

**E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.**

*(An Autonomous Institution – Affiliated to Madurai Kamaraj University)*

Re-accredited (**3<sup>rd</sup> Cycle**) with Grade **A<sup>+</sup>** & **CGPA 3.51** by NAAC

## **DEPARTMENT OF HISTORY**



**TANSCHC-CBCS with OBE**

**MASTER OF ARTS**

**PROGRAMME CODE - PH**

**COURSE STRUCTURE**

(w.e.f. 2023 – 2024 Batch onwards)



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## **CRITERION - I**

### ***1.2.2 Details of Programmes offered through Choice Based Credit System (CBCS) / Elective Course System***

**Syllabus copies with highlights of contents focusing on  
Elective Course System**



**To be Noted:**

HIGHLIGHTED	COURSE
<div></div>	Elective

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### **DEPARTMENT OF HISTORY – PG**

**TANSCHÉ - CBCS WITH OBE**

**(w.e.f. 2023 – 2024 Batch onwards)**

#### **VISION**

The Department of History aspires to generate the students aware of the past and its legacies through teaching and extension activities in regional history in the context of Indian History. The Department seeks to fabricate its students, transferable skills, employability and intellectual curiosity, along with elevating public awareness about the past and its legacies, through teaching and service activities.

#### **MISSION**

The mission of the Department of History is based on the conviction that an indulgent of history is essential not only to a complete education but also to a life of wider awareness, fulfillment and responsible citizenship. We seek to instill in students a passion for learning about the past to facilitate them expand a better appreciative of the contemporary world and make connections to the future.

#### **Programme Educational Objectives (PEOs)**

<b>PEO</b>	<b>On completion of the Programme , the student will be able to</b>
<b>PEO1</b>	Graduates are empowered to create innovative ideology in different sectors of the government
<b>PEO2</b>	Acquire competency to challenge various competitive exams
<b>PEO3</b>	Capable to shift towards higher education
<b>PEO4</b>	Encompassed with the potential of leading the society in a right way
<b>PEO5</b>	Enhanced with leadership skill for Society, Capable to guide the political leaders with historical experiences

**Programme Outcomes (POs) with Graduate Attributes**

PO	Graduate Attributes	On completion of the Programme, the Students will be able to
PO - 1	Knowledge	Maintain the cultural tradition and morals with compassionate view.
PO-2	Problem Solving	Prepare the self-motivated and life-long wisdom to get shaped in the modern changing culture.
PO - 3	Modern Tool Usage	Architect of new knowledge leading to private enterprise employable in various sectors.
PO-4	The graduate and society	A obvious perceptive of evidence collected from historical sources
PO-5	Environment sustainability	Responsiveness of contemporary historical debate
PO-6	Leadership Quality	Comprehend the skills that historians use in research

**Programme Specific Outcomes (PSOs) with Graduate Attributes**

PSO	Graduate Attributes	Description
PSO-1	Knowledge	Outline the basic Level of political administration in various conditions
PSO-2	Problem Solving	Understand the importance of human values tolerance and ethics in society and move towards tranquility
PSO-3	Modern Tool Usage	Level of historical experience to construct modern society
PSO-4	The graduate and society	acquire knowledge owes the significance of cultures and its uniqueness of various civilization
PSO-5	Environment Sustainability, Leadership Quality	Awareness on natural heritage and to preserve it for future generation Capable to organize the people to achieve the goals.

**Eligibility for Admission**

Pass in B.A., or any other UG program considered as equivalent to B.A., as per Tamil Nadu Government orders.

**Duration of the Course**

The students shall undergo prescribed course of study for the period of two academic years under CBCS semester pattern with Outcome Based Education.

**Medium of Instruction:** English

**System:** TANSCHÉ - Choice Based Credit System with Outcome Based Education

### Nature of the Course

Courses are classified according to the following nature

1. Knowledge & Skill
2. Employability Oriented
3. Entrepreneurship Oriented

### Outcome Based Education (OBE) & Assessment

Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several bases, such as

#### 1. Based on purpose:

- Formative (Internal tests, Assignment, Seminar, Quiz, Documentation, ICT based Assignment, Mini Projects administered during the learning process)
- Summative (Evaluation of students learning at the end of instructional unit)

#### 2. Based on Domain knowledge: (Post Graduate Up to K5 Levels)

- Assessment through K1, K2, K3, K4 & K5

### Evaluation

Continuous Internal Assessment Test (CIA): 25 marks

Summative Examination : 75 marks

**Total : 100 marks**

### CIA- Continuous Internal Assessment: 25 Marks

Components	Marks
Test (Average of two tests) (Conduct for 120 marks and converted into 12 marks)	12
Application- oriented / innovation/ Creativity Assignment	3
Assignment	5
Seminar	5
<b>Total</b>	<b>25</b>

- ❖ Centralized system of Internal Assessment tests
- ❖ There will be a two Internal Assessment tests
- ❖ Duration of Internal assessment test I and II will be 2 1/2 hours
- ❖ Students shall write retest on the genuine grounds if they are absent in either Test I and Test II with the approval of Head of the Department.

