues in diverse environments
GA 10	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses

GA 11	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
GA 12	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
GA 13	Resilience to rise up instantly from their intimidating setbacks
GA 14	Virtuosity to use their personal and intellectual autonomy in being life-long learners
GA 15	Digital learning and research attributes
GA 16	Cyber security competence reflecting compassion, care and concern towards the marginalised
GA 17	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario

II. PROFESSIONAL COMPETENCE

GA 18	Optimism, flexibility and diligence that would make them professionally competent
GA 19	Prowess to be successful entrepreneurs and employees of trans-national societies
GA 20	Excellence in Local and Global Job Markets
GA 21	Effectiveness in Time Management
GA 22	Efficiency in taking up Initiatives
GA 23	Eagerness to deliver excellent service
GA 24	Managerial Skills to Identify, Commend and tap Potentials

III. ETHICAL COMPETENCE

GA 25	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to
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	build better society
GA 26	Honesty in words and deeds
GA 27	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
GA 28	Social and Environmental Stewardship
GA 29	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
GA 30	Right life skills at the right moment

PROGRAMME OUTCOMES (PO)

The Learners will be able to

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

PROGRAMME SPECIFIC OUTCOMES (PSO)

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

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

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
DEPARTMENT OF HISTORY

MAJOR CORE – 66 CREDITS

PROGRAMME CODE: PSHI

S. No	SE M.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	23PG1H1	History of Ancient and Early Medieval India – Up to 1206 CE	6	5	40	60	100
2.		23PG1H2	Socio-Cultural History of Tamil Nadu up to 1565 CE	6	5	40	60	100
3.		23PG1H3	History of World Civilizations (Excluding India)	6	4	40	60	100
4.	II	23PG2H4	History of Medieval India - 1206 - 1707 CE	6	5	40	60	100
5.		23PG2H5	Socio-Cultural History of Tamil Nadu - 1565 - 2000 CE	6	5	40	60	100
6.		23PG2H6	Historiography and Historical Methods	6	4	40	60	100
7.	III	19PG3H9	Constitutional Development and Freedom Struggle in India (From A.D 1773 To 1947 A.D)	6	4	40	60	100

Curriculum for M.A. History

8.		19PG3H10	Historiography and Research Methodology	6	4	40	60	100
9.		19PG3H11	History of the USA (From A. D. 1776 To 1865 A.D).	6	5	40	60	100
10.		19PG3H12	Social Movements in Modern India	6	5	40	60	100
11.	IV	19PG4H13	Contemporary Issues in India (From A. D. 1950 To 2014 A.D)	6	5	40	60	100
12.		19PG4H14	International Relations (From A.D. 1945 To 2000 A.D)	6	5	40	60	100
13.		19PG4H15	History of the USA (From A.D. 1865 To 1993 A. D).	6	5	40	60	100
14.		19PG4H16	History of Education in India	6	5	40	60	100
Total				84	66			

**MAJOR ELECTIVE / EXTRA DEPARTMENTAL COURSE / INTERNSHIP/
PROJECT - 29 CREDITS**

S.N o	SE M.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TO T. Mk s
1.	I	23PG1HE1 / 23PG1HE2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	5	3	40	60	100
2.		23PG1HE3 / 23PG1HE4	Administrative History of Tamil Nadu / Cultural Heritage of India	5	3	40	60	100

Curriculum for M.A. History

3.		23PG1HAE	Research and Report Writing (Ability Enhancement Course - EDC)	2	1	40	60	100
4.	II	23PG2HE5/ 23PG2HE6	History of Journalism / International Migrations and Diasporic Studies	5	3	40	60	100
5.		23PG2HE7 / 23PG2HE8	Indian Constitution / Environmental History of India	5	3	40	60	100
6.		23PG2HAE	Introduction to Epigraphy(Ability Enhancement Course - EDC)	4	2	40	60	100
7.	III	19PG3HE1/ 19PG3HE2	Heritage Tourism/ Intellectual History of India in the 20 th Century.	4	4	40	60	100
8.		19PG3HSI	Internship/Summer Project*	-	3	40	60	100
9.	IV	19PG4HE3/ 19PG4HE4	Tourism Marketing and Management/ Indian Archaeology	4	4	40	60	100
10.		19PG4HPR	Project	-	3	40	60	100
TOTAL				34	29			

OFF-CLASS PROGRAMMES**ADD-ON COURSES**

COURSE CODE	COURSES	HR S.	CREDI TS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ESE MK S	TOTAL MARK S
19PAD2SS	SOFT SKILLS	40	3	I	40	60	100
19PAD2CA	COMPUTER APPLICATIONS Desktop Publishing	40	4	II	40	60	100
19PAD4CV	COMPREHENSIVE VIVA (Question bank to be prepared for all the courses by the respective course teachers)	-	2	IV	-	-	100
19PAD4RC	READING CULTURE	10	1	I-IV	-	-	-
TOTAL			10				

EXTRA CREDIT COURSES

COURSE CODE	COURSES	HRS.	CREDITS	SEMEST ER IN WHICH THE COURSE IS OFFER ED	CIA MK S	ESE MK S	TOTA L MARK S
21MSW1S LPGH1	RURAL DEVELOPMENT	-	2	I	40	60	100
19PGSLH1	GANDHIAN THOUGHT	-	2	IV	40	60	100
	MOOC	-	Minimum	I – IV	-	-	

	COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC		2 Credits				
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Off Class Programmes

- **Value Added Certificate Course**
 - 22UGVACH1 - Teaching Techniques and Methods
- **Summer Internship:**
 - Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)
- **Project:**
 - Off class
 - Evaluation components-Report writing + Viva Voce (Internal Marks-40) + External Marks 60
- **EDC:**
 - Syllabus should be offered for two different batches of students from other than the parent department in Sem-I & Sem-II

**I M.A HISTORY
SEMESTER I**

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H1	HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - UP TO 1206 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

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

COURSE OBJECTIVES

- Explain the sources and the features of Pre and Protohistory at the national and regional level
- Understanding of the social, political, and economic life in the Vedic age and the post-Vedic polity and religion
- Compile an account of the Mauryan and Post- Mauryan period
- To understand the chief features of the Age of Guptas and its legacy
- To acquire Knowledge of the history of Peninsular India under various dynasties

UNIT - I

Pre-History and Harappan Civilization:

[15 Hrs]

Sources – Archaeological Sources – Literary Sources – Foreign Accounts – Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Tools – Life of the people; Harappan Civilization – Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts

UNIT –II

[20 Hrs]

Vedic Age and Mahajanapathas:

Vedic Period – Debate on the original home of the Aryans – Life during Early Vedic Age – Later Vedic Period – Social – Political – Economic – Second Urbanization: Emergence of the Mahajanapadas – Formation of State – Republics and Monarchies – Rise of Urban Centres – Magadha – Haryankas – Sisunagas –

Nandas– Intellectual Awakening – Rise of Buddhism and Jainism – their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander's Invasion and its impact

UNIT –III

[20 Hrs]

Age of Mauryas:

The Mauryan Imperial State – Chandragupta Maurya and his political achievements – Ashoka, his edicts and his policy of Dhamma – Spread of Religion – Mauryan Administration –Kautilya and Arthasastra – Megasthenes– Economy – Disintegration of the Mauryan Empire – Post Mauryan Political, Economic, Social and Cultural developments – Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana –Satavahanas of Andhra.

UNIT –IV

[20 Hrs]

Guptas and Khushans:

Guptas – **Polity and Administration** – Educational Institutions: Nalanda – Vikramashila – Valabhi– Huna Invasion and Decline –Vakatakas– Polity and Economy – Harsha – The assemblies at Prayag and Kanauj– Hiuen-Tsung's account of India

UNIT –V

[15 Hrs]

Regional Kingdoms and Arab Conquest:

Chalukyas– some important attainments – Rise of Regional Kingdoms in Northern India up to 12th century –Rashtrakutas,Prathikaras, and Palas– Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

LEARNING RESOURCES

Recommended Books

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009

Chakravorthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

References

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Web Resources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Pre-History and Harappan Civilization				
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 & Literary	1	Lecture	On line
1.4	Impact of Geographical factors	1	Lecture	Black Board
1.5	Palaeolithic age, Mesolithic age	1	Discussion	Google classroom
1.6	Chalcolithic age	1	Discussion	Black Board
1.7	Neolithic age, Iron age	2	Group Discussion	E-Content
1.8	Harappan Civilization	3	Discussion	Black Board
1.9	Town Planning	2	Lecture	PPT
1.10	Seals and Script – Trade Contacts	2	Documentary Film	LCD
UNIT -2 Vedic Age and Mahajanapathas				
2.1	Vedic period	3	Blended Learning	Green Board Charts, Map
2.2	Migrations and Settlements	2	Chalk & Talk	Green Board
2.3	Religious and Philosophical ideas	2	Flipped Learning	Text Books
2.4	Rituals and practices	2	Blended Learning	Materials
2.5	Period of Mahajanapadas	1	Lecture	Google classroom
2.6	Rise of urban centres	1	Chalk &	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	
2.7	Trade routes	1	Lecture	Map
2.8	Introduction of coinage	2	Chalk & Talk	Black Board
2.9	Magadha – Haryankas – Sisunagas – Nandas	2	Discussion	Map
2.10	Spread of Jainism	2	Chalk & Talk	Black Board
2.11	Spread of Buddhism	2		
UNIT -3 Age of Mauryas				
3.1	Rise of Mauryan Empire	2	Documentary Film	LCD
3.2	Contemporary society	2	Blended Learning	Smart Board
3.3	Society	3	Chalk & Talk	Black Board, LCD
3.4	Economy	2	Lecture	PPT & White board
3.5	Art	1	Lecture	Smart Board
3.6	Architecture	1	Lecture	Pictures, Black Board
3.7	Sculpture	2	Discussion	Google classroom
3.8	Post Mauryan period	2	Lecture	PPT
3.9	Socio – Religious conditions during the period of the Sathavahanas	2	Discussion	Black Board
3.10	Economic and cultural conditions during the period of the Sathavahanas	2	Chalk & Talk	Black Board
3.11	Religious condition under the Kushanas	1	Discussion	Pictures
UNIT -4 Guptas and Khushans				
4.1	Guptas	2	Lecture	Green Board Charts
4.2	Polity and Administration	2	Chalk & Talk	Black Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
4.3	Educational Institutions	2	Flipped Learning	E- Content
4.4	Nalanda	2	Lecture	Google classroom
4.5	Vikramashila	1	Blended Learning	Online
4.6	Valabhi	2	Documentary	Online
4.7	Huna Invasion and Decline	1	Lecture	E- Content
4.8	Vakatakas- Polity and Economy	3	Chalk & Talk	Black Board
4.9	Harsha	3	Lecture	PPT
4.10	The assemblies at Prayag and Kanauj	1	Chalk & Talk	Black Board
4.11	Hiuen-Tsung's account of India	1	Group Discussion	PPT
UNIT - Regional Kingdoms and Arab Conquest				
5.1	Chalukyas	2	Chalk & Talk	Black Board
5.2	Rise of Regional Kingdoms in Northern India up to 12th century	2	Chalk & Talk	LCD
5.3	Rashtrakutas	2	Lecture	PPT & White board
5.4	Prathikaras	1	Lecture	Smart Board
5.5	Palas	1	Lecture	Pictures, Black Board
5.6	Arab conquest of Sind	2	Discussion	Google classroom
5.7	Campaigns of Mahmud of Ghazni	2	Documentary	LCD
5.8	Muhammad Ghori	2	Discussion	Black Board
5.9	impact	1	Discussion	Black Board

CIA	
Scholastic	35
Non Scholastic	5
	40

Curriculum for M.A. History

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:

At the end of the course students will be able to:

CO 1 - Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization

CO 2 - Know the various theories of origin of Aryans, and their socio-economic life

CO 3 -Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions

CO 4 - Give a detailed account of the Age of Guptas and Harsha's administration

CO 5 - explain the history of Peninsular India under various dynasties

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

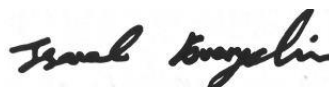
CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

COURSE DESIGNER:

Dr.J.SaralEvangelin

Dr.M.Vijaya Shanthi

Forwarded By
HOD'S Signature& Name

I M.A. HISTORY**SEMESTER –I*****For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H2	Socio Cultural History of Tamil Nadu upto 1565 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

This course covers a period of pre-historic Tamil Nadu to 1565 A.D. This course comprises the study of man's past including society, religion, material culture, various ancient Tamil dynasties, and their contribution to society and culture. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after the Muslim epoch and Vijayanagar rule.

COURSE OBJECTIVES

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

UNITS**UNIT – I****[15 Hrs]****Age of Sangam:**

Sources of the History of Tamil Nadu –Ancient Tamil Civilization - Concept of Tinai- Social and Economic Life –Roman Trade Contacts and their Impact – Religious life- Murugan and Korravai – Nadukal

UNIT – II**[20 Hrs]****Age of the Pallavas:**

Origin, history, and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple –Education –Ghatikas – Literature

UNIT – III**[20 Hrs]****Imperial Cholas:**

Socio-religious condition – **Local Self Government and Village Autonomy** – Landholding System and Society – Economic Life–Overseas Expansion and cultural impact

UNIT – IV

[20 Hrs]

Pandyas:

Social Classes –Religion – Accounts of Marco Polo and Wassaf – Saivism and Vaishnavism – Art and Architecture –Pillaiyar Patti – KazhuguMalai– Society – Valangai and Idangai–Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism.

UNIT –V

[15 Hrs]

Madurai Sultanate and Vijayanagar Empire:

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, **Art and Architecture** – Social Life – Position of Women

LEARNING RESOURCES

Recommended Books

Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014.

Subramanian, N., *Social and Cultural History of Tamilnad (upto 1336 A.D.)*, 2011

References

Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.

Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008.

Sastri, K.A.Nilakanta, *The Colas*,University of Madras, Madras, 1955

Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997.

