

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

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

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

DEPARTMENT OF HISTORY



CBCS with OBE

MASTER OF ARTS

PROGRAMME CODE - OPH

COURSE STRUCTURE

(w.e.f. 2022 – 2023 Batch onwards)



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CRITERION - I

1.1.3 Details of courses offered by the institution that focus on employability / entrepreneurship / skill development during the year.

Syllabus copies with highlights of contents focusing on
Employability / Entrepreneurship / Skill Development



To be Noted:

HIGHLIGHTED COLORS	COURSES
	Employability
	Skill Development
	Entrepreneurship
	Skilled & Employability

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CBCS with OBE

DEPARTMENT OF HISTORY –PG (w.e.f. 2022 – 2023 Batch onwards)

VISION

The History Department 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)

M.A.,

PEO	On completion of the Programme, the student will be able to
PEO1	Graduates are empowered to create innovative ideology in different sectors of the government
PEO2	Acquire competency to challenge various competitive exams
PEO3	Capable to shift towards higher education
PEO4	Encompassed with the potential of leading the society in a right way
PEO5	Enhanced with leadership skill for Society
PEO6	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	Awareness on natural heritage and to preserve it for future generation
PSO-6	Leadership Quality	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: Choice Based Credit System with Outcome Based Education

Courses of Study with Credit Distribution

Category	No. of Courses	No. of Credits
Core	16	64
Elective	4	16
Non Core Elective	2	4
Project	1	6
Total	23	90

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 (CIA) Test	:25marks
Summative Examinations	:75 marks
Total	: 100marks

CIA-Continuous Internal Assessment: 25Marks

Components	Marks
Test (Average of three tests) (Conduct for 150marks and converted into 15 marks)	15
Assignment	5
Seminar	5
Total	25

- ❖ Centralized system of Internal Assessment tests
- ❖ There will be a three Internal Assessment tests
- ❖ Duration of Internal assessment test will be 1 1/4 hours for Test I and 2 1/2 hours for Test II and III
- ❖ Students shall write retest on the genuine grounds if they are absent in either Test I or Test II and Test III with the approval of HOD

Question Paper Pattern for Continuous Internal Assessment Test -I

Section	Marks
A – Multiple Choice Questions (4x1Mark)	4
B–Short Answer (3 x 2 marks)	6
C –Either Or type(2/4 x5marks)	10
D –Open Choice type (1/2 x 10 Marks)	10
Total	30

Question Paper Pattern for Continuous Internal Assessment Test II and Test III

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
Total	60

Conducted for 150 marks and converted into 15marks

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 X 5marks)	25
D–Open Choice type(3out of 5 X 10Marks)	30
Total	75

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

Latest Amendments and revision as per UGC and TANSCH Norms is taken into consideration in Curriculum preparation.

Distribution of Marks in % with K levels CIAI, II, III & External Assessment

Blooms Taxonomy	Internal Assessment			External Assessment
	I	II	III	
Knowledge(K1)	8%	8%	8%	5%
Understanding(K2)	28%	12%	8%	14%
Apply(K3)	44%	40%	24%	27%
Analyze(K4)	20%	40%	40%	27%
Evaluate(K5)	-	-	20%	27%

BLUE PRINT FOR INTERNAL ASSESSMENT - I
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)(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 4	2 2	K1 K2	1 1 1	K1 K2 K3	2 (K2) 2(K3)	1(K3) 1(K4)	
No. of Questions to be asked			4		3		4	2	13
No. of Questions to be answered			4		3		2	1	10
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	20	50

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) (Each set of questions must be in the same level)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 2	Up to K 4	2 2	K1 K2	1 2	K1 K2	2(K3) 2(K4)	1(K3) 1(K4)	
2	CLO 3	Up to K 4	2 2	K1 K2	1 2	K1 K2	2(K3) 2(K4)	1(K3) 1(K4)	
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 – III
Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)

SI.No	CLOs	K Level	Section -A		Section -B		Section - C	Section - D		Total
			MCQs		Short Answers		Either or Choice) (Each set of questions must be inthe same level)	(Open choice)		
			No of Questions	K- Level	No of Questi ons	K- Level				
	CLO-4	Upto K5	2 2	K1 K2	1 1 1	K1 K2 K3	2(K3) 2(K4)	1 1	K4 K5	
	CLO-5	Upto K5	2 2	K1 K2	1 1 1	K1 K2 K3	2(K3) 2(K4)	1 1	K4 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, CIA II and CIA III

CIA	K Levels	Section- A MCQ (No choice)	Section -B Short Answer (No choice)	Section- C (Either or Type)	Section-D (Open Choice)	Total Marks	% of Marks
I	K1	2	2			4	8
	K2	2	2	10	-	14	28
	K3		2	10	10	22	44
	K4				10	10	20
	Mar ks	4	6	20	20	50	100
II	K1	4	4			8	8
	K2	4	8			12	12
	K3			20	20	40	40
	K4			20	20	40	40
	Mar ks	8	12	40	40	100	100
III	K1	4	4			8	8
	K2	4	4			8	8
	K3		4	20		24	24
	K4			20	20	40	40
	K5				20	20	20
	Mar ks	8	12	40	40	100	100

Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for Internal Assessment (IDC)

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 Question s	K- Level	No. of Question s	K- Level			
1	CLO 1	Up to K4	2	K1			2(K3&K3)	1(K3)	
2	CLO 2	Up to K4	2	K1			2(K3&K3)	1(K4)	
3	CLO 3	Up to K4			2	K2	2 (K4&K4)	1(K4)	
4	CLO 4	Up to K5			2	K2	2 (K5&K5)	1(K5)	
5	CLO 5	Up to K5			2	K2		1(K5)	
No. of Questions to be asked			4		3		8	5	20
No. of Questions to be answered			4		3		4	2	13
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	20	50 (Marks)