**Question Paper Pattern for Continuous Internal Assessment Test I and Test II**

Section	Marks
A- Multiple Choice Questions (8x1Mark)	8
B- Short Answers(6 x 2 marks)	12
C –Either Or type(4/8 x5marks)	20
D –Open Choice type(2/4 x 10Marks)	20
<b>Total</b>	<b>60</b>

Conducted for 120 marks and converted into 12 marks

**Question Paper Pattern for Summative Examination**

Section	Marks
A- Multiple Choice Questions without choice(10x1mark)	10
B- Short Answer Questions without choice (5x 2Marks)	10
C –Either Or type (5/10 x 5marks)	25
D–Open Choice type(3/ 5 x 10Marks)	30
<b>Total</b>	<b>75</b>

In respect of summative examinations passing minimum is 45 % for Post Graduate and in total, aggregate of 50 %.

Latest Amendments and revisions as per UGC and TANSCH Norms are taken into consideration in Curriculum preparation.

**Distribution of Marks in % with K levels CIA, I, II & External Assessment**

Blooms Taxonomy	Internal Assessment		External Assessment
	I	II	
Knowledge(K1)	8%	8%	5%
Understanding(K2)	8%	8%	14%
Apply(K3)	24%	24%	27%
Analyze(K4)	30%	30%	27%
Evaluate(K5)	30%	30%	27%

**BLUE PRINT FOR INTERNAL ASSESSMENT – I**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl.	CLO's	K- Level			Section B		Section C	Section D	Total
			MCQs (No Choice)		Short answers (No Choice)		(Either/or Type) (Each set of questions must be in the same level)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K 5	1 2	K1 K2	1 1	K1 K3	1(K3) 1(K5)	1( K4)	
2	CLO 2	Up to K 5	2 1	K1 K2	1 1	K1 K2	1(K3)	1 (K4) 1 (K5)	
3	CLO3	Up to K 5	1 1	K1 K2	1 1	K2 K3	1(K4)	1(K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

**BLUE PRINT FOR INTERNAL ASSESSMENT – II**  
**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either/ or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO-3	Upto K5	1 2	K1 K2	1 1	K1 K3	1(K3) 1(K5)	1(K4)	
2	CLO-4	Upto K5	2 1	K1 K2	1 1	K1 K2	1(K3)	1(K4) 1(K5)	
3	CLO 5	Upto K5	1 1	K1 K2	1 1	K2 K3	1(K4)	1(K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

**Distribution of Marks with choice K Levels CIA I and CIA II**

CIA	K Levels	Section-AMCQ (No choice)	Section -B Short Answer(No choice)	Section- C (Either /or Type)	Section-D (Open Choice)	Total Marks	% of Marks
<b>I</b>	K1	4	4			8	8
	K2	4	4		-	8	8
	K3		4	20		24	24
	K4			10	20	30	30
	K5			10	20	30	30
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>
<b>II</b>	K1	4	4			8	8
	K2	4	4			8	8
	K3		4	20		24	24
	K4			10	20	30	30
	K5			10	20	30	30
	<b>Marks</b>	<b>8</b>	<b>12</b>	<b>40</b>	<b>40</b>	<b>100</b>	<b>100</b>

**Articulation Mapping –K Levels with Course Learning Outcomes (CLOs) for Internal Assessment ( SEC)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No choice)		Short Answers (No choice)				
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K4	2	K1			2(K3&K3) 2(K3&K3) 2(K4&K4) 2(K5&K5)	1(K3)	
2	CLO 2	Up to K4	2	K1				1(K4)	
3	CLO 3	Up to K4			1	K2		1(K4)	
4	CLO 4	Up to K5			1	K2		1(K5)	
5	CLO 5	Up to K5			1	K2		1(K5)	
No. of Questions to be asked			4		3		8	5	20
No. of Questions to be answered			4		3		4	3	13
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	30	50

**Distribution of Section-wise Marks with K Levels for Internal Assessment (SEC)**

K Levels	Section A (MCQ'S) (No choice)	Section B (Short Answer) (No choice)	Section C (Either or Type)	Section D (Open Choice)	Total Marks	% of Marks
K1	4				4	4
K2		6			6	6
K3			20	10	30	30
K4			10	20	30	30
K5			10	20	30	30
<b>Total Marks</b>	<b>4</b>	<b>6</b>	<b>40</b>	<b>50</b>	<b>100</b>	<b>100</b>

K1- Remembering and recalling facts with specific answers.

K2- Basic understanding of facts and stating main ideas with general answers.

K3- Application oriented- Solving Problems, Justifying the statement and deriving Inferences.

K4- Examining, analyzing, presentation and make inferences with evidences.