DinakaranA.J., *The Second Pandyan Empire*, 1987.

Rajayyan, K.: *Tamil Nadu: A Real History*,Ratna Publications, 2005.

Dr.Manoranjithamoni, *History of Tamil Nadu -Upto 1565 A.D.*, Dave Beryl Publications, 2nd Edition, Tirunelveli, 2019.

Web Resources

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit -1Pre historic and Sangam Tamilnadu				
1.1	Pre Historic age in Tamil Nadu – Sources	2	Chalk & Talk	Black Board
1.2	Five Fold Regions and Occupations	2	Chalk & Talk	Black Board
1.3	Tamil Kingdoms - Social And Economic Conditions	3	Lecture	PPT & Black Board
1.4	Sangam Literature – society-Religion – Education	4	Chalk & Talk	Black Board
1.5	Kalabras – Influence of Jainism and Buddhism.	4	Chalk & Talk	Black Board
Unit -2 Age of Pallavas and Bhakthi Movement				
2.1	Origin of the Pallavas; Sources	4	Lecture	Black Board
2.2	Pallavas administration - Social and Economic conditions	5	Lecture	PPT & Black Board
2.3	Art and architecture	5	Lecture	PPT & Black Board
2.4	Literature and Education	2	Lecture	Black Board
2.5	Bhakti Movement – growth of Education.	4	Lecture	Black Board
Unit -3Imperial Cholas				
3.1	Sources	2	Lecture	Black Board
3.2	Rajaraja I and Rajendra I - Administration	6	Chalk & Talk	Black Board
3.3	Social and Economic condition - Religion – growth of Literature	4	Chalk & Talk	Black Board
3.4	Art and Architecture	5	Lecture	Black Board/PP T
3.5	Trade and Commerce.	3	Chalk & Talk	Black Board
Unit -4 First Pandyan Empire and Second Pandian Empire				

4.1	Sources – Foreign accounts	4	Lecture	Black Board
4.2	Social conditions	4	Chalk & Talk	Black Board
4.3	Economic conditions	3	Lecture	Black Board
4.4	Art and Architecture	6	Lecture	Black Board/PP T
4.5	Impact of Muslim rule in Tamil Nadu and Culture.	3	Lecture	PPT
Unit -5 Vijayanagar period				
5.1	Tamil country under Vijayanagar – Sources	2	Lecture	Black Board
5.2	Social Condition – Economy	3	Chalk & Talk	Black Board
5.3	Art and Architecture	5	Lecture	PPT / Google Class room
5.4	Nayankara System – Trade and Commerce	3	Chalk & Talk	Black Board
5.5	Cultural contributions of Vijayanagar Tamil Country.	2	Chalk & Talk	Black Board

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
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***

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

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

	Vijayanagar kingdom to Tamil Country.		
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Mapping COs Consistency with PSOs

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

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

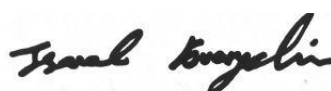
Mapping COs Consistency with POs

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

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.J.SaralEvangelin

Dr.M.Vijaya Shanthi

Forwarded By
HOD'S Signature& Name

I M.A. HISTORY**SEMESTER –I***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1H3	History of World Civilizations (Excluding India)	MAJOR CORE	6	4

COURSE DESCRIPTION

This course is designed to provide the students with the skills and knowledge to understand the major concepts, characteristics, events and people in the world. To be aware of the importance of the river valley civilization, culture, religion and its impact.

COURSE OBJECTIVES

- Explain the concepts of Civilization and Culture and a brief history of the pre-historic period.
- Elucidate features of various ancient Civilizations.
- Explain the main West Asian Civilizations.
- Compare the features of Chinese and Japanese Civilizations.
- Study and compare Greek and Roman Civilizations.

UNITS**UNIT –I****[15 Hrs]****Concept and Pre-Historic Culture:**

Introduction – Definition of Civilization – Concepts of Culture and Civilization – Origin and Growth – Pre-historic Culture – Palaeolithic and Neolithic period – Rivers and Civilizations

UNIT –II**[20 Hrs]****Mesopotamian and Egyptian Civilization:**

The invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – Kassite interlude – Egyptian and Age of Pharaohs – Rise of Hittites and their greatness – Fall of empires and survival of cultures

UNIT –III**[15 Hrs]****Persian Civilization:**

The evolution of Jewish religion – Assyrian rule and culture – Chaldean Babylonia – Rise of Persia – Coming of the Medes and Persians – Zarathustra – Persia's World Empire

UNIT –IV

[20 Hrs]

Chinese and Japanese Civilizations:

China's Classical Age –Zhou Dynasty – Age of Confucius –Qin Unification – Glory of the Han Dynasty – Development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec, and Inca Civilizations

UNIT –V

[20 Hrs]

Greek and Roman Civilization:

Greek Civilization –Minoans and Mycenaeans – Homer– the Heroic Past –Polis – Sparta – Athens –Age of Pericles – Spread of Hellenic Civilization –Hellenic Religion, Science and Philosophy –Roman Republic – Pax Romana – Administration and Expansion under Augustus.

LEARNING RESOURCES

Recommended Books

- 1 Swain J.E ,*A History of World Civilization*, Eurasia Publishing House, New Delhi, 1938.
- 2 Will Durant, *The Story of Civilization I and II*(Simon and Schuster, New York, 1966)
- 3 Gokhale, B.K, *Introduction to Western Civilization*, S.Chand& Company, New Delhi, 1999.
- 4 Hayes C.J, *History of Western Civilization*, Macmillan, New York, 1967.
- 5 Manoj Sharma, *History of World Civilization*, Anmol Publication Pvt.Ltd, New Delhi, 2005.

References

- 1 Judd, G.P, *History of Civilization*, Macmillan, New York, 1966.
- 2 Rebello ,*World Civilization – Ancient and Medieval, Part II*, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, *Ancient Civilizations*, New Jersey: Pearson, 2008.
- 4 Finley M.I, *Ancient Slavery: Modern Ideology*, London: Chatto and Windus 1980.
- 5 Brunt P.A.,*Social Conflicts in the Roman Republic*, London: Chatto and Windus, 1971
- 6 Joshel P, *Slavery in the Roman World*. Cambridge, Cambridge University Press, 2010

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Resources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit - 1				
1.1	Introduction – Definition of Civilization	4	Chalk & Talk	Black Board
1.2	Concepts of Culture and Civilization	2	Chalk & Talk	Black Board
1.3	Origin and Growth	3	Lecture	PPT & Black Board
1.4	Pre-historic Culture, Palaeolithic and Neolithic period–	4	Chalk & Talk	Black Board
1.5	Rivers and Civilizations	2	Chalk & Talk	Black Board
Unit -2				
2.1	The invention of writing	4	Lecture	Black Board
2.2	Mesopotamian Civilization	5	Lecture	PPT & Black Board
2.3	Sumerian –Babylonian – Life under Hammurabi	5	Lecture	PPT &Black Board
2.4	Kassite interlude – Egyptian and Age of Pharaohs	2	Lecture	Black Board
2.5	Rise of Hittites and their greatness – Fall of empires and survival of cultures	4	Lecture	Black Board
Unit -3				
3.1	The evolution of Jewish religion	2	Lecture	Black Board
3.2	Assyrian rule and culture	3	Chalk & Talk	Black Board
3.3	Chaldean Babylonia – Rise of	4	Chalk & Talk	Black

	Persia			Board
3.4	Coming of the Medes and Persians	3	Lecture	Black Board/PP T
3.5	Zarathustra – Persia's World Empire	3	Chalk & Talk	Black Board
Unit -4				
4.1	China's Classical Age	4	Lecture	Black Board
4.2	Zhou Dynasty – Age of Confucius	4	Chalk & Talk	Black Board
4.3	Qin Unification – Glory of the Han Dynasty	3	Lecture	Black Board
4.4	Development of Art and Architecture Religion and Science	6	Lecture	Black Board/PP T
4.5	Japanese Civilization and Culture , Maya, Aztec, and Inca Civilizations	3	Lecture	PPT
Unit -5				
5.1	Greek Civilization –Minoans and Mycenaeans	4	Lecture	Black Board
5.2	Homer– the Heroic Past –Polis – Sparta – Athens	4	Chalk & Talk	Black Board
5.3	Age of Pericles – Spread of Hellenic Civilization	4	Lecture	PPT / Google Class room
5.4	Hellenic Religion, Science and Philosophy	4	Chalk & Talk	Black Board
5.5	Roman Republic – Pax, Romana Administration and Expansion under Augustus.	4	Chalk & Talk	Black Board

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

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	compare the concepts of civilization and culture and brief history of pre- historic period	K2	PSO1& PSO2
CO 2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	K2	PSO3
CO 3	study about origin and growth of river valley civilizations	K3	PSO5

CO 4	describe the features of Chinese and Japanese civilizations	K4	PSO2
CO 5	explain the contributions of Greek and Roman civilizations	K5	PSO4

Mapping COs Consistency with PSOs

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

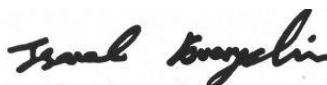
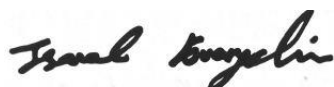
	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

COURSE DESIGNER:

Dr.J.SaralEvangelin

Dr.J.Saral Evangelin

Forwarded By
HOD'S Signature& Name

I M.A.HISTORY**SEMESTER –II*****For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2H4	History of Medieval India - 1206 - 1707 CE	MAJOR CORE	6	5

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****[15 Hrs]****Rule of the Delhi Sultanate (Slaves and Khiljis):**

Qutb-ud-din Aibak- Iltutmish –*Iqta* System– Centralised Monarchy – Sultana Raziya– Balban- *Chihalgani*– Theory of Kingship– Mongol Threat – Jalaluddin Khilji – AlauddinKhalji –Conquest and Annexation

UNIT –II**[20 Hrs]****Administration under the Delhi Sultanate (Tughlaqs, Sayyids and Lodis):**

GhiyasuddinTughlaq – Muhammad-bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms– Firoz Tughlaq– Economic reforms– Military Expeditions – Rule of Sayyids and Lodis– Administration under the Delhi Sultanate

UNIT –III**[20 Hrs]****The Mughal Empire:**

Babur – India on the eve of Babur's invasion–Sher Shah Sur – Expansion and Consolidation– Political phase of Akbar –New imperial system and administration; Mansabdari system– Jagirdari system– Nur Jahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

UNIT –IV

[20 Hrs]

Ideology and State in Mughal India:

Akbar's imperial agenda – Suh-i-kul – Akbar's religion – Din-i-ilahi– Aurangzeb's relation with religious groups and institutions.– Mughal-Rajput Relations – Mughal administration–Aurangzeb – The Imperial elite– Deccan wars– Rise of Marathas under Shivaji– Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT –V

[15 Hrs]

Economic and Socio-Cultural Life in Medieval India:

Economy – **Agricultural Production, Village Society and the Revenue System – Trade** -- Relations with the Europeans–Society– Ruling Classes, Merchants, Artisans, and Slaves – Caste, Customs, and Women – Religious Ideas and Beliefs– The Sufi Movement– The Bhakti Movement in North India – Culture – Architecture – Literature – Fine Arts – Music.

LEARNING RESOURCES

Recommended Books

Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.

Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.

Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986

Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990

Raychaudhuri, Tapanand Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

References

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Hasan, Nurul.S., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, MunshiramManoharlal, New Delhi, 1968

Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976

Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.

Qureshi, *Administration of the Sultanate of Delhi*, 1942.

Web Resources

<https://core.ac.uk.in>

<https://studoc.com>

<https://indiaolddays.com>

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	understand the establishment of centralized monarchy	K5	PSO1
CO 2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	K2	PSO1
CO 3	Analyse the religious and Deccan policy of Mughals	K4	PSO5
CO 4	Outline the advancements in art and architecture	K5	PSO2&PSO1
CO 5	detail the facets of economic and socio-cultural life in Medieval India	K6	PSO4& PSO2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)**M-Medium (2)****L-Low (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 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2H5	SOCIO-CULTURAL HISTORY OF TAMIL NADU - 1565 - 2000 CE	MAJOR CORE	6	5

COURSE DESCRIPTION

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

COURSE OBJECTIVES

- Narrate the social condition during the Nayak period
- Describe the contributions of Marathas to the culture of the Tamil region
- Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- Appreciate the Growth of Western Education.
- Examine the contribution of the Dravidian movement to social transformation

UNIT –I**[15 Hrs]****Nayak Kingdoms of Tamil Nadu:**

The Nayaks of Madurai– The Nayaks of Senji – The Nayaks of Tanjore – Social and Cultural condition under the Nayaks – Contribution of Nayaks to art and architecture and Tamil culture.

UNIT –II**[20 Hrs]****Tamil Nadu under Marathas:**

Society: Caste System – Status of Women – Achievements of Raja Serfoji II – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas

UNIT –III**[20 Hrs]**

Sethupathis of Ramnad & Religious Movements:

Society – Cultural contribution – Administration of the Nawabs – Village administration – Famines and Diseases – Status of Women – Economic and Religious life – Saivism – Ayya Vaikundar – St. Ramalinga – Vaishnavism – the Schism

UNIT –IV

[20 Hrs]

Social Reform Movement:

Social Impact of the Europeans – Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R., a Social Reformer – Self-Respect Movement – Contribution of Dravidian Movement to Social Transformation – Socio-Cultural impact of the Dravidian Parties

UNIT –V

[15 Hrs]

Western Education:

Role of Christian Missionaries – Policy of the East India Company – Introduction of Western Education – Government Education – Professional and Technical Education – Female Education.