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

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
Total Marks	4	6	40	50	100	

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((IDC)

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 Question s	K- Level	No. of Question s	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			10		10		25	30	75 (Marks)

Distribution of Section-wise Marks with K Levels for External Assessment (IDC)

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	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
Total Marks	10	10	50	50	120	100

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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COURSE STRUCTURE – SEMESTER WISE

Sem	Category	Course code	Title of the Course	Teaching hrs. (per week)	Duration of Exam (hrs)	Marks allotted			
						CIA	S.E	Total	Credits
I	Core	22OPHI11	Socio- Cultural History of India (up to 1206 A.D)	6	3	25	75	100	4
	Core	22OPHI12	History of Tamilnadu from Pre-history to Cholas	6	3	25	75	100	4
	Core	22OPHI13	International Relations (1914A.D. - 2001A.D.)	6	3	25	75	100	4
	Core	22OPHI14	World Civilizations (Excluding India)	5	3	25	75	100	4
	DSEC		Elective - I	5	3	25	75	100	4
	IDC	22OPHIID1	History for Competitive Examinations – Paper - I	2	2	25	75	100	2
II	Core	22OPHI21	Socio-Cultural History of India (1206 A.D-1707 A.D)	6	3	25	75	100	4
	Core	22OPHI22	Freedom Movement in India	6	3	25	75	100	4
	Core	22OPHI23	Socio- Cultural History of Tamil Nadu(1565A.D. - 2006A.D.)	6	3	25	75	100	4
	Core	22OPHI24	Tourism Product in India	5	3	25	75	100	4
	DSEC		Elective -II	5	3	25	75	100	4
	IDC	22OPHIID2	History for Competitive Examinations – Paper - II	2	2	25	75	100	2

III	Core	22OPHI31	Contemporary India	6	3	25	75	100	4
	Core	22OPHI32	Constitutional History of India (1773 A.D. - 1950 A.D.)	6	3	25	75	100	4
	Core	22OPHI33	Freedom Movement in Tamilnadu	6	3	25	75	100	4
	Core	22OPHI34	Historical Theories and Methodology	6	3	25	75	100	4
	DSEC		Elective -III	6	3	25	75	100	4
IV	Core	22OPHI41	Constitution of India	6	3	25	75	100	4
		22OPHI42	Contemporary Tamilnadu	6	3	25	75	100	4
	Core	22OPHI43	Archives Keeping	6	3	25	75	100	4
	Core	22OPHI44	Glimpses of Education in India	6	3	25	75	100	4
	DSEC		Elective IV	6	3	25	75	100	4
	Core	22OPHIPR4	Project	-	-			100	6
		Total Credits							90

ELECTIVE PAPERS

Elective – I has to be chosen in Semester I from the following:

1. Principles and Methods of Archaeology - 22OPHIDSE1A
2. History of USA (Up to 1860 A.D.) - 22OPHIDSE1B

Elective – II has to be chosen in semester II from the following:

1. Public Administration Paper-I -22OPHIDSE2A
2. Human Rights -22OPHIDSE2B

Elective – III has to be chosen in semester III from the following:

1. Public Administration Paper-II - 22OPHIDSE3A
- 2..History of U.S.A.(1865A.D.-1974A.D.) - 22OPHIDSE3B

Elective – IV has to be chosen in semester IV from the following:

1. Women's Studies -22OPHIDSE4A
- 2.History of Far East (1800 A.D.-1965A.D.) - -22OPHIDSE4B

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours (90)	CIA	SE	Total
I	Core	22OPHI11	Socio - Cultural History of India (upto 1206 A.D)	4	6	25	75	100

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

Course Objectives

1. To acquire the knowledge of Socio- Cultural History during Pre history
2. To understand the cultural Level of Vedic Age.
3. To develop the research aptitude among the doctrines of Jainism and Buddhism
4. To study the contributions of Asoka during his reign
5. To analyze the Sociological factors during Mauryas, Guptas and Harsha reign

Course Content:

Unit	Course Contents	Hours (90)	K Level	CLO
I	Pre-Historic Culture: Paleolithic, Mesolithic, Neolithic and Chalcolithic age- Burial System, Religious belief Social – Cultural life of the Indus Valley people – Indus Script – Religion – Architecture- Town planning, Drainage System, Great Bath and Granary –Causes for the decline of the Indus Valley civilization .	18	Upto K4	CLO1
II	Vedic Culture - Social and cultural life of the Early Vedic and Later Vedic Aryans – Religious ideas, rituals and practices – Evolution of Social Institutions – Origin and growth of caste system and its impact on society. –Epic Age: Ramayana, Mahabharata- Philosophy. - Position of women	18	Upto K4	CLO2
III	Rise of Jainism, Buddhism: Causes for the factors of new religion - Teachings of Mahavira- Contributions of Jainism to Indian Culture- Teachings of Lord Buddha-Hinayanism- Contributions of Buddhism to Indian Culture on its impacts- Language and Buddhist Literature– Buddhist Council- Causes for the Decline of Buddhism.	18	Upto K4	CLO3
IV	Mauryan Legacy – Asoka and his Policy of Dharma – Asokan Edicts – Mauryan Art and Architecture – Transformation of Buddhism – Cultural Level – Social conditions – Taxila -Literature - Art and Architecture-Rise of Mahayanism – Madura School of Art-Gandhara School of Art – Cultural legacy of the Satavahanas.	18	Upto K5	CLO4
V	Revival of Hinduism during Gupta Period -Impact on Society – Golden Age of the Guptas – Science and Literature – Art and Architecture – Paintings – Coinage of Guptas –Nalanda and Vikramasila– The age of Harsha - Socio, and Religious condition - HiuenTsang -Rajput Society and Culture.	18	Upto K5	CLO5

Books for Study:

1. Aggarwal .J.C, *Ancient Indian History* , S. Chand & company Pvt,Ltd., New Delhi, Reprint 2013.
2. Annelett Sopitha Bai.W, *History of India (up to 712 A.D.)* Sharon Publications, Marthandam, 2006.
3. Ramalingam .T.S, *History of India*, T.S.R. Publications, Madurai, 1991.
4. Raychoudhary.S.C., *Social, Cultural & Economic History of India*, Surjeet Publications.