K5- Evaluating, making Judgments based on criteria

**Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment**

Sl.No	CLOs	K-Level	Section A		Section B		Section - C	Section - D	Total
			MCQs (No choice)		Short Answers (No choice)		(Either/or Type)	(open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K4	2	K1&K2	1	K1	2 (K2 & K2)	1(K3)	
2	CLO 2	Up to K4	2	K1&K2	1	K2	2(K3 & K3)	1(K4)	
3	CLO 3	Up to K4	2	K1&K2	1	K3	2 (K3 & K3)	1(K4)	
4	CLO 4	Up to K 5	2	K1&K2	1	K4	2 (K4 & K4)	1(K5)	
5	CLO 5	Up to K 5	2	K1&K2	1	K5	2 (K5 & K5)	1(K5)	
No. of Questions to be asked			10		5		10	5	30
No. of Questions to be answered			10		5		5	3	23
Marks for each question			1		2		5	10	
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>	<b>75</b>

**Distribution of Section-wise Marks with K Levels for External Assessment**

<b>K Levels</b>	<b>Section A (MCQ'S) (No choice)</b>	<b>Section B (Short Answer) (No choice)</b>	<b>Section C (Either or Type)</b>	<b>Section D (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks</b>
K1	5	2	-	-	7	5
K2	5	2	10	-	17	14
K3	-	2	20	10	32	27
K4	-	2	10	20	32	27
K5	-	2	10	20	32	27
<b>Total Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>

K1- Remembering and recalling facts with specific answers.

K2- Basic understanding of facts and stating main ideas with general answers.

K3- Application oriented- Solving Problems, Justifying the statement and deriving Inferences.

K4- Examining, analyzing, presentation and make inferences with evidences.

K5- Evaluating, making Judgments based on criteria.

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(W.e.f. 2023 – 2024 Batch onwards)

**COURSE STRUCTURE – SEMESTER WISE**

Sem	Category	Course code	Course Title	Teaching hrs. (per week)	Duration of Exam (hrs)	Marks allotted			
						CIA	S.E	Total	Credits
I	Core	23OPHI11	History of Ancient and Early Medieval India – Prehistory to 1206 (CE)	7	3	25	75	100	5
	Core	23OPHI12	Socio Cultural History of Tamil Nadu up to 1565 CE	7	3	25	75	100	5
	Core	23OPHI13	History of World Civilizations (Excluding India)	6	3	25	75	100	4
	DSEC		<b>Elective -I</b>	5	3	25	75	100	3
	DSEC		<b>Elective -II</b>	5	3	25	75	100	3
II	Core	23OPHI21	History of Medieval India - 1206 - 1707 CE	6	3	25	75	100	5
	Core	23OPHI22	Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.	6	3	25	75	100	5
	Core	23OPHI23	Historiography and Historical Methods	6	3	25	75	100	4
	DSEC		<b>Elective -III</b>	5	3	25	75	100	3
	DSEC		<b>Elective -IV</b>	5	3	25	75	100	3
	Skill Enhancement Course 1	23OPHIDSE21	Introduction to Epigraphy	2	3	25	75	100	2

**DSEC- Discipline Specific Course**

**SEC- Skill Enhancement Course**

**DSEC (Discipline Specific Elective Course)**

**Semester-I (Choose any one)**

**DSEC-I**

- |                                       |               |
|---------------------------------------|---------------|
| 1. <b>Indian Art and Architecture</b> | - 23OPHIDSE1A |
| 2. Freedom Struggle in Tamil Nadu     | - 23OPHIDSE1B |

**DSEC-II (Choose any one)**

- |  |               |
|--|---------------|
| 1. <b>Administrative History of Tamil Nadu</b> | - 23OPHIDSE1C |
| 2. Cultural Heritage of India                  | -23OPHIDSE1D  |

**Semester-II (Choose any one)**

**DSEC-III (Choose any one)**

- |   |              |
|---|--------------|
| 1. <b>History of Journalism</b>                   | -23OPHIDSE2A |
| 2. International Migrations and Diasporic Studies | -23OPHIDSE2B |

**DSEC-IV (Choose any one)**

- |                                   |              |
|-----------------------------------|--------------|
| 1. <b>Indian Constitution</b>     | -23OPHIDSE2C |
| 2. Environmental History of India | -23OPHIDSE2D |

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CI	AS	Total
I	Elective 1	23OPHIDSE1A	Indian Art and Architecture	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

### Course Objectives

1. Detail the art and architectural forms during the Harappan and Mauryan periods
2. Explain the impact of Buddhism on art forms
3. Discuss the evolution of art and architecture under Pallavas and the Cholas
4. Highlight the features of Islamic architecture particularly under Mughlas
5. To point out the salient features of colonial architecture

### Course Contents:

	Course Contents	Hours /Week	K Level	CLO
I	Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars.	18	Upto K4	CLO1
II	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	18	Upto K4	CLO2
III	Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid).	18	Upto K4	CLO3
IV	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.	18	Upto K5	CLO4
V	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	18	Upto K5	CLO5

**Books for Study**

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

**Books for Reference**

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

**Web sources/E. Books**

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. [https://ignca.gov.in/Asi\\_data/18060.pdf](https://ignca.gov.in/Asi_data/18060.pdf)
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>
4. <https://www.apsc-tutorials.com/wp-content/uploads/2020/06/IndianArtandCulture-NitinSinghania2nd-2.pdf>
5. <https://www.pmfias.com/wp-content/uploads/2020/10/Art-and-Culture-Print-Friendly-Sample.pdf>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

To know the social and cultural condition of the ancient people in India.