LEARNING RESOURCES

Recommended Books

Irschick, Eugene F., *Tamil Revivalism in the 1930s*, Cre-A, Madras, 1986

Jagadeesan, P., *Marriage and Social Legislations in Tamil Nadu*, Elatchaiappan Pub., 1990

Murugesan, Mangala N.K., *Self-Respect Movement in Tamil Nadu, 1920-40*, Koodal Pub., Madurai, 1981

Rajaraman, P., *Justice Party: A Historical Perspective, 1916-37*, Poompozhi Publishers, Madras, 1988

Rangaswamy, M., *Tamil Nationalism*, Hema Pub., Chennai, 2006

Sastri, V.S. Ramasamy, *The Tamils, The People, Their History and Culture in 5 Volumes*, Cosmo Pub., New Delhi, 2002

Singaravelu, S., *Social Life of the Tamils*, Dept. of Indian Studies, Kuala Lumpur

Subramaniam, P. *Social History of the Tamils, 1707 – 1947*, D.K. Printworld (P) Ltd., New Delhi, 1996

Swaminathan, S., Karunanidhi, *Man of Destiny*, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

K.A.N.Sastri: *The Pandyan Kingdom* (London.1929)

Kalidos. R: *History and Culture of Tamils (From Prehistoric Times to Present Rule)*

Krishnaswamy Dr.A.: *The Tamil country under Vijayanagar*

Rajaraman, P., *Chennai through the Ages*, Poompozhi Pub., Chennai, 1997.

RajayyanDr.K: *History of Tamil Nadu (1565 – 1982)*

Sathianatheir. R.: *History of Nayaks of Madurai*

Subramanian N: *History of Tamil Nadu Vol.II*

The Culture and History of the Tamils, 1964

Varghese Jeyaraj S: *Socio-Economic History of Tamil Nadu*

Web Resources

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

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	Narrate the social condition during the Nayak period	K2	PSO1
CO 2	Evaluate the contributions of Marathas to the culture of the Tamil region	K4	PSO3
CO 3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K2	PSO5
CO 4	Appreciate the Growth of Western Education	K5	PSO2
CO 5	Assess the contribution of Dravidian movement to social transformation	K4	PSO2

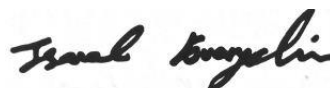
CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)**M-Medium (2)****L-Low (1)****COURSE DESIGNER:**

Dr.P.Parameswari**Forwarded By
HOD'S Signature& Name**

Dr.J.Saral Evangeline

I M.A.HISTORY**SEMESTER –II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2H6	HISTORIOGRAPHY AND HISTORICAL METHODS	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****[15 Hrs]****Basic Concepts of History:**

Meaning, Nature, and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History

UNIT –II**[15 Hrs]****Philosophy of History:**

Philosophy of History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Objectivity

UNIT –III**[20 Hrs]****Research Methods:**

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History – External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and Preparation of Bibliography

UNIT –IV**[20 Hrs]****Prominent Western Historians:**

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, E.P. Thompson, Eric Hobsbawm

UNIT V

[20 Hrs]

Historians of India

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

LEARNING RESOURCES

Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

Carr, E.H., *What is History*, Penguin Books Ltd., New Delhi, 2018.

Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai

Rajayyan, K., *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

References

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017

Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994

Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

Web Resources

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>

2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>

<https://www.britannica.com/biographies/history/history>

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

• PG CIA Components

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	Explain the meaning and scope of history	K2	PSO1
CO 2	Outline the various theories and philosophical approaches to history	K4	PSO3
CO 3	Undertake historical research	K2	PSO5
CO 4	Analyse the contribution of western historians	K5	PSO2
CO 5	Highlight the historical writings of important Indian historians	K4	PSO2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3

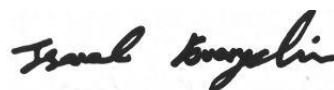
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (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	19PG3H9	CONSTITUTIONAL DEVELOPMENT AND FREEDOM STRUGGLE IN INDIA (FROM A.D1773 To 1947 A.D)	MAJOR CORE	6	4

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS**UNIT –I Constitutional Developments****[20 HRS]**

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

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

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

UNIT –III Revolutionary Movement in India and Abroad**[20HRS]**

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

UNIT –IV Gandhian Era**[20 HRS]**

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

UNIT –V Indian Independence**[15 HRS]**

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

TEXT BOOK

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

REFERENCES .

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Constitutional developments				
1.1	Regulating Act of 1773- Pitt's India Act	3	Chalk & Talk	Black Board
1.2	Constitutional developments between 1784 – 1853 (Charter Acts)	3	Chalk & Talk	Black Board
1.3	Early resistance to the colonial rule	3	Lecture	PPT & White board
1.4	South Indian Rebellion 1800-1801	3	Lecture	Smart Board
1.5	Vellore Mutiny of 1806	5	Lecture	PPT & White board
1.6	The Revolt of 1857 – Act of 1858.	3	Lecture	PPT
Unit -2 Indian National Congress				
2.1	Rise of Nationalism – Western Education and Political Ideas	3	Lecture	Black Board
2.2	Economic Background to Nationalism	3	Chalk & Talk	Black Board
2.3	Socio – Religious reform Movement of 19 th century	3	Lecture	Black Board
2.4	Pre - Congress Organizations- Birth of the Indian National Congress	3	Lecture	Black Board
2.5	Act of 1892- Moderate and Extremist Programmes of the Congress.	3	Discussion	Google class room
Unit -3 Revolutionary Movement in India and Abroad				
3.1	V. D. Savarkar 's freedom Movement in India and London	3	Lecture	Black Board
3.2	Madam Cama's activities in Europe	2	Chalk & Talk	Black Board
3.3	Alipore Conspiracy case – Sardar Bhagat Singh – Subash Bose and Azad Hind Fauj – Wahbi Movement	4	Lecture	Black Board
3.4	Communal Movement of Muslim League.	3	Lecture	Black Board
3.5	Government of India Act 1909	3	Chalk & Talk	Black Board
3.6	Government of India Act 1919-	3	Lecture	Black

				Board/PPT
3.7	Home Rule Movement – Lucknow Pact	2	Lecture	Black Board
Unit -4 Gandhian Era				
4.1	Advent of Gandhi – his ideology	2	Lecture	Black Board
4.2	Rowlatt act and Jallianwala bagh Massacre	2	Chalk & Talk	Black Board
4.3	Khilafat Question – Non – Cooperation Movement – Swaraj party	5	Lecture	Black Board
4.4	Simon Commission – Nehru Report – Jinnah's fourteen points	3	Lecture	Black Board
4.5	Civil Disobedience Movement – Gandhi – Irwin Pact	5	Lecture	Black Board
4.6	Round Table Conference – Communal Award – Poona Pact.	3	Discussion	Black Board
Unit -5 Indian Independence				
5.1	Government of India Act 1935- Impact of Second World War	3	Lecture	Black Board
5.2	August Declaration- Individual Satyagraha	1	Chalk & Talk	Black Board
5.3	Cripps Proposals – Quit India Movement– Demand for Pakistan – Liaquat Pact	3	Lecture	Black Board
5.4	C. R. Formula – Netaji Subhash Chandra Bose	2	Discussion	Google class room
5.5	INA – Wavell Plan – Simla Conference,– Cabinet Mission Plan	3	Lecture	Black Board
5.6	Mountbatten Plan – Direct Action Day – Indian Independence Act 1947.	3	Blended Learning	Text Books /Materials

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

CIA	
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	Illustrate the Constitutional Development in India.	K2	PSO2&PSO4
CO 2	Compile the contribution of freedom fighters in freedom struggle.	K6	PSO1
CO 3	Analyze the colonial hegemony in India.	K4	PSO2&PSO3
CO 4	Compare the revolutionary movement in India and abroad.	K5	PSO3
CO 5	Recall the role of Gandhi in Freedom Struggle.	K2	PSO1&PSO4,PSO5

Mapping of COs with POs

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

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

Mapping COs Consistency with PSOs

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

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

COURSE DESIGNER:


Dr.B.Poornimasethupathi

Forwarded By
HOD'S Signature& Name

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 Historiography: 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 - 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, 1999.
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-	5	Lecture	Black

	Thucydides – Polybius.			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 Historiography				20 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 Historiography: 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	7	Lecture	Black Board

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

- 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 historical events or movements.	K2/K3	PSO3
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

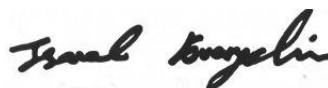
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

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	19PG3H11	HISTORY OF THE USA (From A.D1776 To 1865 A.D)	MAJOR CORE	6	5

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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

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

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

UNIT III: The Republican Presidents [15 HRS]

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

UNIT IV: Westward Expansion [20 HRS]

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

UNIT V: Issue of slavery**[20 HRS]**

Anti Slavery Movement - Missouri Compromise of 1820 - Compromise of 1850 - Civil War - Causes – Course – Results of the civil war- Services rendered by Abraham Lincoln. (SELF STUDY)

TEXT BOOKS:

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

REFERENCE BOOKS:

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

COURSE CONTENTS & LECTURE SCHEDULE:

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

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

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

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

- PG CIA Components**

Nos

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 significance of the American war of Independence and the formation of USA.	K2	PSO1& PSO2
CO 2	Classify the administration of the USA under various Presidents.	K3	PSO2
CO 3	Illustrate the concept of republican and federal form of Government in USA.	K2	PSO3
CO 4	Describe the influence of Westward expansion and Civil war	K2	PSO3
CO 5	Analyze the role of Anti-Slavery Movement and the service rendered by Abraham Lincoln.	K4	PSO5

Mapping COs Consistency with PSOs

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

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

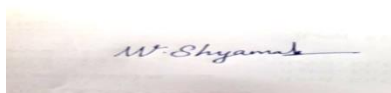
♦ Weakly Correlated -1

Mapping of COs with POs

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

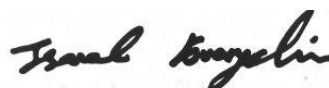
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:


Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG3H12	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 highlight the importance of agrarian problems
- To give knowledge on the movements of tribals and women.
- To highlight the religious movements
- To understand the Secular movements and the social reformers.

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's Sanmarka Sangam - Theosophical Movements - Aligarh Movement – Khilafat Movement –Christian Missionaries – Jesuits – Neo-Buddhist Movement – Sikhism – Lingayat Movements - Sufis – Impact.

UNIT V: Secular Movements and Social Reformers: [20 Hrs]

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

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 - Theosophical Movements	4	Chalk & Talk	LCD
4.3	Aligarh Movement - Khilafat Movement	4	Lecture,	PPT & White board, LCD
4.4	Christian Missionaries - Jesuits - Neo-Buddhist Movement - Sikhism	4	Lecture	Black Board
4.5	Lingayat Movements - Sufis - Impact	4	Lecture	Black Board
Unit -5 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

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

- 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	PSO3
CO 5	Analyse the secular movements in India	K6	PSO4

Mapping COs Consistency with PSOs

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

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

♦ Weakly Correlated -1

Mapping of COs with POs

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

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

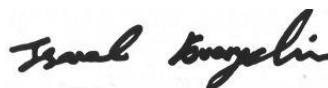
♦ Weakly Correlated -1

COURSE DESIGNER:



Ms.S.Rajalakshmi

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



Dr.J.Saral Evangelin

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS**UNIT –I Independent India****[15HRS]**

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

UNIT –II Foreign Policy of India**[20HRS]**

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

UNIT –III Major Issues**[20HRS]**

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

UNIT –IV Economic Development**[20 HRS]**

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

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

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

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Verdict of Ayodhya Issue-GST-CAA

Text Book:

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

REFERENCES:

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

COURSE CONTENTS & LECTURE SCHEDULE:

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

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

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

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 importance of Indian Constitution.	K6	PSO1&

			PSO2
CO 2	Evaluate the foreign policy of India.	K5	PSO3
CO 3	Assess the achievements of Independent India	K4	PSO5
CO 4	Analyse the scientific developments in India	K2	PSO4
CO 5	Discuss various Political – social – Economic Issues	K6	PSO4&PSO5

Mapping COs Consistency with PSOs

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

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

Mapping of COs with POs

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

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

COURSE DESIGNER:

B. Poornimasethupathi

Dr.B.Poornimasethupathi

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

J. Saral Evangelin

Dr.J.Saral Evangelin

II M.A., History**SEMESTER – IV*****For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4H14	INTERNATIONAL RELATIONS (From A.D 1945 To 2000 A.D)	MAJOR CORE	6	5

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS**UNIT I: UNO and its Role****[15 HRS]**

The United Nations Organization – Aim – Purpose and principles of UNO- Organs of UNO- Specialized agencies – Truman - Korean War – Eisenhower and Policy of Containment – Kennedy Administration – Civil Rights Movement

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

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

UNIT III: Disarmament after II World War**[20HRS]**

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

UNIT IV: The Middle East after II World War

[20 HRS]

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

UNIT V: Africa and Latin America:

[20 HRS]

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

TEXT BOOK:

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

REFERENCE BOOKS:

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

COURSE CONTENTS & LECTURE SCHEDULE:

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

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

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

- **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	Define the organs of UNO and its role in establishing World peace	K2	PSO1& PSO2
CO 2	Analyze the impact of Cold War and formation of various organizations	K4	PSO2
CO 3	Understand about disarmament and explain its importance.	K2	PSO2
CO 4	Classify the politics of Middle East, Africa and Latin America.	K3	PSO3
CO 5	Describe the consequences of Arab-Israel conflict, Gulf war and Iran- Iraq war.	K2	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5

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

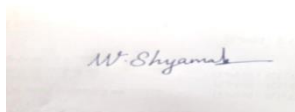
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping COs Consistency with POs

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

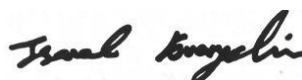
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Dr. W. Shyamala.

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



Dr.J.Saral Evangelin

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

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

Text Book:

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

REFERENCES:

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

COURSE CONTENTS & LECTURE SCHEDULE:

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

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

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

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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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	Discuss the post civil war developments in USA.	K2	PSO1& PSO2
CO 2	Compare the reconstruction work of Presidents and congress.	K4	PSO3
CO 3	Assess the role of America in International Relations.	K5	PSO5
CO 4	Explain the role of USA in World War I & II.	K2	PSO2
CO 5	Analyze the transition of America as super power.	K4	PSO2

Mapping COs Consistency with PSOs

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

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

Mapping COs Consistency with POs

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


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

COURSE DESIGNER:



Dr.P.Parameswari

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



Dr.J.Saral Evangeline

II M.A. 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 policies and Modern education Systems in India.