Books for Reference:

1. Basham A.L., (ed) *Cultural History of India*, Oxford University Press, 2008
2. Mahajan V.D, *History of Ancient India*, Lakshmi Narain Agarwal, Educational Publishers, Agra, 2003.
3. Mittal J.P. *History of Ancient India Vol II*, Atlantic Publication , Delhi, 2006 .
4. Romila Thapar, *Ancient Indian Social History*, (Some Interpretations) Ed-2 , Orient Black swan , New Delhi. Ed-2012
5. Sharma L.P , *History of Ancient India, (Pre- Historic Age to 1200 A.D.)* 3rd Edition , Delhi, 2008.

Web resources:**(MOOCS, SWAYAM, NPTEL, Websites etc.,)**

- <http://www.jeywin.com/wp-content/uploads/2010/03/Indian-History-1-Ancient-India.pdf>
- [https://magadhuniversity.ac.in/download/econtent/pdf/Romila%20Thapar%20-%20The%20Penguin%20History%20of%20Early%20India%20From%20the%20Origins%20to%20AD%201300%20\(2002,%20Penguin\)%20-%20libgen.lc.pdf](https://magadhuniversity.ac.in/download/econtent/pdf/Romila%20Thapar%20-%20The%20Penguin%20History%20of%20Early%20India%20From%20the%20Origins%20to%20AD%201300%20(2002,%20Penguin)%20-%20libgen.lc.pdf)
- <http://www.mcrhrdi.gov.in/army/week2/24/Indian%20History%20and%20Culture.pdf>
- <https://drive.google.com/file/d/0b-ro-gwww--tbghhn0jpzi15r2c/view?resourcekey=0-otoassbdrwxan3yj3p2afg>

E- Books:

- http://nmma.nic.in/nmma/nmma_doc/ancient%20india%2016.pdf
- [https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%201st%20Semester/B A-1ST\(History\)-History%20of%20India%20up%20to%201206%20AD.pdf](https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%201st%20Semester/B A-1ST(History)-History%20of%20India%20up%20to%201206%20AD.pdf)
- https://ignca.gov.in/Asi_data/19499.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:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Recall the different culture of Ancient Period	Upto K4
CLO-2	Classify on in-depth knowledge of Vedic age.	Upto K4
CLO-3	Identify the Socio – religious awakening through Jainism and Buddhism	Upto K4
CLO-4	Existing the Asokha's contributions of Social, Political, Religious and economic condition of the society.	Upto K5
CLO-5	Justify various dynasties to Illustrate the Guptas, Harsha's and Rajputs contribution to Indian Culture.	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hrs	Mode
I	Pre-Historic Culture: Palaeolithic, Mesolithic, Neolithic and – Chalcolithic Burial System, Religious belief	6	Lecture Group Discussion PPT
	SocialCultural life of the Indus Valley people – Indus Script – Religion –	6	
	Architecture: Town planning, Drainage System, Great Bath and Granary –Causes for the decline of the Indus Valley civilization	6	
II	Vedic Culture - Social and cultural life of the Early Vedic and Later Vedic Aryans – Religious ideas, rituals and practices	6	Lecture&Spot Test Chalk and Talk
	Evolution of Social Institutions – Origin and growth of caste system and its impact on society.	6	
	Epic Age: Ramayana, Mahabharata- Philosophy. - Position of women	6	
III	Rise of Jainism, Buddhism: Causes for the factors of new religion - Teachings of Mahavira- Contributions of Jainism to Indian Culture	7	Lecture Chalk and Talk
	Teachings of Lord Buddha-Hinayanism- Contributions of Buddhism to Indian Culture and its impacts	7	Chalk and Talk Group Discussion
	Language and Buddhist Literature– Causes for the Decline of Buddhism	4	
IV	Mauryan Legacy – Asoka and his Policy of Dharma – Ashokan Edicts –Mauryan Art and Architecture	6	Lecture Peer Group Teaching Chalk and Talk& PPT
	Transformation of Buddhism –Social and Cultural Level – Social conditions - Literature	6	
	Art and Architecture-Rise of Mahayanism – Mathura School aof Art - Gandhara School of Art	6	
V	Revival of Hinduism during Gupta Period -Impact on Society – Golden Age of the Guptas – Science and Literature	6	Lecture, Chalk and Talk, PPT& Spot test
	Art and Architecture – Paintings – Coinage of Guptas – Taxila,NalandaandVikramasila	6	
	The age of Harsha - Socio, Economic and religious condition - HiuenTsang -Rajput Society and Culture	6	

DEPARTMENT OF HISTORY				I M.A				
Semester	Category	Course Code	Course Title	Credits	Hours(90)	CIA	SE	Total
I	Core	22OPHI12	History of Tamilnadu from Pre-history to Cholas	4	6	25	75	100

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

Course Objectives

1. To acquire the knowledge of ancient civilization in Tamilnadu with Sources.
2. To learn the Socio- Cultural condition of early Sangam Age
3. Acquaint the Administration, art and architecture of Cholas
4. To analyse the contributions of Saivism and Vaishnavism
5. To develop the cultural condition of Pallavas.