**Activities to be given**

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

**On the completion of the course, behind the students would be able to:**

<b>CLO</b>	<b>Course Learning Outcome</b>	<b>K level (According to Bloom's Taxnomy)</b>
CLO-1	Explain the various forms of Indus and Mauryan Art.	<b>Upto K4</b>
CLO-2	Compare and contrast the Gandhara and Mathura Schools of Art.	<b>Upto K4</b>
CLO-3	Examine the similarities and differences between temple architectural styles.	<b>Upto K4</b>
CLO-4	Discuss the relation between the five pillars of Islam and Islamic architecture.	<b>Upto K5</b>
CLO-5	Appreciate the features of colonial architecture	<b>Upto K5</b>

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (Pos)**

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

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

**Lesson Plan**

Unit	Content	Hours	Hours/ Week	Mode
I	Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal	5	15	Lecture Method, PPT and Group Discussion
	Harappan Architecture: Fortification, Town Plan, Public Buildings	5		
	Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars.	5		
II	Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art	5	15	Lecture Method Chalk and talk.
	Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture	5		
	Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola	5		
III	Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram -	5	15	Lecture Method and PPT
	Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur	5		
	Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid).	5		
IV	Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes,	5	15	PPT, Group Discussion, Lecture
	Gardens - Quawwat-ul-Islam Mosque - Qutub Minar - Mughal Art and Architecture	5		
	Humayun's Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings.	5		
V	Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture:	7	15	Lecture Method, Group Discussion- PPT
	Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai	8		

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CI	SE	Total
I	Elective 1	23OPHIDSE1B	Freedom Struggle in Tamil Nadu	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

### 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 organisations
3. To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of 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

### Course Content

Unit	Course Contents	Hours /Week	K Level	CLO
I	Poligar Revolt – PuliThevan – VeeraPandiyakattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact	18	Upto K4	CLO1
II	Emergence of Nationalist Consciousness – Scio - Political Organizations – Madras Native Association – Madras Mahajana Sabha- Impact of Gandhi Visit Tamilnadu	18	Upto K4	CLO2
III	Press and Nationalism -- The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - Desabhaktan- Sooryodhayam- - Vijaya- Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-	18	Upto K4	CLO3
IV	Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari	18	Upto K5	CLO4
V	Impact of Gandhi – Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu – K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils	18	Upto K5	CLO5

**Books for Study**

1. Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion
2. Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
3. Rajayyan, K.: Tamil Nadu: A Real History
4. Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

**Books for Reference**

1. Narasimhan V.K. : Kamaraj – A Study
2. Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3. Suntharalingam, R. : Politics and Nationalist Awakening in South India, 1852-1891.

**Web Sources/ E.Books**

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pf](https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pf)
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)****M-Medium (2)****L-Low (1)****Pedagogy:****Chalk and Talk, Group Discussion, Quiz, Spot test****Rationale for nature of the Course:**

To know the social and cultural condition of the ancient people in India.

**Activities to be given**

Enhancing the quality of writing on research perception

Train the students for applying tools in research papers and presented in seminars.

## Lesson Plan

Unit	Content	Hours	Hours /Week	Mode
I	Poligar Revolt PuliThevan – Veera PandiyaKattabomman – VeluNachiyar	5	15	Lecture Method, PPT and Group Discussion
	Marudu Brothers – South Indian Rebellion	5		
	Vellore Revolt of 1806 – Causes – Course – Impact	5		
II	Emergence of Nationalist Consciousness –Socio	5	15	Lecture Method Chalk and talk.
	Political Organizations – Madras Native Association –	5		
	Madras MahajanaSabha- Impact of Gandhi Visit Tamilnadu	5		
III	Press and Nationalism — The 'Hindu', Swadesamitran, New India, Dinamani,	5	15	Lecture Method and PPT
	India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya	5		
	Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-	5		
IV	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu	5	15	PPT, Group Discussion, Lecture
	SubramaniaBharathi – KadalurAnjaliammal-SoundaramAmmayar. Revolutionary Movement in Tamil Nadu	5		
	G.SubramiayaIyer-V.O. Chidamabaram – – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari	5		
V	Impact of Gandhi –Role of Rajaji – Vedaranyam March – Quit India Movement in Tamil Nadu – K.Kamaraj- Participation of Tamils in Indian National Army	8	15	Lecture Method, Group Discussion- PPT
	S. Satyamurthi – Popular Participation of Tamils	7		

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CI	ASE	Total
I	Elective 2	23OPHIDSE1C	Administrative History of Tamil Nadu	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

### Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of governments after 1967
4. To point out working of governments under AIADMK party
5. To highlight the cumulative impact since independence

### Course Content:

Unit	Course Contents	Hours/Week	K Level	CLO
I	Justice Party- 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.	18	Upto K4	CLO1
II	Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth.	18	Upto K4	CLO2
III	DMK administration-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 electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development .	18	Upto K4	CLO3