COURSE OBJECTIVE/S

- 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, Baroda, 1964.
6. Mukerji, S.N., *History of Education in India (Modern Period)*, Acharya Book Depot, Baroda, 1965.
7. Siqueira, T.N., *The Education of India, London*, Oxford University Press, 1952.
8. Zellner, A.A., *Education in India*, Bookman Associates, New York, 1951.

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Mod ule No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Education in Ancient India				
1.1	Education in Vedic period - Gurukula System	5	Lecture/Dis cussion	Black Board
1.2	Post-Vedic Education -Brahmanic Education Growth of Science.	5	Chalk & Talk	Black Board
1.3	Buddhist and Jain Education.	4	Lecture	Black Board
1.4	Universities in Ancient India.	3	Lecture	Black Board /
1.5	Education in South India- In the Age 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 Board/PP T
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 – AICTE	5	Lecture	Black Board
5.4	NCERT - ICSSR- ICHR.	1	Discussion	Google class room
5.5	Adult education – Literacy rate in India.	3	Lecture	PPT

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

• **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	Analyze the 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**

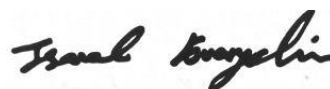
♦ Weakly Correlated -**1**

COURSE DESIGNER:



Dr.J.Saral Evangelin

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



Dr.J.Saral Evangelin

I M.A. HISTORY**SEMESTER –I*****For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1HE1	Freedom Struggle in Tamil Nadu	Elective Course	5	3

COURSE DESCRIPTION

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

COURSE OBJECTIVES

1. To present the early resistance to colonial rule.
2. To detail the factors for the emergence of national consciousness and the role of socio-political organizations
3. To explain the activities of the Indian National Congress in Tamil Nadu and the role of the national press.
4. To detail the activities of moderate and revolutionary leaders and the impact of Gandhi.
5. To point out the role of Tamil Nadu in the latter phase of the freedom struggle.

UNIT –I**[15 Hrs]****Early Resistance:**

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT –II [15 Hrs]**The Emergence of Nationalism:**

The Emergence of Nationalist Consciousness – Socio, Political Organizations – Madras Native Association – Madras Mahajana Sabha – Impact of Gandhi's Visits on Tamilnadu

UNIT –III**[15 Hrs]****Role of Press:**

Press and Nationalism – The Hindu, Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya – Salem Desabhimani – Desabhaktan-

Sooryodhayam- - Vijaya- Chakravardhini- Bala Bharatham- Nava Sakthi-SwantiraSangu

UNIT –IV

[15 Hrs]

Revolutionaries:

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalier-V.O.Chidamabaram – Subramania Bharathi – KadalurAnjaliammal- SoundaramAmmayar – Revolutionaries –Vanchinathan – Tirupur Kumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT –V

[15 Hrs]

Popular Participation:

Vedaranyam March – S.Satyamurthi- Quit India Movement in Tamil Nadu – Participation of Tamils in Indian National Army.

LEARNING RESOURCES

Recommended Books

Rajayyan, K., *Rise and fall of Poligars & South Indian Rebellion*

Rajayyan, K., *South Indian Rebellion, The First War of Independence, 1800- 1801.*

Rajayyan, K., *Tamil Nadu: A Real History*

Rajendran, N.K., *The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion*

G. Venkatesan, *History of Indian Freedom Struggle*, V.C.Publications, Rajapalayam, 2012.

References

Narasimhan V.K., *Kamaraj – A Study*

Sundarajan, Saroja., *March to Freedom in Madras Presidency, 1885-1915.*

Suntharalingam, R., *Politics and Nationalist Awakening in South India, 1852-1891.*

Web Resources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/MartyrsVol_5_06_03_2019.pdf
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Modu le No.	Topic	No. of Lectures	Teaching pedagogy	Teachin g Aids
	Unit -1Pre historic and Sangam Tamilnadu			

1.1	Poligar Revolt – Puli Thevan Marudu Brothers	4	Chalk & Talk	Black Board
1.2	Veera Pandiya Kattabomman-Velu Nachiyar	3	Chalk & Talk	Black Board
1.3	South Indian Rebellion	4	Lecture	PPT & Black Board
1.4	Vellore Revolt of 1806 – Causes – Course – Impact	4	Chalk & Talk	Black Board
Unit -2 Age of Pallavas and Bhakthi Movement				
2.1	The Emergence of Nationalist Consciousness	4	Lecture	Black Board
2.2	Socio, Political Organizations	4	Lecture	PPT & Black Board
2.3	Madras Native Association – Madras Mahajana Sabha	4	Lecture	PPT & Black Board
2.4	Impact of Gandhi's Visits on Tamilnadu	3	Lecture	Black Board
Unit -3 Imperial Cholas				
3.1	Press and Nationalism	3	Lecture	Black Board
3.2	The Hindu, Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya	3	Chalk & Talk	Black Board
3.3	Salem Desabhimani- Desabhaktan	3	Chalk & Talk	Black Board
3.4	Sooryodhayam- - Vijaya-Chakravardhini	3	Lecture	Black Board/PP T
3.5	Bala Bharatham- Nava Sakthi-Swantira Sangu	3	Chalk & Talk	Black Board
Unit -4 First Pandyan Empire and Second Pandian Empire				
4.1	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu	3	Lecture	Black Board
4.2	G.Subramiayalier-V.O.Chidamabaram – Subramania	3	Chalk & Talk	Black Board

	Bharathi			
4.3	KadalurAnjaliammal-SoundaramAmmayar	3	Lecture	Black Board
4.4	Revolutionaries –Vanchinathan – Tirupur Kumaran	3	Lecture	Black Board/PP T
4.5	SubramaniaSiva-NeelakantaBrahmmachari	3	Lecture	PPT
Unit -5 Vijayanagar period				
5.1	Vedaranyam March	4	Lecture	Black Board
5.2	S.Satyamurthi	3	Chalk & Talk	Black Board
5.3	Quit India Movement in Tamil Nadu	4	Lecture	PPT / Google Class room
5.4	Participation of Tamils in Indian National Army.	4	Chalk & Talk	Black Board

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

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	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	K2	PSO1& PSO2
CO 2	Describe the role of organizations in increasing nationalist consciousness	K2	PSO3
CO 3	Assess the role of press in Tamil Nadu towards the nationalist cause.	K3	PSO5
CO 4	Evaluate the contribution of various leaderstos India's freedom struggle.	K4	PSO2
CO 5	Understand the role of Tamil Nadu in the final phase of the freedom struggle	K5	PSO4

Mapping COs Consistency with PSOs

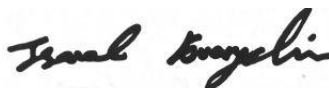
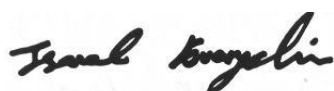
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3
CO2	3	3	2	2	3
CO3	3	3	2	2	3
CO4	3	3	2	2	3
CO5	3	3	2	2	3

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

Mapping COs Consistency with POs

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

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

COURSE DESIGNER:


Dr.J.SaralEvangelin**Dr.J.Saral Evangelin**

Forwarded By
HOD'S Signature& Name

I M.A HISTORY**SEMESTER –I***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	23PG1HE2	Indian Art and Architecture	Elective Course	5	3

COURSE DESCRIPTION

This course focuses on the growth of art and architecture of India under different period and ruler. This course deals with different style art form in India.

COURSE OBJECTIVES

- Detail the art and architectural forms during the Harappan and Mauryan periods.
- Explain the impact of Buddhism on art forms.
- Discuss the evolution of art and architecture under Pallavas and the Cholas.
- Highlight the features of Islamic architecture particularly under Mughals.
- To point out the salient features of colonial architecture.

UNITS**UNIT I Early Art forms****[15 Hrs]**

Pre-Historic Art - Harappan Art – Sculptures – Stone and Metal – Harappan Architecture – Fortification, Public Buildings – Mauryan Art – Chaityas – Viharas – Stupas – Asokan Pillars

UNIT II :Buddhist and Jaina Art:**[15 Hrs]**

Hinayana Phase of Buddhist Art – Mahayana Phase of Art –Gandhara School of Art – Mathura School of Art–Amaravathi School of Art– Gupta Art and Architecture – Ajanta and Ellora – Jaina Art –Jaina beds – Shravanabelagola

UNIT III: Temple Architecture:**[15 Hrs]**

Pallava Art – Rock Cut Cave Temples, Monolithic Temples – Structural Temples – Mahabalipuram– Nagara Style of Architecture – Sun Temple(Konarak)– Dravida Style of Architecture –Brihadeeswara Temple, Thanjavur –

Gangaikondacholapuram –Vesara Style of Architecture –Chennakesava Temple(Belur)

UNIT IV Islamic Art:

[15 Hrs]

Islamic Art – Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens – Quawwat-ul-Islam Mosque – Qutub Minar– **Mughal Art and Architecture** –Humayun's Tomb – Fatehpur Sikri – Red Fort – Taj Mahal – Mughal Paintings

UNIT V: Colonial Architecture:

[15 Hrs]

Colonial Architecture: Forts –St.George Fort, Chennai – Indo-Saracenic Architecture –Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Reference Books:

Recommended Books

Craven, Roy, *A concise history of Indian Art*, Thames, and Hudson; London; 1976
Hardy, Adam, *The Indian Temple Architecture*, Abhinav Publications, 2002
Tomory, Edith, *A History of Fine Art in India and the West*, OrientBlackSwan; Reprinted edition (1989)

References

Banerjee.J.N., *Development of Hindu Iconography*, MunshiramManoharlal; 3rd edition, 2002
Coomaraswamy.A.K., *History of Indian and Indonesian Art*, Kessinger Publishing, LLC, 2003
Deva, Krishna, *Temples of North India*, National Book Trust, 2002
Gupta.R.S., *Iconography of the Buddhist, Hindu and Jain*, Stosius Inc/Advent Books Division; Subsequent edition, 1980
Sivaramamurthy.C., *South Indian Bronzes*, Lalit Kala Akademi, 1981
Srinivasan.K.R., *Temples of South India*, National Book Trust; Fourth edition, 2010
ParthaMittar, *Indian Art*, OUP Publication, India, 2001.

Web Resources

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf

3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Early Art forms				
1.1	Pre-Historic Art	3	Chalk & Talk	Black Board
1.2	Harappan Art – Sculptures – Stone and Metal	4	Chalk & Talk	LCD
1.3	Harappan Architecture – Fortification, Public Buildings	3	Lecture	PPT & White board
1.4	Mauryan Art – Chaityas – Viharas	3	Lecture	PPT
1.5	Stupas – Asokan Pillars	2	Lecture, Videos	LCD
Unit -2 Buddhist and Jaina Art				
2.1	Hinayana Phase of Buddhist Art – Mahayana Phase of Art	3	Lecture	Black board
2.2	Gandhara School of Art – Mathura School of Art–	3	Chalk & Talk	Green Board
2.3	Amaravathi School of Art– Gupta Art and Architectur	4	Flipped Learning	PPT
2.4	Ajanta and Ellora – Jaina Art	3	Blended Learning	PPT
2.5	Jaina beds – Shravanabelagola	2	Chalk & Talk	Black Board
Unit -3 Temple Architecture:				
3.1	Pallava Art – Rock Cut Cave Temples, Monolithic Temples	3	Chalk & Talk	Black Board, Map
3.2	Structural Temples – Mahabalipuram– Nagara Style of Architecture	4	Chalk & Talk	LCD
3.3	Sun Temple(Konarak)– Dravida Style of Architecture –	3	Lecture	PPT & White board

3.4	Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram	2	Blended Learning	PPT
3.5	Vesara Style of Architecture – Chennakesava Temple (Belur)	2	Chalk & Talk	Black Board
Unit -4 Islamic Art				
4.1	Islamic Art – Five Pillars of Islam, Mosques	2	Chalk & Talk	Black Board
4.2	Mausoleums, Palace complexes, Gardens – Quawwat-ul-Islam Mosque	2	Chalk & Talk	LCD
4.3	Qutub Minar– Mughal Art and Architecture	4	Lecture,	PPT & White board, LCD
4.4	Humayun's Tomb – Fatehpur Sikri –	3	Lecture	Black Board
4.5	Red Fort – Taj Mahal – Mughal Paintings	4	Lecture	Black Board
Unit -5 Colonial Architecture				
5.1	Colonial Architecture: Forts – St. George Fort, Chennai	5	Chalk & Talk	Black Board
5.2	Indo-Saracenic Architecture – Chatrapati Shivaji Terminal, Mumbai	3	Chalk & Talk	LCD
5.3	Victoria Memorial, Kolkata – Amir Mahal	3	Lecture	PPT & White board
5.4	Senate House, University of Madras, Chennai	4	Lecture	Smart Board

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	Explain the prehistoric art forms in India.	K6	PSO4
CO 2	Evaluate the important of buddha and jain art and architecture	K5	PSO1
CO 3	Assess the different temple structure in south India	K4	PSO2
CO 4	Discuss about the different art and architecture of Islamic art form.	K2	PSO3

CO 5	Analyse the colonial architecture 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

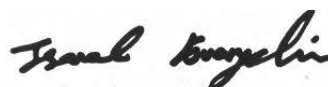
Mapping of COs with POs

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

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

COURSE DESIGNER:

Dr.W.Shyamala

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



Dr.J.SaralEvangelin

SEMESTER –I*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	23PG1HE3	Administrative History of Tamil Nadu	Elective Course	5	3

COURSE DESCRIPTION

This course gives political background of the history of Tamilnadu. It focuses on the role played by the political leaders for the growth of administration of Tamilnadu and major party which lead to the achievements of government.