Course Contents:

Unit	Course Contents	Hours (90)	K Level	CLO
I	Sources – Literary –Archaeological Sources- Prehistoric :Paleolithic– Neolithic –Megalithic Races - language and script	18	Upto K4	CLO1
II	The Sangam age –Topographical Division– The Cheras – The Cholas – The Pandyas – political condition – The Social condition – Economy- Religion – literature – Fine Arts.	18	Upto K4	CLO2
III	The Kalabhras – Origin- various theories-Social condition – Cultural condition – Religion – Literature – Age of the Pallavas – various theories of their origin – Mahendravarman I – Narasimhavarman I – Nandivarman III and his conquests	18	Upto K4	CLO3
IV	Brahmadaya lands- Devadhanam –Sathurvedimangalam Saivism and Vaishnavism- Religious Conflict–Bhakti Movement –Alwars – Nayanmars- Literature.	18	Upto K5	CLO4
V	The Cholas – Rajaraja I – Rajendra I – Kulottunga I – Chola's Administration – Village Administration – Literature - Art and Architecture .	18	Upto K5	CLO5

Books for Study

1. Manoranjithamoni.C., *History of Tamilnadu upto 1565 A.D.*, Dave- Beryl Publications, Tirunelveli, 2012
2. Majumdar.R.K& A.N .Srivastava, *History of South India*, SBD Enterprises , Delhi , 1987
3. Subramanian. N, *Social Cultural History of Tamilnadu*, Ennes Publication Udumalaipet, Ed 2005.

Books for Reference

1. NilakandaSastri, *The Colas*, University of Madras, Madras, 1984
2. Nilakandasatri K.A *The Illustrated History of South India*, Oxford University Press Ed- 2009
3. Srinivas Iyengar P.T. *History of the Tamils: from the earliest times to 600 A.D.* New Delhi: Asian Educational Services, 1982, Reprint

Web Resources

- [https://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://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)
- http://ignca.gov.in/Asi_data/16035.pdf
- <https://bit.ly/34Rxqtw>
- <http://bit.ly/1DsPwxE>

E- Books

- [https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20\(English\)_M.A.%20\(History\)%20-%20312%2012%20-%20Tamil%20Civilization%20and%20Culture%20upto%201336%20A.D..pdf](https://alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._History%20(English)_M.A.%20(History)%20-%20312%2012%20-%20Tamil%20Civilization%20and%20Culture%20upto%201336%20A.D..pdf)
- <https://www.motherteresawomenuniv.ac.in/Research%20Section/Area%20paper/Historical%20Studies.pdf>
- <https://ia800401.us.archive.org/18/items/K.A.NilakantaSastriBooks/K.%20A.%20Nilakanta%20Sastri/A-History-of-South-India.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:

CLO	Description of Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Recognise the different sources and races of Tamilnadu	Upto K4
CLO-2	Understand the Socio Economic and Cultural aspects of Sangam Age	Upto K4
CLO-3	Realize the legacy of Khalabhras and the progress of Pallava in Tamilnadu	Upto K4
CLO-4	Assessing the characteristic of Bhakthi Movement and Features of Dravidian Architecture	Upto K5
CLO-5	Estimating the achievements of Imperial Cholas.	Upto K5

K1 Remembering and Recalling the specific answers

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

K3-Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	2	3	3	3	3
CLO-2	3	3	3	3	3	3
CLO-3	3	3	2	3	3	3
CLO-4	3	3	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level 2 - Intermediate Level 3- Advanced Level

Lesson Plan

Unit	Content	Hours	Mode
I	Sources – Literary –Archaeological sources	6	Lecture Method, PPT and Group Discussion
	Prehistoric :Palaeolithic– Neolithic	6	
	Megalithic Races - language and script	6	
II	The Sangam age –Topographical Divisions – The Cheras	6	Lecture Method Chalk and talk.
	The Cholas – The Pandyas – political condition	6	
	The Social condition – Economy- Religion – literature – Fire Arts.	6	
III	The Kalabhras- Origin – Various Theories – Social condition – Cultural condition – Religion – Literature	6	Lecture Method and PPT
	Age of the Pallavas – various theories of their origin – Mahendravarman I	6	
	Narasimhavarman I – Nandivarman III conquest and his successes – Rajasimha and his success	6	
IV	Brahmadaya Thiruvudaiattam - Devadhanam – Saivism and Vaishnavism	6	PPT, Group Discussion, Lecture
	Religious Conflict–Bhakti Movement –Alvars	6	
	Nayanmars- Literature.	6	
V	The Cholas – Rajaraja I – Rajendra I – Kulottunga I	9	Lecture Method, Group Discussion- PPT
	Chola Administration - Village Administration – Literature art and Architecture	9	

DEPARTMENT OF HISTORY				I M.A				
Semester	Category	Course Code	Course Title	Credits	Hours(90)	CIA	SE	Total
I	Core	22OPHI13	International Relations (1914A.D. - 2001A.D.)	4	6	25	75	100

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

Course Objectives

1. To understand the various approaches and Diplomacy to International Relations
2. To recognize most significant trends in International Relations between two world wars
3. To be familiar with the activities of UNO
4. To develop the concept of LPG
5. To analyse the International efforts on Environment Issues