<b>IV</b>	AIADMK administration: 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- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting.	18	<b>Upto K5</b>	<b>CLO4</b>
<b>V</b>	Policies and programmes– economic- social and demographic impact .	18	<b>Upto K5</b>	<b>CLO5</b>

### Books for Study

- 1.Rajaram .P The justice Party:A Historical Perspective,1916-1937
- 2.Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)
- 3.Rajmohan Gandhi., Rajaji:A Life
- 4.Narasimhan.V.K., Kamaraj A Study
5. Notes prepare by department of History

### Book for Reference

- 1.Subramanian.N History of Tamilnadu Vol.2
- 2.Sandhya Ravishankar.,Karunanidhi: A Life in Politics
- 3.Vasanthi., A Lone Empress:A Portrait of Jayalalitha

### Web Source / E. Book

1. [www.jetir.org](http://www.jetir.org)
2. <https://www.inc.in>
3. <https://dmk.in>
- 4.[https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/UG\\_B.A.\\_History%20\(English\)\\_108%2051\\_History%20of%20Tamil%20Nadu%20\(Beginning%20to%201947%20AD\)\\_BA%20\(History\)\\_9683.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/5/UG_B.A._History%20(English)_108%2051_History%20of%20Tamil%20Nadu%20(Beginning%20to%201947%20AD)_BA%20(History)_9683.pdf)
5. <https://pdfkeys.com/download/2537297-Tamilnadu-History.pdf>

### Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

### Rationale for nature of the Course:

To know the Indian history for attending the competitive examinations

**Activities to be given:**

Enhancing the quality of writing on research perception  
 Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

**On the completion of the course, behind the students would be able to:**

<b>CLO</b>	<b>Course Learning Outcome</b>	<b>K level (According to Bloom's Taxnomy)</b>
CLO-1	Appreciate the administration of Justice Party	<b>Upto K4</b>
CLO-2	Evaluate the Congress Administration	<b>Upto K4</b>
CLO-3	Interpret DMK administration	<b>Upto K4</b>
CLO-4	Compare AIADMK administration	<b>Upto K5</b>
CLO-5	Assess the impact of various administrations	<b>Upto K5</b>

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Lesson Plan

Unit	Content	Hours	Total Hours (75)	Mode
I	Justice Party- A.SubbarayuluReddiyar- Raja of Panangal- P.Subburayan	5	15	Lecture Method, PPT and Group Discussion
	Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board.	5		
	right to vote for women- regulation of temples- mid – day meal scheme	5		
II	Congress rule: C.Rajagoplachari - K. Kamaraj	5	15	Lecture Method Chalk and talk.
	M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools	5		
	Increase in irrigation facilities- industrial growth.	5		
III	DMK administration-C.N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy-free education for all till P.U.C -Kalaingar M Karunanithi-	5	15	Lecture Method and PPT
	Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant. Manu NeethiThittam- Free electricity for farmers- property rights to women	5		
	creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development .	5		
IV	AIADMK administration: MGR-Nutritious Meal scheme- educational reforms -introduction of Plus Two in Higher Secondary schools	5	15	PPT, Group Discussion, Lecture
	- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal-	5		
	J.Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting.	5		
V	Policies and programmes	8	15	Lecture Method, Group Discussion- PPT
	economic- social and demographic impact	7		

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CI	AS	Total
I	Elective 2	23OPHIDSE1D	Cultural Heritage of India	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

### Course objectives:

1. Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. Throw light on the importance of Royalty and its patronage on cultural transformation
4. Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5. Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

### Course Contents:

Unit	Course Contents	Hours/Week	K Level	CLO
I	Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages	15	Upto K4	CLO1
II	Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature	15	Upto K4	CLO2
III	Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature	15	Upto K4	CLO3
IV	Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period	15	Upto K5	CLO4
V	Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature	15	Upto K5	CLO5

**Books for Study**

- |                 |  |
|-----------------|--|
| 1.Luniya, B.N.  | : Evolution of Indian Culture                      |
| 2.Wolport, S.   | : Introduction to India                            |
| 3.Hussain, S.A. | : The National Culture of India                    |
| 4.Tomery, E.    | : History of Fine Arts in India and West           |
| 5.Basham, A.L.  | : The Wonder that was India                        |
| 6.Brown, Percy  | : Indian Architecture – Buddhist and Hindu, Vol. I |

**Book for Reference**

- 1.Coomaraswamy, A.K.: History of Indian and Indonesian Art
- 2.Kramrish, Stella : Art of India
- 3.Poande, Susmita : Medieval Bhakti Movement

**Web sources/E.Books:**

<https://indiaculture.gov.in>

<https://www.india.gov.in>

<http://www.intach.org>

<https://www.exoticindiaart.com>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

To know the Indian history for attending the competitive examinations

**Activities to be given:**

Enhancing the quality of writing on research perception

Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

**On the completion of the course, behind the students would be able to:**

<b>CLO</b>	<b>Course Learning Outcome</b>	<b>K level (According to Bloom's Taxnomy)</b>
CLO-1	Explain the concepts and the dynamism involved in the Evolution of culture	<b>Upto K4</b>
CLO-2	Describe critical role of religions in the growth of Art and architectural forms	<b>Upto K4</b>
CLO-3	Examine the importance of Royal patronage for the progress of various art forms	<b>Upto K4</b>
CLO-4	Appreciatethe advent of new art forms	<b>Upto K5</b>
CLO-5	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms	<b>Upto K5</b>