COURSE OBJECTIVES

1. To examine the administration of the Justice party.
2. To highlight the achievements of Congress rule.
3. To explain the major achievements of governments after 1967.
4. To highlight the cumulative impact since independence.
5. To encourage students to do research on current politics.

UNITS**Unit - I Justice Party****[15 Hrs]**

A.SubbarayuluReddiyar– Raja of Panangal– P.Subburayan – Raja of Bobbili – Achievements– Reservation– Communal GO– Creation of Staff Selection Board– Right to Vote for Women– Regulation of temples– Mid-day meal scheme.

Unit –II Congress Rule**[15 Hrs]**

C.Rajagoplachari– K. Kamaraj – M.Bhakhathsavalam– Administrative Reforms– Free mid-day meal scheme– Opening of New schools– Increase in irrigation facilities– Industrial growth.

Unit – III DMK Administration[15 Hrs]

C.N Annadurai– Renaming of Madras state as Tamil Nadu– Two language policy– Free education for all till P.U.C– Kalaingar M Karunanithi– Slum Clearance Board– beggar Rehabilitation scheme– Formation of Backward Class

Commission- implementation of reservation policy – Salem Steel plant - Manu NeethiThittam- Free Education and Scholarship - Free electricity for farmers- property rightsto women – Creation of Universities- Reservation for women in government jobs and local bodies – UzhavarSandhai - SamathuvapuramScheme- TidelPark- Financial Assistance for the marriage of poor girls- Increase of infrastructure- Industrial development - Taxation Policy.

Unit- IV AIADMK Administration

[15 Hrs]

MGR- Nutritious Meal scheme- Educational reforms -Introduction of Plus Two in Higher Secondary schools- Krishna water project- establishment of new universities- Tamil University at Tanjore- Mother Teresa University at Kodaikkanal- J.Jayalalitha- Welfare Measures- Cradle Baby Scheme- Free Laptop for Students-Infrastructure Development- Rainwater Harvesting - Establishment of Women Police Stations – Amma Unavagam.

Unit -V Current Administration

[15 Hrs]

Policies and Programmes – Edapadi K. Palani Swami –M.K Stalin.

LEARNING RESOURCES

Recommended Books

Rajaram. P, *The JusticeParty:A Historical Perspective,1916-1937*

Venkatesan.G., *TharkalaThamizhagaVaralaru(Tamil)*

Rajmohan Gandhi., *Rajaji:A Life*

Narasimhan.V.K., *Kamaraj A Study*

Sandhya Ravishankar.,*Karunanidhi: A Life in Politics*

References

Subramanian.N, *History of Tamilnadu Vol.2*

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

Web Resources

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1				
1.1	Introduction to Administration	3	Chalk &	Black

			Talk	Board
1.2	Justice Party	3	Chalk & Talk	Black Board
1.3	History and growth of Justice party, Raja of Panangal , A.SubbarayuluReddiyar	3	Lecture	PPT & White board
1.4	Raja of Bobbili, Achievements– Reservation, Right to Vote for Women	3	Lecture	Smart Board
1.5	Regulation of temples, Mid-day meal scheme	3	Lecture	PPT
Unit -2				
2.1	Congress Rule, C.Rajagoplachari, K. Kamaraj, M.Bhakhathsavalam	3	Lecture	Black Board
2.2	Free mid, day meal scheme	3	Chalk & Talk	Black Board
2.3	Opening of New schools, Increase in irrigation facilities	3	Lecture	Black Board
2.4	Increase in irrigation facilities	3	Lecture	Black Board
2.5	Industrial growth.	3	Discussion	Google class room
Unit -3 Revolutionary Movement in India and Abroad				
3.1	DMK Administration	3	Lecture	Black Board
3.2	C.N Annadurai– Renaming of Madras state as Tamil Nadu	2	Chalk & Talk	Black Board
3.3	Two language policy– Free education for all till P.U.C	4	Lecture	Black Board
3.4	Kalaingar M Karunanithi– Slum Clearance Board	3	Lecture	Black Board
3.5	Reservation for women in government jobs and local bodies	3	Lecture	Black Board/PPT

Unit -4 Gandhiyan Era				
4.1	AIADMK Administration	1	Lecture	Black Board
4.2	MGR- Nutritious Meal scheme- Educational reforms -Introduction of Plus Two in Higher Secondary schools	2	Chalk & Talk	Black Board
4.3	Krishna water project- establishment of new universities- Tamil University at Tanjore	3	Lecture	Black Board
4.4	Rainwater Harvesting	3	Lecture	Black Board
4.5	Establishment of Women Police Stations	3	Lecture	Black Board
4.6	Amma Unavagam	3	Discussion	Black Board
Unit -5 Indian Independence				
5.1	Current Administration	3	Lecture	Black Board
5.2	Policies	1	Chalk & Talk	Black Board
5.3	Programmes	3	Lecture	Black Board
5.4	Edapadi K. Palani Swami	2	Discussion	Google class room
5.5	M.K Stalin	3	Lecture	Black Board
5.6	M.K Stalin	3	Blended Learning	Text Books /Materials

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	Illustrate the administration of the Justice party.	K2	PSO2&PSO4
CO 2	Compile the achievements of Congress rule	K6	PSO1
CO 3	Analyze the major achievements of governments after 1967	K4	PSO2&PSO3
CO 4	Evaluate the cumulative impact since independence	K5	PSO3
CO 5	Recall the policies and programme by chief ministries of	K2	PSO1&PSO4,PSO5

	Tamilnadu		
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Mapping of COs with POs

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

Note:

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Strongly
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Correl
ated –**3**♦ Moderately Correlated – **2**♦ Weakly Correlated – **1****Mapping COs Consistency with PSOs**

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

Note: ♦ Strongly Correlated – **3**♦ Moderately Correlated – **2**♦ Weakly Correlated – **1****COURSE DESIGNER:****1. B.Poornimasethupathi****Forwarded By****HOD'S Signature
& Name**

DR.J.SARAL EVANGELIN

I M.A. HISTORY**SEMESTER –I***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG1HE4	CULTURAL HERITAGE OF INDIA	ELECTIVE COURSE	5	3
PSHI	23PG1HE4	CULTURAL HERITAGE OF INDIA	ELECTIVE COURSE	5	3

COURSE DESCRIPTION

This course gives the legacy of the ways of living from the past to present. It includes Indian culture, religion, Art, Architecture and literature.

COURSE OBJECTIVES

1. To explain the concepts and the dynamism involved in the Evolution of culture
2. To describe critical role of religions in the growth of Art and architectural
3. To examine the importance of Royal patronage for the progress of various.
4. To appreciate the advent of new art forms.
5. To explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

UNIT –I**[15 Hrs]****Meaning of Culture, Heritage:**

Linkages- Dynamism – Evolution and continuities – Indian Culture in the Harappan and Vedic Ages

UNIT –II**[15 Hrs]****Religious ferment in the Sixth century B.C:**

Jainism and Buddhism and their Impact on Art, Architecture, and Literature

UNIT –III**[15 Hrs]****Indian Art and Architecture:**

Royal Patronage and the radical transformation of Indian Art and Architecture–
Mauryan and Gupta Eras – Bhakti Movement

UNIT –IV**[15 Hrs]****The Advent of Islam and the Sufi Movement:**

The emergence of new forms and motifs in Indian Art and Architecture –
Literature during the Medieval period

UNIT –V**[15 Hrs]****Colonial Rule and the Westernisation of Culture:**

The amalgamation of the old and new Art forms– **Education and the enduring legacy of the colonial rule** – Impact of Western Literature.

LEARNING RESOURCES**References**

Luniya, B.N., *Evolution of Indian Culture*
 Wolport, S., *Introduction to India*
 Hussain, S.A., *The National Culture of India*
 Tomery, E., *History of Fine Arts in India and West*
 Basham, A.L., *The Wonder that was India*
 Brown, Percy, *Indian Architecture – Buddhist and Hindu, Vol. I*
 Coomaraswamy, A.K., *History of Indian and Indonesian Art*
 Kramrish, Stella, *Art of India*
 Poande, Susmita, *Bhakti Movement*

Web Resources:

<https://indiaculture.gov.in>
<https://www.india.gov.in>
<http://www.intach.org>
<https://www.exoticindiaart.com>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1				
1.1	Linkages- Dynamism		Chalk & Talk	Black

		5		Board
1.2	Evolution and continuities	5	Chalk & Talk	Black Board
1.3	Indian Culture in the Harappan and Vedic Ages	5	Lecture	PPT & Black Board
Unit -2				
2.1	Jainism	3	Lecture	Black Board
2.2	Buddhism	3	Lecture	PPT & Black Board
2.3	Impacts	3	Lecture	PPT & Black Board
2.4	Art and Architecture	3	Lecture	Black Board
2.5	Literature	3	Lecture	Black Board
Unit -3				
3.1	Royal Patronage and the radical transformation of Indian Art and Architecture	4	Lecture	Black Board
3.2	Mauryan Era	4	Chalk & Talk	Black Board
3.3	Gupta Era	4	Chalk & Talk	Black Board
3.4	Bhakti Movement	3	Lecture	Black Board/PPT
Unit -4				
4.1	The emergence of new forms and motifs in Indian Art and Architecture	5	Lecture	Black Board
4.2	Indian Art and Architecture	5	Chalk & Talk	Black Board
4.3	Literature during the Medieval	5	Lecture	Black

	period			Board
Unit -5				
5.1	The amalgamation of the old and new Art forms	5	Lecture	Black Board
5.2	Education and the enduring legacy of the colonial rule	5	Chalk & Talk	Black Board
5.3	Impact of Western Literature	5	Lecture	PPT / Google Class room

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:

CO 1 - Explain the concepts and the dynamism involved in the Evolution of culture

CO 2 - Describe critical role of religions in the growth of Art and architectural forms

CO 3 - Examine the importance of Royal patronage for the progress of various art forms

CO 4 - Appreciate the advent of new art forms

CO 5 - Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

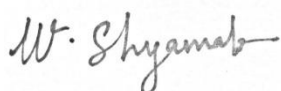
CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

COURSE DESIGNER:

Dr.W.Shyamala**Forwarded By**

HOD'S Signature& Name
Dr.J.SaralEvangelin
I M.A. HISTORY**SEMESTER -I***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG1HA E	RESEARCH AND REPORT WRITING	ABILITY ENHANCEMENT COURSE (EDC)	2	1

COURSE DESCRIPTION

his course covers the methods of Research and Report Writing. It exposes the stages of the research methodology. This course comprises the method of writing Research proposals and ethics in Research.

COURSE OBJECTIVES

- Explain the importance of report writing
- Point out the method of research writing
- Explain the methods of writing research proposals
- Point out the importance of ethics in research
- Highlight the best practices

UNITS**Unit - I****(6Hrs.)****Introduction:**

Significance and Requirements of Report Writing – Various kinds of Reports and its presentations.

Unit - II (6Hrs.)**Research Writing:**

Types of Research Papers, Structure of research papers – Research goals – Abstract writing – Methodology.

Unit - III (6Hrs.)**Report Writing:**

Writings project proposals – Lecture notes – Progress reports – Utilization reports – Scientific Reports – Analyse One Government report from the Library

Unit – IV (6Hrs.)**Ethics and Research:**

Fabrication- Plagiarism – Plagiarism detection tools – Misrepresentation

Unit –V (6Hrs.)**Best Practices:**

Formulating the focus of the research – Possess and develop cultural knowledge – Importance of socially beneficial research.

LEARNING RESOURCES**Recommended Books**

1. *A Step-by-Step Guide to Writing Academic Papers* by Anne Whitaker September 2009
2. *On Writing a Thesis* by C P Ravikumar, IETE Journal of Education, 2000
3. *Microsoft Office 2016*, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. *LATEX for Beginners*, Edition 5, March 2014 Document Reference: 3722-2014
5. *Essential LATEX ++*, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web Resources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>

2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>

<http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Mod ule No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1		Education in Ancient India		
1.1	Significance and Requirements of Report Writing	8	Lecture/Dis cussion	Black Board

1.2	Various kinds of Reports and its presentations	7	Chalk & Talk	Black Board
Unit -2 Education in Medieval India				
2.1	Types of Research Papers,- Abstract writing –	7	Lecture	Black Board
2.2	Structure of Research papers – Research goals	7	Chalk & Talk	Black Board
2.3	Methodology	6	Lecture	Black Board
Unit -3 Education in British India				
3.1	Writing Project proposals – Lecture notes – Progress Reports	7	Lecture	Black Board
3.2	Utilization Reports – Scientific Reports – Documentation with MS word	7	Chalk & Talk	Black Board
3.3	Reference-Citation-Footnotes-Review Writing-Web Writing.	6	Lecture	Black Board
Unit – 4 Education in Free India				
4.1	Fabrication- Plagiarism – Plagiarism detection tools --	7	Lecture	Black Board
4.2	Misrepresentation-MS Excel-Data entry	7	Chalk & Talk	Black Board
4.3	Graph-Diagram-Chart-Pie Analysis-Table Format	6	Lecture	Black Board
Unit -5 Education in India Today				
5.1	Formulating the focus of the Research —	5	Lecture	Black Board
5.2	MS PowerPoint-Presentation of findings	5	Chalk & Talk	Black Board
5.3	Importance of Socially beneficial Research	5	Lecture	Black Board

Level s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1	T2	Seminar	Assig nment	OBT/PP T				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scho lastic	-	-	-	-	-		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 the significance of research and its requirements	K4/K5	PSO1& PSO2
CO 2	Identify the various types of research.	K2/K3	PSO2
CO 3	Identify the method of writing of project proposals.	K3/K4	PSO5
CO 4	Analyze the ways of identifying the plagiarism in research	K4/K5	PSO2 & POS5
CO 5	Understand the research ethics.	K2/K3	PSO4

Mapping COs Consistency with PSOs

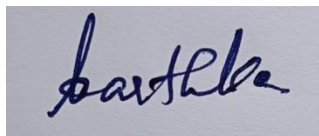
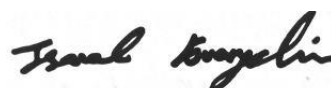
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2
CO2	2	3	2	2	2
CO3	2	2	2	2	3
CO4	2	3	2	2	2
CO5	2	2	2	3	2

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

♦ Weakly Correlated -**1**

Mapping COs Consistency with POs

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

COURSE DESIGNER:

Dr.J.Saral Evangelin**Forwarded By
HOD'S Signature& Name**

Dr.J.Saral Evangelin**I M.A.HISTORY****SEMESTER -II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	23PG2HE5	HISTORY OF JOURNALISM	ELECTIVE	5	3

COURSE DESCRIPTION

This course emphasizes the history of Journalism and its evolution. It focuses the development of Journals in India and the government reaction to the role of the press.