Course Contents

Unit	Course Contents	Hours (90)	K Level	CLOs
I	Meaning and Definition of International Relations –Scope- Theoretical approaches to International Relations: Classical Approach- Historical approaches-International Organisation approaches, International Law approaches,- Scientific approach : Behavioural approaches -Diplomacy: Modern Diplomacy- Democratic Diplomacy- Conference Diplomacy- Traditional diplomacy- New Diplomacy.	18	Upto K4	CLO1
II	Core trends in International Relations between 1914 and 1945 – Locarno Pact—Kellogg-Briand Pact- Four Power Pact- Rome-Berlin -Tokyo Axis- Woodrow Wilson's 14 points – League of Nations – ILO – International Court of Justice	18	Upto K4	CLO2
III	Atlantic Charter – UNO–Cold War : Nature , origin and various phases of Cold War-Disarmament movements –IAEA — European union – Bipolar World and Non-Alliance Movement	18	Upto K4	CLO3
IV	New global Economic order – Oil Diplomacy- Liberalisation, Privatisation and Globalisation (LPG) –WTO, IMF, GATTs, TRIPS, TRIMS , OPEC	18	Upto K5	CLO4
V	International efforts on environment issues – Stockholm Conference – Kyoto Protocol- Copenhagen Climate Change Conference-Regional co-operation: ASEAN, SAARC, SHANGAI CO-OPERATION, ADB, BRICS.	18	Upto K5	CLO5

Books for Study:

1. Mahajan V.D History of Modern Europe since 1789, Chand Company New Delhi. 2000
2. Srivastava, L.N *International Relations, (From 1914 to Present Day)* SBD Publishers and Distributors, Thirteen Revised Edition, New Delhi, 1992
3. Sharma. U International relations, Lakshmi Narain Agarwal Educational publishers, Agra 2011-2012

Books for Reference:

1. Peru Ghosh, International Relations, PHI Learning Private Limited, V.D 2009
2. Khanna V.N, International Relations, Vikas Publishing House PVT Ltd, Noida, 2015
3. Gokhale B.K. , Modern Europe (1848 to 1960), Himalaya Publications, Delhi, 1987.
4. Harold Nicolson, Diplomacy, 3rd edition, Oxford University Press, 1964, New Delhi
5. Rao, B.V., History of Modern Europe 1789 – 1992, Sterling Publishers Pvt Ltd, New Delhi, 2002.

Web Resources:

- [https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%205th%20Semester/B A-5TH\(Political%20Science\)-International%20Relation%20and%20Organization.pdf](https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%205th%20Semester/B A-5TH(Political%20Science)-International%20Relation%20and%20Organization.pdf)
- <http://ycis.ac.in/CEGC%20Library/English/International%20relations%20-%20key%20concepts.pdf>
- <https://www.bishopperowne.co.uk/media/content/files/closureWork/Year09/Week13/Y09-History-Week13.pdf>

E- Books:

- <https://angkorpolitik.files.wordpress.com/2014/12/international-politics-concepts-theories-and-issues-basu-rumki.pdf>
- http://sdeuoc.ac.in/sites/default/files/sde_videos/SLM-%20I%20I%20PG%20-%20Theories%20and%20Concepts%20of%20International%20Politics.pdf
- <https://indianstrategicknowledgeonline.com/web/india-handbook.pdf>

Pedagogy:

Chalk and Talk, Group Discussion, Spot test, Quiz

Rationale for nature of the Course:

The study of international relations, there occurs multiple concepts seeking to explain how states activate within the International structure.

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 students would be able to

CLO	Description of Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Familiarize with International Theories and Diplomacy	Upto K4
CLO-2	Gathering the trends before the II World war	Upto K4
CLO-3	Determining the courses of Cold War and its impacts in world scenario	Upto K4
CLO-4	Explaining the emergence of new order in Global Economic perspective	Upto K5
CLO-5	Analyse the importance of Environment issues of its significance	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	2
CLO-2	3	2	3	3	3	2
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	2
CLO-5	3	3	3	3	3	2

1-Basic Level 2 -Intermediate Level

3 -Advanced Level

Lesson Plan

Unit	Content	Hours	Mode
I	Meaning and Definition of International Relations –Scope- Theoretical approaches to International Relations: Classical Approach	6	Lecture, PPT
	Historical approaches-International Organisation approaches, International Law approaches-Scientific approach - Behavioural approaches	6	
	Diplomacy: Modern Diplomacy-Democratic Diplomacy- Conference Diplomacy- Traditional diplomacy- New Diplomacy.	6	
II	Core trends in International Relations between 1914 and 1945 – Locarno Pact— Kellogg-Briand Pact- Four Power Pact	6	Lecture, Chalk and Talk & Spot Test
	Rome- Berlin -Tokyo Axis- Woodrow Wilson's 14 points	6	
	League of Nations – ILO – International Court of Justice	6	
III	Atlantic Charter – UNO–Cold War : Nature , origin and various phases of Cold War	6	Lecture, Chalk and Talk,
	Disarmament moves — IAEA	6	
	European union– Bipolar World and Non-Alliance Movement	6	
IV	Emergence of a New global Economic order Liberalisation, Privatisation and Globalisation (LPG)	9	Lecture, Chalk and Talk Peer Group Teaching,
	WTO, IMF, GATT, TRIPS, TRIMS .OPEC	9	
V	International efforts on environment issues – Stockholm Conference – Kyoto Protocol- Copenhagen Climate Change Conference-	9	Lecture, Chalk and Talk, PPT
	Regional co-operation: ASEAN, SAARC, SHANGHAI CO-OPERATION, ADB, , BRICS.	9	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours (75)	CIA	SE	Total
I	Core	22OPHI14	World Civilizations (Excluding India)	4	5	25	75	100

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

Course Objectives

1. To learn the massive spans of time during pre history in the world
2. To enable the students to understand the concepts of World Civilizations
3. To inculcate the knowledge of Daughter of the Nile.
4. To analyze the culture of classical civilization in the World.
- 5.To acquire various philosophical thought of Middle ages

Course Contents:

Unit	Course Contents	Hours(75)	K- Level	CLO
I	Prehistoric Civilizations- Paleolithic age Neolithic age – Chalcolithic age.	15	Upto K4	CLO1
II	Egyptian Civilization – Mesopotamian Civilizations: Babylonian Civilization – Assyrian Civilization – Contributions to the world – Hebrew Civilization.	15	Upto K4	CLO2
III	Classical Civilizations – Greek Civilization – Roman Civilization –Chinese Civilization – American Civilization.	15	Upto K4	CLO3
IV	Middle Ages: Byzantine Civilization – Persian Civilization – Arabian Civilization – Contribution to Religion and Philosophy.	15	Upto K5	CLO4
V	Religion: Hinduism – Buddhism – Judaism- Zoroastrianism – Islam – Christianity – Confucianism	15	Upto K5	CLO5

Books for Study:

1. Gokhale.B.K, Introduction to Western Civilization, S.Chand and Company Ltd, New Delhi.1984.
2. Jeyabalan .N, History of World Civilization, Mohan Pathippakam, Chennai.
- 3.Swain J.E, *A History of World Civilization*,S.Chand and Company, New Delhi,1947.

Books for Reference:

1. Edward Mac Nall Burns, Phili Lee Raalph, Robert E.Learner, Standish Meacham, World Cilvilization ,Goyl Saab Publishers , Delhi, 1991
2. Naipal.V.S, *India : A Wounded Civilization* , Oxford University Press, 2003.
3. Rebello.I ,*WorldCivilization*,Codialbail Publications, Mangalore, 1969.
4. Sen.S.N, *Ancient History & Civilization*, Wiley eastern Ltd- New Delhi

Web Resources

- <https://olli.gmu.edu/docstore/600docs/1403-651-3-Zoroastrianism.%20Judaism.%20and%20Christianity.pdf>
- <https://web.ung.edu/media/university-press/World%20History%20Textbook-082817.pdf>
- https://mphmtshistory.weebly.com/uploads/3/7/9/0/37903285/incredible_ancient_world_document_packet.pdf

E- Books

- https://www.engageny.org/sites/default/files/downloadable-resources/ckla_g2_d3_fb.pdf
- https://www.fortbendis.com/site/handlers/filedownload.ashx?moduleinstanceid=178567&dataid=105807&FileName=3850_HistoryAncientWorld.pdf
- https://ignca.gov.in/Asi_data/6498.pdf

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test,

Rationale for nature of the Course:

To know the culture of various civilizations and Religion

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	Description of Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Identify the salient features of Pre-Historic Age	Upto K4
CLO-2	Outline on the First advanced civilizations features	Upto K4
CLO-3	Explaining the growth and expansion of classical civilization	Upto K4
CLO-4	Inspect on the characteristic and Level of Middle age civilization	Upto K5
CLO-5	Reviewing the philosophy of different religion	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	2
CLO-2	3	3	2	2	3	2
CLO-3	3	3	2	3	3	2
CLO-4	2	3	2	3	3	2
CLO-5	2	3	3	2	3	3

1 Basic Level 2 Intermediate Level 3 Advanced Level

Lesson Plan

UNIT	Content	Hours	Mode
I	Prehistoric Civilizations- Paleolithic age	8	Lecture, PPT, Group Discussion
	Neolithic age – Chalcolithic age.	7	
II	Egyptian Civilization – Mesopotamian Civilizations	5	Lecture, Chalk and Talk & Spot Test
	– Babylonian Civilizations – Assyrian Civilization –	5	
	Contributions to the world – Hebrew Civilization	5	
III	Greek Civilization – Roman Civilization	8	Lecture, Chalk and Talk, Demonstration
	– Chinese Civilization – American Civilization .	7	
IV	Byzantine Civilization – Persian Civilization –	8	Lecture, Chalk and Talk Peer Group Teaching, Role Play
	Arabian Civilization – Contribution to Religion and Philosophy.	7	
V	Hinduism – Buddhism – Judaism- Zoroastrianism –	8	Lecture, Chalk and Talk, PPT
	Islam – Christianity – Confucianism	7	

DEPARTMENT OF HISTORY				I M.A				
Semester	Category	Course Code	Course Title	Credits	Hour s (75)	CIA	SE	Total
I	DSEC	22OPHIDSE1A	Principles and Methods of Archaeology	4	5	25	75	100

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

Course Objectives

1. To get overview on subject of Archaeology and its disciplines
2. To explain the contributions of Archaeologists for the Level of archaeology in India
3. To obtain familiarity of the exploration and excavation techniques in Archaeology
4. To know the various Dating Techniques in Archaeology
5. To acquire information on important archaeological sites in Tamilnadu

Course Content

Unit	Course Contents	Hours (75)	K Level	CLO
I	Introduction: Definition –Scope -Kinds of Archaeology: Classical, Pre-historic, Environmental, Cognitive, Geo, Ethno, Underwater, Aerial, Salvage Archaeology and Digital - Archaeology and Allied Disciplines – values of Archaeology	15	Upto K4	CLO1
II	History of Indian Archaeologists: Archaeology Level in India- Sir William Jones -Alexander Cunningham - Robert Bruce Foote - James Princep - Sir John Marshall - Lord Curzon. - Sir Mortimer Wheeler.	15	Upto K4	CLO2
III	Methods of Archaeology Exploration and Excavation Identification of Archaeological site- Archaeological Data- Type of sites- Selection of site-Sampling methods-Site surface area- Site survey methods-Scientific aid in Exploration – Exploration Kit-Excavation Tools-Archaeological Excavation - Methods of Excavation - Open area excavation -Layout of Trenches - Trial trenching or Sondages - Vertical excavation - Horizontal excavation - Principles of excavation- Excavation of Burials and Stupas	15	Upto K4	CLO3
IV	Dating Techniques in Archaeology: Absolute Dating method - Carbon 14 method - Fluorine method - Argon dating - Dendro chronology - Thermo luminescence - Potassium method - Uranium method - Archaeo magnetism- Relative Techniques - Nitrogen method- Stratigraphy method - Pollen analysis - Geo Chronology- conservation techniques- Museum Display	15	Upto K5	CLO4
V	Archaeological Sites in India: Nagarjunakonda-Lothal- Bimbetaka- Adichanallur- Arikamedu- Kodumanal- Porunthal-Korkai -Alagankulam- Keezhadi-PulimanKombai- Agaram-Sivagalai	15	UptoK5	CLO5