**CO Mapping with Programme Outcomes**

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

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

**Lesson Plan**

Unit	Content	Hours	Total Hours (90)	Mode
I	Meaning of Culture, Heritage – linkages	5	15	Lecture Method, PPT and Group Discussion
	Dynamism - Evolution and continuities -Indian	5		
	Culture in the Harappa and Vedic Ages	5		
II	Religious ferment in the Sixth century B.C	5	15	Lecture Method Chalk and talk.
	Jainism and Buddhism	5		
	Impact on Art, Architecture and literature	5		
III	Royal Patronage and the radical transformation of Indian Art and Architecture	5	15	Lecture Method and PPT
	Mauryan and Gupta eras – Bhakti Movement	5		
IV	Advent of Islam –Sufi Movement – Emergence of new forms	5	15	PPT, Group Discussion, Lecture
	Motifs in Indian Art and Architecture – Literature during medieval period	5		
V	Colonial Rule and the westernization of Culture	7	15	Lecture Method, Group Discussion- PPT
	Education and the enduring legacy of the colonial rule – Impact	8		

DEPARTMENT OF HISTORY				I MA				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
II	Elective 3	23OPHIDSE2A	History of Journalism	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
✓	✓	-

### Course Objectives

1. To explain the concepts related to history and its relationship with other disciplines
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

### Course Contents:

Unit	Course Contents	Hours/Week	K-Level	CLO
I	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.	15	Upto K4	CLO1
II	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	15	Upto K4	CLO2
III	Government and the press: reaction and regulation –Press laws	15	Upto K4	CLO3
IV	Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhar Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiriyar-Aditanar-Kalaignar	15	Upto K5	CLO4
V	Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- Dina Thanthi- Dinamalar-Dinakaran- Viduthalai-Murasoli	15	Upto K5	CLO5

**Books for study**

- 1.Rangaswami Parhasarathy., Journalism in India,Steraling Publishers private limited.
- 2.Seema Sharma., Development of Journalism, Anmol publications pvt.LT.D.
- 3.B.N.Ahuja.,Theory and practice of Journalism,Surjeet publications
- 4.Muniruddin.,History of Journalism, Anmol publication pvt.ltd.
- 5.Nadig Krishna Murthy : Indian Journalism, Mysore University Press

**Books for Reference:**

- 1 . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
2. J. V. Seshagiri Rao. Studies in the history of journalism
3. MohitMoitra: A History of Indian Journalism; National Book Agency.
4. J. Natarajan: History of Indian Journalism; Publication Division
5. J.N. Basu: Romance of Indian Journalism; University of Calcutta

**Web sources/ E.Boos:**

- 1.[https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=210](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=210)
2. [https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)
- 3.<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

Clear understanding the historical research

**Activities to be given**

- 1.Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level ( According to Bloom's Taxnomy)
CLO-1	explain the origins and the and role of press in social awakening	<b>Upto K 4 Level</b>
CLO-2	present the role of the press in the freedom movement at the national level	<b>Upto K 4Level</b>
CLO-3	explain the government reaction to the role of the press	<b>Upto K 4Level</b>
CLO-4	assess the role of prominent personalities for the growth of journalism	<b>Upto K5Level</b>
CLO-5	understand the contribution of various newspapers	<b>Upto K 5 Level</b>

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

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

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

Unit	Content	Hours	Total Hours/Week	Mode
<b>I</b>	The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers	8	<b>15</b>	<b>Lecture Group Discussion PPT</b>
	Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.	7		
<b>II</b>	Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo	8	<b>15</b>	<b>Lecture &amp; Spot Test Chalk and Talk</b>
	Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India	7		
<b>III</b>	Government and the press: reaction	5	<b>15</b>	<b>Lecture Chalk and Talk Group Discussion</b>
	press regulation	5		
	Press laws	5		
<b>IV</b>	Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhar Tilak	5	<b>15</b>	<b>Lecture Peer Group Teaching Chalk and Talk &amp; PPT</b>
	–Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism	5		
	G. Subramania Iyer- Peiriyar-Aditanar-Kalaignar	5		
<b>V</b>	Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India	5	<b>15</b>	<b>Lecture, Chalk and Talk, PPT &amp; Spot test</b>
	The Hindu; Contemporary News Papers in Tamil- Dinamani	5		
	Dhina Thanthi-Dinamalar-Dinakaran-Viduthalai-Murasoli	5		

DEPARTMENT OF HISTORY				I MA				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
II	Elective III	23OPHIDSE2B	International Migrations and Diasporic Studies	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship Oriented
✓	✓	-