COURSE OBJECTIVES

- To explain the origins and the role of press in social awakening
- To present the role of the press in the freedom movement
- To explain the government reaction to the role of the press
- To present the role of prominent personalities for the growth of journalism
- To explain the contribution of various newspapers

UNITS

UNIT1

[15 Hrs]

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

Unit II

[15 Hrs]

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; **Role and responsibility of press in Modern India**

Unit-III

[15 Hrs]

Government and the press: reaction and regulation –Press laws

Unit IV

[15 Hrs]

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharaTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar

Unit V

[15 Hrs]

Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi- Dinamalar-Dinakaran- Viduthalai-Murasoli

LEARNING RESOURCES

Recommended Books

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.
5. J. Natarajan: History of Indian Journalism; Publication Division

6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150

https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf

<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1				
.1	The Origin of Press: Invention of Printing Press	2	Chalk & Talk	Black Board
.2	Gutenberg Press	2	Chalk & Talk	Black Board
.3	Role of Printing in evolution of modern newspapers	3	Lecture	PPT & Black Board
.4	Growth of newspapers in India	4	Chalk & Talk	Black Board
.5	Hickey's Gazette, Early journalism Bengal	4	Chalk & Talk	Black Board
Unit -2				
.1	Growth of Press and Indian Independence Movement	4	Lecture	Black Board
.2	Role of Newspapers in Indian Freedom struggle	5	Lecture	PPT & Black Board
.3	Contribution of Anglo-Indian	5	Lecture	PPT & Black Board
.4	Role and responsibility of press in Modern India	2	Lecture	Black Board
.5	Nationalist Press to the field of Journalism in India	4	Lecture	Black Board

Unit -3				
.1	Government and the press	2	Lecture	Black Board
.2	Reaction of press	6	Chalk & Talk	Black Board
.3	Regulation of press	4	Chalk & Talk	Black Board
.4	Press laws	5	Lecture	Black Board/PPT
.5	Press commission	3	Chalk & Talk	Black Board
Unit -4				
.1	Contribution of Eminent Personalities to Indian Journalism	4	Lecture	Black Board
.2	BalaGangadharaTilak	4	Chalk & Talk	Black Board
.3	Gandhi	3	Lecture	Black Board
.4	S. Sadanand	6	Lecture	Black Board/PPT
.5	Contributions of Eminent personalities to Tamil journalism	3	Lecture	PPT
Unit -5				
.1	Contribution of Important News Papers	2	Lecture	Black Board
.2	AmritBazarPatrika	3	Chalk & Talk	Black Board
.3	The Times of India – The Hindu	5	Lecture	PPT / Google Class room
.4	Contemporary News Papers in Tamil	3	Chalk & Talk	Black Board
.5	Dinamani- DhinaThanthi- Dinamalar-Dinakaran- Viduthalai-Murasoli	2	Chalk & Talk	Black Board

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	Explain the origins and the and role of press in social awakening	K5	PSO1
CO 2	Present the role of the press in the freedom movement at the national level	K2	PSO1
CO 3	Explain the government reaction to the role of the press	K4	PSO5
CO 4	Assess the role of prominent personalities for the growth of journalism	K5	PSO2&PSO1
CO 5	Understand the contribution of various newspapers	K6	PSO4& PSO2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13

Average	3	3	2.6	3	2.6
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S-Strong(3) M-Medium (2) L-Low (1)

S-Strong(3) M-Medium (2) L-Low (1)

COURSE DESIGNER:

B. Poornimasethupathi

Dr.B.Poornimasethupathi

Forwarded By

J. Saral Evangelin

HOD'S Signature & Name

Dr.J.Saral Evangelin

I M.A. HISTORY**SEMESTER –II**

For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2HE6	INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES	MAJOR CORE	5	3

Learning Objectives:

- 1** –Explain the theories of international migrations and diaspora
- 2** –Outline the position of Indian diaspora worldwide
- 3** –Examine the issues of identity among the Indian diaspora
- 4** –Evaluate the policies towards diaspora
- 5** –present the perspectives of sending and receiving countries

UNIT I: International Migrations

[15 Hrs]

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT II: Theories of Diaspora

[15 Hrs]

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT III: The Indian Diaspora: A Survey

[15 Hrs]

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

UNIT IV: Issues of Identity in the Indian Diaspora [15 Hrs]
Religion and Caste – Language and Culture – Institutions and Associations

UNIT V: Indian Diaspora and Policy Perspective [15 Hrs]
Sending Country's Perspective – Receiving Country's Perspective

LEARNING RESOURCES

Recommended Books

Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*

Movements in the Modern World. London: Macmillan.

Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.

Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.

EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and*

International Migration in Europe: Employment, Welfare and Politics. London:Routledge.

Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.

London: Edward Elgar. [Introduction]

Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in theIndian Diaspora*. London: Routledge.

Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.

Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. NewYork: New York University Press.

Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.

Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter1,3,5]

Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.

Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

1. www.iom.int
2. https://www.researchgate.net/publication/260096281_Theories_and_Types_of_Migration_An_Overview_and_A_Primer
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
Unit -1 International Migrations				
1.1	Theories of International Migrations	5	Chalk & Talk	Black Board
1.2	History of International Migration	5	Chalk & Talk	Black Board
1.3	Ethnicity and Gender in International Migrations	5	Lecture	PPT & Black Board
Unit -2 Theories of Diaspora				
2.1	Definitions and Theories of Diaspora	5	Lecture	Black Board
2.2	Major Diasporas: Jewish, African, Chinese and Indian	5	Lecture	PPT & Black Board
2.3	Globalisation and Diaspora	5	Lecture	PPT & Black Board
Unit -3 The Indian Diaspora: A Survey				
3.1	The Indian Diaspora in South East	5	Lecture	Black

	Asia			Board
3.2	The Indian Diaspora in Africa and the Caribbean	5	Chalk & Talk	Black Board
3.3	The Indian Diaspora in North America, Europe and Australasia	5	Chalk & Talk	Black Board
Unit -4 Issues of Identity in the Indian Diaspora				
4.1	Religion and Caste	5	Lecture	Black Board
4.2	Language and Culture	5	Chalk & Talk	Black Board
4.3	Institutions and Associations	5	Lecture	Black Board
Unit -5 Indian Diaspora and Policy Perspective				
5.1	Sending Country's Perspective	8	Lecture	Black Board
5.2	Receiving Country's Perspective	7	Chalk & Talk	Black Board

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***

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 theories of international migrations and diaspora	K2	PSO1& PSO2
CO 2	Outline the position of Indian diaspora worldwide	K2	PSO3
CO 3	Examine the issues of identity among the Indian diaspora	K3	PSO5
CO 4	Evaluate the Indian policies towards diaspora	K4	PSO2
CO 5	understand the perspectives and policies of receiving countries	K5	PSO4

Mapping COs Consistency with PSOs

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

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

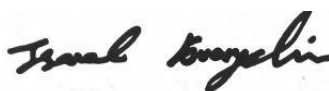
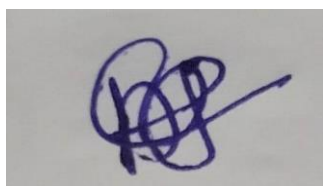
Mapping COs Consistency with POs

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

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.J.SaralEvangelin

Mrs. A. Anithapandi**Forwarded By
HOD'S Signature& Name****I M.A. HISTORY****SEMESTER –II***For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
PSHI	23PG2HE7	INDIAN CONSTITUTION	ELECTIVE	5	3

Learning Objectives:

- 1 –Explain the historical background of the Indian Constitution.
- 2 –Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- 4 –Describe the powers and functions of the various units of the government.
- 5- Evaluate the nature of the State constitutional machinery and its functions

UNIT I **[15 Hrs]**

Historical background - Sources of the Indian Constitution - Preamble-citizenship

UNIT II **[15 Hrs]**

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties – important amendments to the Constitution

UNIT III **[15 Hrs]**

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

UNIT IV **[15 Hrs]**

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions

UNIT V **[15 Hrs]**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

LEARNING RESOURCES

Recommended Books

Austin Granville, The Indian Constitution: Cornerstone of A Nation,Oxford University Press,1999

Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996

Durga Das Basu,An Introduction to Indian Constitution,Wadha& Company, 2001

Shukla, V.N, The Constitution of India, Eastern Book Company,1977

5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

References

Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009

Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000

Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Unit -1 INDIAN CONSTITUTION				
Module No.	Topic	No. of Lectures	Teaching pedagogy	Teaching Aids
1.1	Historical background	4	Chalk & Talk	Black Board
1.2	Sources of the Indian Constitution	4	Chalk & Talk	Black Board
1.3	Preamble	4	Lecture	PPT & Black Board
1.4	citizenship	3	Chalk & Talk	Black Board
Unit -2 FUNDAMENTAL RIGHTS & DUTIES				
2.1	Fundamental Rights	4	Lecture	Black Board
2.2	Directive Principles of State Policy	4	Lecture	PPT & Black Board
2.3	Fundamental Duties	4	Lecture	PPT & Black Board
2.4	Important amendments to the Constitution	3	Chalk & Talk	Black Board
Unit -3 INDIAN FEDERALISM				

3.1	Indian Federalism	4	Lecture	Black Board
3.2	Distribution of powers	3	Chalk & Talk	Black Board
3.3	Legislative	3	Chalk & Talk	Black Board
3.4	Administrative and Financial relation	3	Lecture	Black Board
3.5	Emergency Provisions	2	Chalk & Talk	Black Board
Unit -4 UNION GOVERNMENT				
4.1	Union Government	2	Lecture	Black Board
4.2	President: Election	2	Chalk & Talk	Black Board
4.3	Powers and Functions	2	Lecture	Black Board
4.4	Cabinet: Prime Minister	2	Chalk & Talk	Black Board
4.5	Parliament Composition, Powers and functions	2	Chalk & Talk	Black Board
4.6	Process of lawmaking	1	Chalk & Talk	Black Board
4.7	Speaker	1	Chalk & Talk	Black Board
4.8	Parliamentary Committees	1	Lecture	Black Board
4.9	Supreme Court of India: Composition,	1	Lecture	Black Board
5.0	powers and functions	1	Chalk & Talk	Black Board
Unit -5 STATE GOVERNMENT				
5.1	State Government		Lecture	Black Board
5.2	Role of the Governor		Chalk & Talk	Black Board
5.3	State Legislature		Chalk & Talk	Black Board

5.4	Cabinet		Chalk & Talk	Black Board
5.5	High Court		Lecture	Black Board

4.

5.

6.

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:

CO 1 –understand the historical background of the Indian Constitution.

CO 2 –Compare and contrast basic features of the constitution

CO 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.

CO 4 –Describe the powers and functions of the various units of the government.

CO 5.- Explain the structure at the state level

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

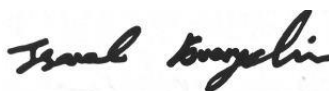
	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

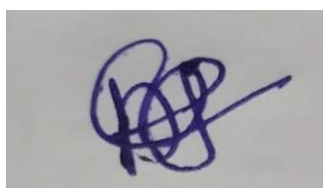
S-Strong(3)

M-Medium (2)

L-Low (1)

COURSE DESIGNER:



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PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	23PG2HE8	ENVIRONMENTAL HISTORY OF INDIA	ELECTIVE COURSE	5	3

Learning Objectives:

- 1 Examine the various schools of thought in ecological studies.
- 2 Trace the impact of eco systems from a historical perspective.
- 3 Evaluate the impact of British ecological imperialism.
- 4 Detail India's environmental policy.
- 5 Examine the role and impact of various environmental movements.

Unit I**[15 Hrs]****Introduction to Environmental History**

Introduction to Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

Unit II**[15 Hrs]****Eco systems in History**

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest in Ancient India –Deforestation in the Vedic Period – Eco-Systems of the Sangam Age in South India – Asoka And Ecology – Mughals and Hunting.

Unit III

[15 Hrs]

Ecological Imperialism

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit IV

[15 Hrs]

Environmental Policy

Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit V

[15 Hrs]

Environmental Movements

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BachaoAndolan – Silent Valley Movement – Jungle BachaoAndolan

LEARNING RESOURCES

Recommended Books

Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011

Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.

Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period* Vol 1, Permanent Black: Ranikhet, India, 2012

Modern Environmental History, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.

Ramachandra,Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP,1989

Donald Worster, “Doing Environmental History.” In *The Ends of the Earth: Perspectives on*

References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008

Crosby, Alfred. "Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon." In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.

David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Joakim, Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web Resources

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

4. COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 European Settlements in India				
1.1	Introduction to Environmental History –:	3	Chalk & Talk	Black Board, PPT
1.2	Habitats in Human History	3	Chalk & Talk	LCD
1.3	Modes of Production and Modes of Resource Use –	3	Lecture	On line
1.4	Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.	3	Lecture	Black Board
UNIT -2 Emergence of Nationalism in India				
2.1	Prehistoric Environment in India – Role of Climate in Indus Valley Civilization	3	Blended Learning	Green Board Charts, Map

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.2	Forest in Ancient India – Deforestation in the Vedic Period	3	Chalk & Talk	Green Board
2.3	Eco-Systems of the Sangam Age in South India	3	Flipped Learning	Text Books
2.4	Asoka And Ecology – Mughals and Hunting	3	Blended Learning	Materials
UNIT -3 Indian National Movement				
3.1	Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 Systematic	4	Blended Learning	LCD
3.2	Protest Against British Forest Acts and Policies of Monoculture – Plantation	4	Blended Learning	Smart Board
3.3	Public Works – Railways – Hill Stations	4	Chalk & Talk	Black Board, LCD
3.4	Conservation versus Exploitation Debate.	4	Chalk & Talk	Black Board, LCD
UNIT -4 Era of Mass Movements				
4.1	Independent India's Environmental Policy– Forest Policy – Resolutions And—Move Towards– National	2	Lecture	Green Board Charts
4.2	Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment	2	Chalk & Talk	Black Board
4.3	Big Dams And Hydro-Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact	2	Flipped Learning	E- Content
4.4	Sustainable Development – National Environment Policy	2	Lecture	Google classroom
4.5	National Conservation Strategy and the Policy Statement of Environment And Development 1992	2	Flipped Learning	E- Content
4.6	Environment Tribunal – National Green Tribunal.	2	Lecture	Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -5 Independence and Partition				
5.1	Environmental Movements: Bishnoi Movement – Chipko Movement	3	Chalk & Talk	Black Board
5.2	Appiko Movement – Narmada Bachao Andolan	3	Chalk & Talk	LCD
5.3		2	Lecture	PPT & White board
5.4	Silent Valley Movement	2	Lecture	Smart Board
5.5	Jungle Bachao Andolan	2	Lecture	Pictures, Black Board

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

CIA	
Scholastic	35
Non Scholastic	5

40

EVALUATION PATTERN

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

- PG CIA Components**

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	understand the various schools of thought in ecological studies.	K3	PSO3
CO 2	Trace the impact of eco systems from a historical perspective.	K3	PSO2
CO 3	Evaluate the impact of British ecological imperialism	K5	PSO2
CO 4	Examine the impact of various environmental movements in India	K4	PSO2

CO 5	Examine the role of various movements	K5	PSO1
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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	3	3	2	2	3
CO4	2	2	2	3	2
CO5	3	2	2	3	2

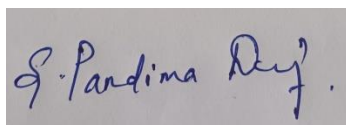
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

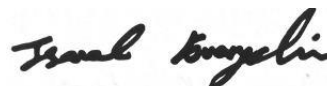
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	3	2	3	3	3
CO2	2	3	2	2	2	3	2
CO3	3	2	3	2	2	2	2
CO4	2	3	2	2	3	2	2
CO5	2	2	2	3	3	2	2

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

COURSE DESIGNER:



Ms. S. Pandima Devi



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

Dr.J.Saral Evangelin

I M.A. HISTORY**SEMESTER – II***For those who joined in 2023 onwards*

PROGR AMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEE K	CRE DITS
PSHI	23PG2HAE	INTRODUCTI ON TO EPIGRAPHY	SKILL ENHANCEMEN T COURSE	4	2

Learning Objectives:

1. Define epigraphy and explain its significance.
2. Identify the varieties of materials used.
3. Explain the types of inscriptions.
4. Trace the origin of writing in South India.
5. Explain the use of inscriptions as historical sources.

UNIT –I**[12 Hrs]****Basics of Epigraphy:**

Definition – Importance of epigraphy for Reconstructing history – Format of Inscription – Authenticity - Eras

Unit- II**[12 Hrs]****Nature of the Writing Materials:**

Stone – Metal – Clay – Terracotta – Pottery – Wood – Papyrus - Parchment

Unit –III**[12 Hrs]****Types of Inscriptions:**

Political– Social – Economic Inscriptions–Cultural – Literary - Religious

UNIT –IV**[12 Hrs]**

Scripts in Ancient India and Tamil Nadu:

Origin of Writing -Indus Script and its decipherment – Brahmi and Kharosthi Script, Origin of Writing in Tamil Nadu -Tamil - **Tamil Brahmi – Vattezhuthu – Grantha Script – Scripts in Tamil Nadu**

UNIT-V**[12 Hrs]****Inscriptions as Historical Source Material:**

Inscriptions of Indus Civilization- Asokan Pillar Inscriptions– Inscriptions of Gupta period – Inscriptions in Tamil Nadu – Tamil Brahmi– Mangulam – Jambai – Pughalur– Sittannavasal.

LEARNING RESOURCES**Recommended Books**

Buhler,George, *Indian Paleography*, Indian Studies Past and Present; Calcutta; 1959

Dani.A.H, *Indian Paleography*,MunshiramManoharlal Publishers; 3 edition,2011.

Sivaramamurthy. C., *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum,1952.

Rajan.K, *Epigraphy (Kalvettayil (T)*, Mano Pathipagam, 2007.

Santhalingam.C, *Art of Epigraphy (Kalvettukalai(T)*

Web Resources

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

4. COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 European Settlements in India				
1.1	Definition	3	Chalk & Talk	Black Board, PPT
1.2	Importance of epigraphy for Reconstructing history	3	Chalk & Talk	LCD
1.3	Format of Inscription	3	Lecture	On line

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.4	Authenticity - Eras	3	Lecture	Black Board
UNIT -2 Emergence of Nationalism in India				
2.1	Stone - Metal	3	Blended Learning	Green Board Charts, Map
2.2	Terracotta – Pottery	3	Chalk & Talk	Green Board
2.3	Wood- Papyrus	3	Flipped Learning	Text Books
2.4	- Clay- Parchment	3	Blended Learning	Materials
UNIT -3 Indian National Movement				
3.1	Political- Social –	4	Blended Learning	LCD
3.2	Economic Inscriptions– Cultural	4	Blended Learning	Smart Board
3.3	Literary - Religious	4	Chalk & Talk	Black Board, LCD
UNIT -4 Era of Mass Movements				
4.1	Origin of Writing -Indus Script and its decipherment	3	Lecture	Green Board Charts
4.2	Brahmi and Kharosthi Script, Origin of Writing in Tamil Nadu	3	Chalk & Talk	Black Board
4.3	Tamil Brahmi – Vattezhuthu – Tamili	3	Flipped Learning	E- Content
4.4	Grantha Script – Scripts in Tamil Nadu	3	Lecture	Google classroom
UNIT -5 Independence and Partition				
5.1	Inscriptions of Indus Civilization	2	Chalk & Talk	Black Board
5.2	Asokan Pillar Inscriptions	2	Chalk & Talk	LCD
5.3	Inscriptions of Gupta period	2	Lecture	PPT & White board
5.4	Inscriptions in Tamil Nadu –	3	Lecture	Smart Board

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Tamil Brahmi- Mangulam – Jambai –			
5.5	Pughalur- Sittannavasal.	3	Lecture	Pictures, Black Board

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

5.

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:

- CO 1 –Define epigraphy and explain its significance.
 CO 2 - Identify the varieties of materials used
 CO 3 – explain the types of inscriptions
 CO 4- trace the origin of writing in outh India
 CO 5 - explain the use of inscriptions as historical source

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

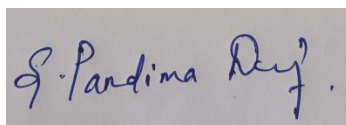
S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)**M-Medium (2)****L-Low (1)****COURSE DESIGNER:**

Ms. S. Pandima Devi


Forwarded By
HOD'S Signature& Name
Dr.J.Saral Evangelin

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

For those who joined in 2019 onwards

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

COURSE DESCRIPTION

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

COURSE OBJECTIVE/S

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

UNIT I: Concepts and Components:**[10 HRS]**

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

UNIT II: Natural resources:**[15 HRS]**

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

UNIT III: Cultural heritage Tourism:**[15 HRS]**

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

UNIT IV: Man-made resources:**[10 HRS]**

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

UNIT V: World heritage sites in India:**[10 HRS]**

Ajanta - Ellora and Elephanta Caves - Bodh Gaya - Khajuraho - Konark Sun Temple Mahabalipuram -Meenakshi Amman Temple - Qutb Minar - Taj Mahal - Hampi - Kaziranga National Park - Sunderbans National Park. (Self study)

Text Books:

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

Reference Books:

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Concepts and Components:				
1.1	Tourism - Excursion	2	Chalk & Talk	Black Board
1.2	Types and forms of tourism – Basic components of tourism	2	Chalk & Talk	LCD
1.3	Motivations for travel	2	Lecture	PPT & White board
1.4	Types of Tourism Resources in India	2	Lecture	PPT
1.5	Tourism offices in India and abroad benefits.	2	Lecture, Videos	LCD
Unit -2 Natural resources:				
2.1	Hills, Beaches, Wetlands, Rivers, Lakes, Ponds, Streams, Waterfalls	3	Lecture	Black board
2.2	Estuaries, Floral Wealth, Fauna, Islands, Hot and Cold Deserts	3	Chalk & Talk	Green Board
2.3	Wild Life Sanctuaries, National Parks and Biosphere Reserves - Himachal Pradesh	3	Flipped Learning	PPT
2.4	Kullu – Shimla – Manali - Chamba - Mandi – Dalhousie – Dharmashala	3	Blended Learning	PPT
2.5	Ladakh – Kodaikanal – Ooty – Valparai – Pollachi – Yercaud	3	Chalk & Talk	Black Board
Unit -3 Cultural heritage Tourism:				
3.1	Traditional and Promotional Tourism	3	Chalk & Talk	Black Board, Map
3.2	Fairs and Festivals	3	Chalk & Talk	LCD

3.3	Performing Arts of India	3	Lecture	PPT & White board
3.4	Classical Dances, Drama, Music and Handicrafts	3	Blended Learning	PPT
3.5	Tribal Heritage, Ethnic Heritage	3	Chalk & Talk	Black Board
Unit -4 Man-made resources:				
4.1	Architectural – Archaeological and Historical sites in India –	2	Chalk & Talk	Black Board
4.2	Pilgrimage Destinations: Hindu, Buddhist, Jain, Christian	2	Chalk & Talk	LCD
4.3	Muslim and Sikh Centres	2	Lecture,	PPT & White board, LCD
4.4	Museums	2	Lecture	Black Board
4.5	Art Galleries – Libraries – Facilities and Amenities	2	Lecture	Black Board
Unit -5 World heritage sites in India:				
5.1	Ajanta – Ellora and Elephanta Caves – Bodh Gaya –	2	Chalk & Talk	Black Board
5.2	Khajuraho – Konark Sun Temple	2	Chalk & Talk	LCD
5.3	Mahabalipuram –Meenakshi Amman Temple	2	Lecture	PPT & White board
5.4	Qutb Minar – Taj Mahal – Hampi	2	Lecture	Smart Board
5.5	Kaziranga National Park – Sunderbans National Park	2	Lecture	Black Board

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

- 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 basic concepts of tourism types and resources.	K6	PSO2
CO 2	Understand the Natural Tourism resources in India.	K5	PSO1
CO 3	Realize the rich cultural heritage of India.	K4	PSO3
CO 4	Identify the manmade tourism resources in India.	K2	PSO5
CO 5	Identify the World heritage sites in India.	K6	PSO4

Mapping COs Consistency with PSOs

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

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

♦ Weakly Correlated -1

Mapping of COs with POs

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

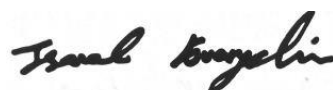
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:


Ms.S.Rajalakshmi

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


Dr.J.Saral Evangelin

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

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG3HE2	INTELLECTUAL HISTORY OF INDIA IN THE 20 TH CENTURY	MAJOR ELECTIVE	4	4

COURSE DESCRIPTION

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

COURSE OBJECTIVES

- To highlight the role of great intellectuals in the shaping of India.
- To follow the footsteps of the intellectuals in various fields and assimilate them as role models.

- To fulfil the need of the study of the past ideology in order to understand the current intellectuals.

UNIT I : India at the beginning of the 20th Century: [10 HRS]

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

UNIT II : Political Thought: [10 HRS]

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

UNIT III : Social Thought: [10 HRS]

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

UNIT IV: Socialists and Communists [15 HRS]

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

UNIT V: Literateurs: [15 HRS]

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

Text Book:

- Materials prepared by the Department.

Reference Books:

- Bharathi, Mahatma Gandhi, *Man of the Millennium*, s. chand & Co., New Delhi, 2000.
- Gopalakrishnan M. d., Periyar, *Father of Tamil Race*, Emerald Publishers, Chennai.
- Grover B. L., & Grover S., *A New Look at Modern Indian History (From 1707 to the Modern Times)*, s. chand & Co. New Delhi, 2006.
- Nanda B. R. *Jawaharlal Nehru, Rebel and Statesman*, Oxford University Press, Delhi, 1995.
- Naravane V. S. *Modern Indian Thought*, Orient Longman, New Delhi, 1978.