### Course 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

### Course Contents:

Unit	Course Contents	Hours/Week	K-Level	CLO
I	<b>International Migrations</b> Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations	15	Upto K4	CLO1
II	<b>Theories of Diaspora</b> Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora	15	Upto K4	CLO2
III	<b>The Indian Diaspora: A Survey</b> The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia	15	Upto K4	CLO3
IV	<b>Issues of Identity in the Indian Diaspora</b> Religion and Caste – Language and Culture – Institutions and Associations	15	Upto K5	CLO4
V	<b>Indian Diaspora and Policy Perspective</b> Sending Country's Perspective – Receiving Country's Perspective	15	Upto K5	CLO5

**Books for study**

1. Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.
2. Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
3. Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
4. Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London: Routledge.
5. Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar. [Introduction]
6. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

**Books for References**

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
6. Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1, 3, 5]
8. Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
9. Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

**Web sources/ EBooks**

1. [www.iom.int](http://www.iom.int)
2. [https://www.researchgate.net/publication/260096281\\_Theories\\_and\\_Typologies\\_of\\_Migration\\_An\\_Overview\\_and\\_A\\_Primer](https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer)
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

Clear understanding the historical research

**Activities to be given**

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level ( According to Bloom's Taxnomy)
CLO-1	Explain the theories of international migrations and diaspora	Upto K 4Level
CLO-2	Outline the position of Indian diaspora worldwide	Upto K 4Level
CLO-3	Examine the issues of identity among the Indian diaspora	Upto K 4Level
CLO-4	Evaluate the Indian policies towards diaspora	Upto K5 Level
CLO-5	understand the perspectives and policies of receiving countries	Upto K 5 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)

**Lesson Plan**

<b>Unit</b>	<b>Content</b>	<b>Hours</b>	<b>Total Hours/Week</b>	<b>Mode</b>
<b>I</b>	Theories of International Migrations – History of International Migration	8	<b>15</b>	<b>Lecture Group Discussion PPT</b>
	Ethnicity and Gender in International Migrations	7		
<b>II</b>	<b>Theories of Diaspora</b> Definitions and Theories of Diaspora – Major Diasporas:	8	<b>15</b>	<b>Lecture &amp; Spot Test Chalk and Talk</b>
	Jewish, African, Chinese and Indian – Globalization and Diaspora	7		
<b>III</b>	<b>The Indian Diaspora: A Survey</b> The Indian Diaspora in South East Asia	5	<b>15</b>	<b>Lecture Chalk and Talk Group Discussion</b>
	The Indian Diaspora in Africa and the Caribbean –	5		
	The Indian Diaspora in North America, Europe and Australasia	5		
<b>IV</b>	<b>Issues of Identity in the Indian Diaspora</b>	5	<b>15</b>	<b>Lecture Peer Group Teaching Chalk and Talk &amp; PPT</b>
	Religion and Caste – Language and Culture – Institutions and Associations	5		
	Institutions and Associations	5		
<b>V</b>	<b>Indian Diaspora and Policy Perspective</b> Sending Country's Perspective	8	<b>15</b>	<b>Lecture, Chalk and Talk, PPT &amp; Spot test</b>
	Receiving Country's Perspective	7		

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/Week	CIA	SE	Total
II	Elective IV	23OPHIDSE2C	Indian Constitution	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

**Course 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

**Course Content:**

Unit	Course Content	Hours/Week	K Level	CLO
I	Historical background - Sources of the Indian Constitution - Preamble-citizenship	15	Upto K4	CLO1
II	Fundamental Rights–Directive Principles of State Policy – Fundamental Duties- important amendments to the Constitution	15	Upto K4	CLO2
III	Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions	15	Upto K4	CLO3
IV	Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of Law Making – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers and functions	15	Upto K5	CLO4
V	State Government: Role of the Governor - State Legislature – Cabinet- High Courts	15	Upto K5	CLO5

**Books for Study**

1. Pylee, India's Constitution, S.Chand & Company Pvt. Ltd., New Delhi, 2014.
2. Kasthuri.J., Modern Governments, Ennes Publications, Udumalaipet, 2006
3. Maheswari, S.R. The Indian Administration, year book – 1990 Concept, Publishing Co., New Delhi, 2009

**Books for Reference:**

1. Agarwal.R.C, *Constitution Development and National Movement of India* S.Chand & Company, New Delhi, 1991.
2. Chopra P.N, Puri B.N, Das M.N. & Pradhan .A.C, *Modern India*, Sterling Publishers, 2003.
3. Grover B.L. & Alka Metha, *A New look at Modern Indian History (from 1707-The Modern Times)* S.Chand Publications, New Delhi, 2011.
4. Hansraj, *The Constitution of India*, Surjeet Publications, New Delhi, 1990.
5. Johari.J.C., *The Constituion of India*, Sterling Published Pvt. Ltd., New Delhi, 2013.

**WebResources/ E-Books:**

1. <https://journals.sagepub.com/home/ipa>
2. <https://vikaspedia.in/education/interactive-resources/indian-constitution-resourceshttps://www.constitutionofindia.net/>
3. <https://byjus.com/free-ias-prep/constitutional-development-of-indiahttps://journals.sagepub.com/home/ipa>
4. <https://legislative.gov.in/constitution-of-india>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

To know the constitutional development in India

**Activities to be given**

Enhancing the quality of writing on research perception

Train the students for applying tools in research papers and presented in seminars.

### Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

<b>CLO</b>	<b>Course Learning Outcome</b>	<b>K level ( According to Bloom's Taxnomy)</b>
CLO-1	understand the historical background of the Indian Constitution.	<b>Upto K 4 Level</b>
CLO-2	Compare and contrast basic features of the constitution.	<b>Upto K 4Level</b>
CLO-3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	<b>Upto K 4 Level</b>
CLO-4	Describe the powers and functions of the various units of the government.	<b>Upto K5Level</b>
CLO-5	Explain the structure at the state level	<b>Upto K 5Level</b>

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**Lesson Plan**

<b>Unit</b>	<b>Content</b>	<b>Hours</b>	<b>Total Hours/Week</b>	<b>Mode</b>
<b>I</b>	Historical background - Sources of the Indian Constitution	8	<b>15</b>	<b>Lecture Group Discussion PPT</b>
	Preamble-citizenship	7		
<b>II</b>	Fundamental Rights–Directive Principles of State Policy – Fundamental Duties	7	<b>15</b>	<b>Lecture&amp; Spot Test Chalk and Talk</b>
	Important amendments to the Constitution	8		
<b>III</b>	Indian Federalism: Distribution of powers	5	<b>15</b>	<b>Lecture Chalk and Talk Group Discussion</b>
	Legislative – Administrative	5		
	Financial relation- Emergency Provisions	5		
<b>IV</b>	Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister	5	<b>15</b>	<b>Lecture Peer Group Teaching Chalk and Talk&amp; PPT</b>
	– Parliament Composition, Powers and functions- Process of Law Making – Speaker	5		
	Parliamentary Committees – Supreme Court of India: Composition, powers and functions	5		
<b>V</b>	State Government: Role of the Governor	5	<b>15</b>	<b>Lecture, Chalk and Talk,PPT&amp; Spot test</b>
	State Legislature	5		
	Cabinet- High Courts	5		

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/Week	CIA	SE	Total
II	Elective IV	23OPHIDSE2D	Environmental History of India	3	5	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

**Course 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 movements

**Course Content**

Unit	Course Content	Hours/Week	K Level	CLO
I	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.	15	Upto K4	CLO1
II	Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.	15	Upto K4	CLO2
III	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.	15	Upto K4	CLO3
IV	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.	15	Upto K5	CLO4
V	Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BachaoAndolan – Silent Valley Movement – Jungle BachaoAndolan	15	Upto K5	CLO5

**Books for Study**

- 1.IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
- 2.Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.
- 3.MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992
- 4.Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
- 5.*Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
- 6.Ramachandra,Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP,1989

**Books for Reference:**

- 1.Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
- 2.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.
- 3.David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
- 4.Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
- 5.Guha,Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

**Web Sources /E Books:**

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
- 3.<https://www.jstor.org/stable/41949868>

**Pedagogy:**

Chalk and Talk, Group Discussion, Quiz, Spot test

**Rationale for nature of the Course:**

Clear understanding the historical research

**Activities to be given**

- 1.Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

**Course Learning Outcomes (CLOs)**

On the completion of the course, behind the students would be able to:

<b>CLO</b>	<b>Course Learning Outcome</b>	<b>K level ( According to Bloom's Taxnomy)</b>
CLO-1	Understand the various schools of thought in ecological studies.	<b>Upto K 4Level</b>
CLO-2	Trace the impact of eco systems from a historical perspective	<b>Upto K 4Level</b>
CLO-3	Evaluate the impact of British ecological imperialism	<b>Upto K 4 Level</b>
CLO-4	Examine the impact of various environmental movements in India	<b>Upto K45Level</b>
CLO-5	Examine the role of various movements	<b>Upto K 5Level</b>

**CO Mapping with Programme Outcomes**

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

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

## Lesson Plan

Unit	Content	Hours	Total Hours/Week	Mode
<b>I</b>	Introduction To Environmental History – Habitats in Human History	5	<b>15</b>	<b>Lecture Group Discussion PPT</b>
	Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Ethnicity and Gender in International Migrations	5		
	Marxist, Gandhian, Eco-Feminism, Anthropocene.	5		
<b>II</b>	Prehistoric Environment in India – Role of Climate in Indus Valley Civilization	5	<b>15</b>	<b>Lecture &amp; Spot Test Chalk and Talk</b>
	Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period	5		
	Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.	5		
<b>III</b>	Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927	5	<b>15</b>	<b>Lecture Chalk and Talk Group Discussion</b>
	Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works	5		
	Railways – Hill Stations – Systematic Conservation versus Exploitation Debate.	5		
<b>IV</b>	Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018	5	<b>15</b>	<b>Lecture Peer Group Teaching Chalk and Talk &amp; PPT</b>
	Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development	5		
	National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.	5		
<b>V</b>	Environmental Movements: Bishnoi Movement – Chipko Movement	8	<b>15</b>	<b>Lecture, Chalk and Talk, PPT &amp; Spot test</b>
	Appiko Movement – Narmada Bachao Andolan – Silent Valley Movement – Jungle Bachao Andolan	7		