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 India at the beginning of the 20 th Century				
1.1	India at the beginning of the 20 th Century	2	Chalk & Talk	Black Board
1.2	Political condition	2	Chalk & Talk	LCD
1.3	Social Condition	2	Lecture	PPT & White board

1.4	Economic condition	2	Lecture	PPT
1.5	Course of Freedom Movement	2	Lecture, Videos	LCD
Unit -2 Political Thought:				
2.1	B.G Tilak- Lala Lajput Rai – B. C. Pal	2	Lecture	Black board
2.2	Mahatma Gandhi	2	Chalk & Talk	Green Board
2.3	Zakir Hussain	2	Flipped Learning	PPT
2.4	Jayaprakash Narayan	2	Blended Learning	PPT
2.5	Indira Gandhi	2	Chalk & Talk	Black Board
Unit -3 Social Thought				
3.1	Social Thought	2	Chalk & Talk	Black Board, Map
3.2	Vinoba Bhave	2	Chalk & Talk	Black board
3.3	Dr. Muthulakshi Reddy	2	Lecture	PPT & White board
3.4	Periyar EVR	2	Blended Learning	PPT
3.5	Mother Theresa	2	Chalk & Talk	Black Board
Unit -4 Socialists and Communists				
4.1	Socialists and Communists	3	Chalk & Talk	Black Board
4.2	M.N. Roy	3	Chalk & Talk	LCD
4.3	S. A. Dange	3	Lecture,	PPT
4.4	Ram Manohar Lohia	3	Lecture	Black Board
4.5	E. M.S.	3	Lecture	Black Board
Unit -5 Literateurs:				
5.1	Rabindranath Tagore – Muhammad Iqbal	3	Chalk & Talk	Black Board
5.2	Subramaniya Bharathi	3	Chalk & Talk	LCD
5.3	Thiru Vi.Ka	3	Lecture	PPT & White board

5.4	Sarojini Naidu	3	Lecture	Smart Board
5.5	Bharathidasan	3	Lecture	Black Board

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

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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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 role of great intellectuals in the shaping of India	K6	PSO4
CO 2	Evaluate the footsteps of the intellectuals in various fields and assimilate them as role models.	K5	PSO1
CO 3	Assess the need for the study of the past ideology in order to understand the current	K4	PSO2

	intellectuals.		
CO 4	Discuss the legacy of social thinkers	K2	PS03
CO 5	Analyse the role of litterateurs in the intellectual thinking	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 COs with POs

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

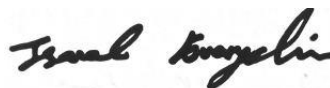
Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:


Ms.S.Rajalakshmi

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


Dr.J.Saral Evangelin**II M.A HISTORY****SEMESTER -IV**

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG4HE3	TOURISM MARKETING AND MANAGEMENT	MAJOR ELECTIVE	4	4

COURSE DESCRIPTION

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

COURSE OBJECTIVE/S

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

UNITS

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

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

UNIT II: Tourism marketing techniques: [15 Hrs]

Marketing types- Special Features of Tourism Marketing- destination marketing - tourism marketing mix-internet marketing- marketing segmentation- market research- marketing plan-process- efforts- tourism promotions-Market Targeting

UNIT III: Tourism management: [10 Hrs]

Ethics in tourism management- tourism forecasting- nature and scope of tour operations- tourism product- modern travel agencies.

UNIT-IV: Tourism marketing: [10 hrs]

Technological advances in tourism- communications- computer technology on tourism- passenger reservation-ticketing

UNIT-V:Tour operations and travel services: [15 hrs]

Emergence of tour operator- package tour- marketing a package tour- tour brochure-marketing a brochure- travel trade Associations- travel trade fairs- Tour Operators - Package Tours Passenger Services - Hospitality, Accommodation, Guides & Escorts - Techniques of Public Relations - Tourist Publicity, Media, Government Norms, Permits, Taxes, Insurance (Self Study)

TEXT BOOK:

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

REFERENCE BOOKS:

1. Sunathra rodai, Vandhana Joshi, Archana Biwal, *Tourism operators and management*, Oxford University press, 2009.
2. Ravindera Varma, *Tourism management*, Centrum Press, New Delhi, 2010.

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
Unit -1 Definition, nature and scope				
1.1	Definition of tourism marketing	2	Chalk & Talk	Black Board
1.2	Need for marketing- features of tourism marketing	2	Chalk & Talk	Black Board
1.3	Nature and scope of tourism management	2	Lecture	PPT & White board
1.4	Impact of travel and tourism	2	Lecture	Smart Board
1.5	Need for Marketing in Tourism	2	Lecture	PPT
Unit -2 Tourism marketing techniques				
2.1	Marketing types	3	Lecture	Black Board
2.2	Special Features of Tourism Marketing	3	Chalk & Talk	Black Board
2.3	Destination marketing	3	Lecture	Black Board
2.4	Marketing mix-internet marketing	3	Lecture	Black Board /
2.5	Marketing segmentation-Market Targeting	3	Discussion	Google class room
Unit -3 Tourism management				
3.1	Concept of management in tourism industry	2	Lecture	Black Board

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

Le vel s	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholasti c Marks C6	CIA Total	% of Assessm ent
	T1	T2	Seminar	Assign ment	OBT/PP T				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
N on Sc ho las tic	-	-	-	-	-		5	5	12.5 %
To tal	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

• 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	Analyze the concepts used in tourism.	K4	PSO2
CO 2	Compare techniques of promoting tourism marketing.	K5	PSO3
CO 3	Illustrate the technological advances in tourism industry.	K2	PSO1
CO 4	Identify the travel agencies around the world.	K2	PSO5
CO 5	Apply modern tourism techniques like ticket reservation through online, create blogs, reviews etc.	K3	PSO4

Mapping COs Consistency with PSOs

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

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

♦ Weakly Correlated -1

Mapping COs Consistency with POs

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

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

♦ Weakly Correlated -1

COURSE DESIGNER:

B. Poornima Sethupathi

Dr.B.Poornimasethupathi

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

J. Saral Evangelin

Dr.J.Saral Evangelin

II M.A HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAMME	COURSE	COURSE TITLE	CATEGOR	HRS/	CREDIT
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CODE	CODE		Y	WEEK	S
PSHI	19PG4HE4	INDIAN ARCHAEOLOGY	MAJOR ELECTIVE	4	4

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNIT I: Aims and Methods of Archaeology: [10 HRS]

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

UNIT II: Early Stone Age: [10 HRS]

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

UNIT III: Harappan Culture: [15 HRS]

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

UNIT IV Epigraphy: [15 HRS]

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

UNIT V Numismatics: [10 HRS]

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

TEXT BOOK:

1. Course material prepared by the Department.

REFERENCE BOOKS:

1. Asko Parpola, **South Indian Megaliths**, State Dept of Archaeology, Tamilnadu.

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

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

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

Unit -4 Epigraphy				
4.1	Importance - Brahmi Script -	5	Lecture	Black Board
4.2	Language, Nature of Tamil Epigraphs	5	Chalk & Talk	Black Board
4.3	Types of Inscriptions with Special Reference to South India.	5	Lecture	Black Board
Unit -5 Numismatics:				
5.1	Its Illustration	3	Lecture	Black Board
5.2	Coins of Guptas, Pallavas	3	Chalk & Talk	Black Board
5.3	Cholas, Pandyas and Vijaya Nagara Rulers.	4	Lecture	Black Board

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

CIA	
Scholastic	35

Non Scholastic	5
	40

EVALUATION PATTERN

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

• 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	Compile the definition, kinds and functions of archaeology	K4	PSO4
CO 2	Identify patterns and regional variation in the human past as revealed by the archaeological evidence.	K3	PSO1

CO 3	Critically evaluate archaeological evidence for the reconstruction of cultural systems and cultural change in specific regions.	K5	PSO2
CO 4	Evaluate the need for epigraphy in modern time.	K4	PS03
CO 5	Identify the importance of Numismatics.	K2	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 COs with POs

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

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

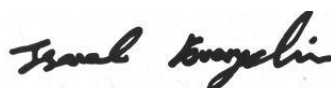
♦ Weakly Correlated -1

COURSE DESIGNER:



Ms.S.Rajalakshmi

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



Dr.J.Saral Evangelin

SELF LEARNING COURSES

I M.A

SEMESTER –I*For those who joined in 2021 onwards*

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

UNITS**UNIT –I RURAL PLANNING AND DEVELOPMENT**

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

UNIT –II- RURAL ENERGY PLANNING

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

UNIT –III- RURAL COMMUNITY FACILITIES AND SERVICES

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

UNIT –IV- RURAL SOCIAL PROBLEMS

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

UNIT –V- RURAL DEVELOPMENT SCHEMES IN POST-INDEPENDENCE INDIA

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

UNIT –VI DYNAMISM

Inclusive Rural Development

TEXT BOOKS:

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

REFERENCE BOOKS:

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

Digital Open Educational Resources (DOER):

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

CIA	
Assignment	20
Test	20
	40

EVALUATION PATTERN

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

C1 – Assignment

C2 – Test

COURSE OUTCOMES

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

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

Mapping COs Consistency with PSOs

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

Note: ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated – **1**

Mapping of COs with Pos

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

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

♦ Weakly Correlated -1

COURSE DESIGNER:

m.vijayshanthi
T. Geetha

Dr.M.Vijaya Shanthi (History)

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

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

Saral Evangelin

Dr.J.Saral Evangelin

Dr.M.Meenakumari

DEPARTMENT OF HISTORY
SELF LEARNING COURSE - PG
GANDHIAN THOUGHTS

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

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

CONTENTS

UNIT : I

GANDHIJI'S LIFE AND ROLE IN FREEDOM STRUGGLE

Early Life- Education- Champaran Sathyagraha, Non cooperation movement ,civil disobedience movement , Quit India Movement.

UNIT : II

GANDHIJI PRINCIPLES AND VALUES

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

UNIT : III

ECONOMIC THOUGHT OF GANDHI

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

UNIT : IV

SOCIAL THOUGHT OF GANDHI

Sarvodhya- Constructive programme- Concept of Gram Swaraj- Untouchability and Harijan welfare- Status of women and Empowerment of Women.

UNIT : V

GANDHIJI AND EDUCATION

Wardha Scheme of Education-Gandhi's concept of Education-craft centre education- Self sufficiency – Mother tongue.

TEXT BOOKS:

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

REFERENCE BOOKS:

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

CIA	
Assignment	20
Test	20
	40

EVALUATION PATTERN

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

C1 – Assignment

C2 – Test

COURSE OUTCOMES

On completion of the course the students will be able to

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

Mapping COs Consistency with PSOs

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

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

Mapping of COs with POs

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

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

COURSE DESIGNER:

B.Poornimasethupathi

Dr.B.Poornimasethupathi

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

Saral Evangelin

Dr.J.Saral Evangelin

DEPARTMENT OF HISTORY
VALUE ADDED CERTIFICATE COURSE
PEACE STUDIES

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PGVACH1	PEACE STUDIES	CERTIFICATE COURSE	4	4

COURSE DESCRIPTION

This inter disciplinary course examines theories of war, peace and non – violence. This course is designed to provide the basic knowledge on peace makers, Gandhian view on peace and Peace organizations around the world.

COURSE OBJECTIVES

- To understand the concept and relevance of peace, competency of non-violence action and the need for peaceful resolution of conflict
- To develop skills to analyze the causes and effects and violence
- To identify contribution of peacemakers and to draw inspirations and motivations for peace transformations

CONTENTS

UNIT : I

[10 Hours]

BASIC THEORIES OF PEACE

Theories and Praxis - negative peace and positive peace– peace as absence of war and abolition of war, elimination of structural violence, disarmament and peace with justice, peace and non-violent liberation techniques.

UNIT : II

POSITIVE PEACE

[10 Hours]

Peace as Love, mutual aid, positive interpersonal relations, peaceful resolution of conflict, alternative defense, building just society, living with nature and preserving life.

UNIT : III

GANDHI AND PEACE

[15 Hours]

Life of Mahatma Gandhi - Gandhian Principles and Values; Truth - Nonviolence - Vegetarianism - Brahmacharya - spiritual and practical purity - Gandhiji and India's Freedom Struggle.

UNIT : IV

PEACE MAKERS

[15 Hours]

St. Francis of Assisi, Vinoba Bhave, Dalai Lama, Nelson Mandela, Aung Sanm Sun Kyi, Buddha, Mahavir, Jesus, Mohammed, Khan Abdul Gaffar Khan, Martin Luther King Jr., Mother Teresa, Asoka, Medha Patkar, and Wangari Maathai.

UNIT : V

PEACE ORGANIZATIONS

[10 Hours]

UNO - Women's International League for Peace - International Peace Bureau - Nonviolent Peace force - Code Pink - Greenpeace India - The Elders - Mayors for Peace - Food not Bombs.

Text books:

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

Reference Books:

1. Arun Gandhi, World without violence - world leaders share their commentaries on world harmony, peace and Justice, Arnold Heinemann India, New Delhi, 1994.
2. Catherin Ingram, **In the Footsteps of Gandhi**, Rupa & Co, New Delhi, 1997.
3. Kurtz, Letster., (Ed), **The Encyclopedia of Violence, Peace, and Conflict**, 3 Vols., Academic press, San Diego, 1999.
4. Mahadevan G., Non- Violence after Gandhi, (Ed.), Millioners publishers, 1999.

5. Murthy K.Sachidhanandha, Bouqoat. PC. **Studies in the Problems of Peace**, Asia Publishing, Bombay, 1960.
6. Shepard Mark, **Gandhi Today – A Report on Mahatma Gandhi successors**, Simple publications, California, 1987.
7. Stephan Zunes, Kurtz, Lester R. AND Sarah Bath Ashe, (Ed.), **Nonviolent Social Movements: A Geographical Approach**, MA: Blackwell Publications, Cambridge, 1999.
8. Unnithan, T.K.N & Yogendra Singh, **Traditions of Nonviolence**, Arnold Heinemann India, New Delhi, 1973.
9. Wadia A.R, **Philosophy of Mahatma Gandhi**, University of Mysore, 1958.

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
No n 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

UG CIA Components

		Nos	
C1	- Test (CIA 1)	1	- 10 Mks
C2	- Test (CIA 2)	1	- 10 Mks
C3	- Assignment	1	- 5 Mks
C4	- Open Book Test/PPT	2 *	- 5 Mks
C5	- Quiz	2 *	- 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	Understand the need and means for peaceful resolution of conflict	K2	PSO1
CO 2	Apply skills to analyze the causes and effects and violence	K3	PSO2
CO 3	Motivated on the life history and principles of Gandhi and shapes one's own life.	K4	PSO3
CO 4	Analyze the different spheres of conflicts by inspiring the example set by the peacemakers for peace transformations.	K5	PSO2
CO 5	Discuss the active role of world peace organizations in establishing peace and harmony around the world	K6	PSO5

Mapping COs Consistency with PSOs

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

Note:



Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1


Mapping of COs with POs

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

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

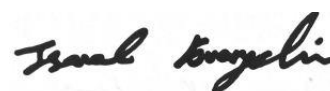
♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.P.Parameswari

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



Dr.J.Saral Evangelin