Books for Study:

1. Rajan. K, *Understanding Archaeology*, ManooPathippakam, Thanjavur, 2016.
2. Raman .K. V, *Principles and Methods in Archaeology*, Madras, 1976.
3. Venkatraman. R, *Indian Archaeology (A survey)*, Udumalpet, 1999.

Books for Reference:

1. Agarwal D.P, *Archaeology in India*, Delhi, 1982.
2. Chakrabarthi. Dilip. K, *India An Archaeological History*, New Delhi, 1999.
3. Ghosh .A, *Encyclopedia of Indian Archaeology*, New Delhi, 1990.
4. Sankhalia. H.D, *Indian Archaeology Today*, Bombay, 1962.

Web resources:

- https://ignca.gov.in/Asi_data/76267.pdf
- <http://keezhadi.tamilheritage.co.in/wp-content/uploads/2018/06/Amarnath-keezhadi- excavation-p2.pdf>
- <http://keezhadi.tamilheritage.co.in/wp-content/uploads/2018/06/Amarnath-keezhadi- excavation-p2.pdf>

E - Books

- <file:///C:/Users/Admin/Downloads/Lewis-IndiaHistoricalArch.pdf>
- <https://www.getty.edu/publications/resources/virtuallibrary/9781606061244.pdf>
- <https://www.sciencedirect.com/topics/social-sciences/archaeological-sites>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To identify the archaeological sites and know the techniques of Archaeology in the sites.

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 successful completion of the course, behind the students would able to:

CLO	Course Learning Outcome	K level
CLO-1	Reorganization of various definitions and kinds of Archaeology	Upto K4
CLO-2	Focussing on the Level in Archaeology and Indian Archaeologists in India	Upto K4
CLO-3	Categorised with knowledge on Archaeological exploration , excavation and methods	Upto K4
CLO-4	Analyze on various dating methods and its relative techniques adopted in Archaeology	Upto K5
CLO-5	Importance of Archaeological sites of Tamilnadu and its significance	UptoK5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	2	3	3	3	3	2
CLO-2	3	3	2	3	3	3
CLO-3	3	3	2	3	3	3
CLO-4	3	3	2	3	3	2
CLO-5	3	3	3	3	3	3

1 Basic Level

2 Intermediate Level

3 Advanced Level

Lesson Plan

UNIT	Content	Hours	Mode
I	Introduction: Definition –Scope -Kinds of Archaeology: Classical, Pre-historic, Environmental, Cognitive, Geo, Ethno, Underwater, Aerial, Salvage Archaeology and Digital Archaeology	8	Lecture, PPT,
	Allied Disciplines - values of Archaeology	7	
II	History of Indian Archaeologists: Archaeology Level in India- Sir William Jones -Alexander Cunningham	8	Lecture, Chalk and Talk & Spot Test
	Robert Bruce Foote - James Prinsep – Sir John Marshall - Lord Curzon. - Sir Mortimer Wheeler.	7	
III	Methods of Archaeology Exploration and Excavation : Identification of Archaeological site- Archaeological Data- Type of sites- Selection of site- Sampling methods-Site surface area- Site survey methods-Scientific aid in Exploration - Exploration Kit	5	Lecture, Chalk and Talk, Demonstration
	Excavation Tools-Archaeological Excavation - Methods of Excavation - Open area excavation -Layout of Trenches - Trial trenching or Sondages	5	
	Vertical excavation - Horizontal excavation - Principles of excavation- Excavation of Burials and Stupas	5	
IV	Dating Techniques in Archaeology: Absolute Dating method - Carbon 14 method - Fluorine method - Argon dating - Dendro chronology Thermo luminescence - Potassium method - Uranium method - Archaeo magnetism	5	Lecture, Chalk and Talk Peer Group Teaching
	Relative Techniques - Nitrogen method- Stratigraphy method - Pollen analysis - Geo Chronology	5	
	Conservation techniques- Museum Display	5	
V	Archaeological Sites in India: Nagarjunakonda- Lothal- Bimbhetaka- Adichanallur- Arikamedu	8	Lecture, Chalk and Talk, PPT
	Kodumanal- Korkai- Alagankulam-Prunthal- PulimanKomabai- Keezhadi-Aharam- Sivagalai	7	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credit s	Hours (75)	CIA	SE	Total
I	DSEC	22OPHIDS E1B	History of U.S.A (Up to 1860 A.D.)	4	5	25	75	100

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

Course Objectives

1. To make on awareness about the establishment of 13 colonies, and territorial expansion of U.S.A from Atlantic to Pacific.
2. To know about the various Presidents from George Washington to James Bucanen.
3. Outline the consequences of 1812 war and its impact
4. Analyze the relationship between Red Indians and Americans and administrative system of Andrew Jacson
5. Evaluate the role of President in USA From Van Buren to James Buchanan

Course Contents:

Unit	Course Contents	Hours (75)	K Level	CLOS
I	Introduction – Geographical features – Native Indians – European discoveries and Colonization of the New World – Thirteen Colonies – American War of Independence – Causes – Treaty of Paris – Significance – Confederation – federation – Main features of the Constitution	15	Upto K4	CLO1
II	George Washington – Financial reforms – Foreign policy – John Adams – Midnight Judges – Foreign Policy – Party system – Thomas Jefferson – Judicial review – Purchase of Louisiana – Foreign Policy.	15	Upto K4	CLO2
III	James Madison – War of 1812 – Causes – Course – Results – Era of Good feeling – James Monroe – Missouri Compromise 1820 – American System – Monroe Doctrine.	15	Upto K4	CLO3
IV	John Quincy Adams – Relationship between Red Indians and Americans – Andrew Jackson – Administration New Political Parties – Foreign Policy.	15	Upto K5	CLO4
V	President Van Buren to James Buchanan – Westward Expansion- 1860 election.	15	Upto K5	CLO5

Books for Study:

1. K. Rajayyan ,History of America, , Madurai Publishing House, Madurai, 1978.
2. R. K Majumdar, History of United States of America, A.N.Srivastva, SBD Publishers and Distributors, Delhi, 2009.

Books for Reference:

1. Beard and Beard ,New Basic History of the United States, , New York, USA, 1985.
2. KrishnamurthyHistory of the United States of America, 1492- 1965, Madurai Printers, Madurai,1980.
3. At A Glance, Marshall Smelsor , Barnes and NobleAmerican History -, INC, New York, 1962.
4. Parkes, H.B,The United States of America - A History, Scientific Book Agency, Calcutta, 1975.
- 5..Subramanian, NHistory of the USA, ,Ennes Publication, Udumalpet, 1986.

Web resources

- https://faculty.ksu.edu.sa/sites/default/files/Archaeology_Coursebook.pdf
- https://ignca.gov.in/Asi_data/76267.pdf

E- Book

- https://time.com/wp-content/uploads/2015/01/history_outline.pdf
- <https://hostnezt.com/cssfiles/historyvofusa/An%20outline%20of%20American%20history.pdf>
- <https://www.hup.harvard.edu/catalogs/hup-brochure-2012-american-history.pdf>

Rationale for nature of the Course

To be familiar with the ancient era of USA

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.

Pedagogy

Chalk and Talk, PPT, Group Discussion, Quiz, Spot test

Course Learning Outcomes

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

CLO	Course Learning Outcome	K level According to Bloom's Taxonomy)
CLO-1	To make on awareness about the establishment of 13 colonies, and territorial expansion of U.S.A from Atlantic to Pacific.	Upto K4
CLO-2	2. To know about the various Presidents from George Washington to James Bucanen.	Upto K4
CLO-3	3. Recognize the role of USA the a war of 1812 and its results	Upto K4
CLO-4	Compare the relationship between Red Indians and Americans	Upto K5
CLO-5	Assess the role President Van Buren to James Buchanan	UptoK5

K1 – Remembering and Recalling the specific answers

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

K3 – Application oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programming Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5
CLO-1	2	3	3	3	3
CLO-2	3	3	2	3	3
CLO-3	3	3	2	3	3
CLO-4	3	3	2	3	3
CLO-5	3	3	3	3	3

1 Basic Level 2 Intermediate Development 3 Advanced Level

Lesson Plan

UNIT	Content	Hours	Mode
I	Introduction – Geographical features – Native Indians – European discoveries and Colonization of the New World – Thirteen Colonies – American War of Independence – Causes – Treaty of Paris – Significance – Confederation – federation – Main features of the Constitution	15	Lecture, PPT,
II	George Washington – Financial reforms – Foreign policy – John Adams – Midnight Judges – Foreign Policy – Party system – Thomas Jefferson – Judicial review – Purchase of Louisiana – Foreign Policy.	15	Lecture, Chalk and Talk & Spot Test
III	James Madison – War of 1812 – Causes – Course – Results – Era of Good feeling – James Monroe – Missouri Compromise 1820 – American System – Monroe Doctrine.	15	Lecture, Chalk and Talk, Demonstration
IV	John Quincy Adams – Relationship between Red Indians and Americans – Andrew Jackson – Administration New Political Parties – Foreign Policy.	15	Lecture, Chalk and Talk Peer Group Teaching
V	President Van Buren to James Buchanan – Westward Expansion- 1860 election.	15	Lecture, Chalk and Talk, PPT

Department of History				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(30)	CIA	SE	Total
I	IDC	22OPHIID1	History for Competitive Examinations – Paper-I	2	2	25	75	100

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

Course Objectives

1. To understand the sources and lithic ages of India
2. To Prepare the self-motivated and life-long wisdom to get shaped in the modern changing culture
3. To acquire the knowledge on the significance of ancient emperors
4. To recognize the importance of religious and social toleration
5. To know the administrative Levels during medieval period.

Course Content

Unit	Course Contents	Hours (30)	K Level	CLO
I	Sources: Archaeology, epigraphy, numismatics, monuments Literary sources-Paleolithic-Mesolithic -Neolithic and Chalcolithic.	6	Upto K4	CLO1
II	Indus valley civilization -Early Vedic and later Vedic period; Political, Mahajanapadas	6	Upto K4	CLO2
III	Mauryas: Chandragupta, Kautilya Ashoka; Concept of Dharma; Rock Edicts; Administration; - Gupta Dynasty, Coinage of the Guptas, Golden age of the Gupta	6	Upto K4	CLO3
IV	Bhakti movement, Adi Sankarar -Ramanujar,- Meera Bai - Sufi Movement –Chisti, Qadiriya, Suhrawardiyya and Naqshbandi order	6	Upto K5	CLO4
V	Delhi Sultanate :Qutb-ud- din Aibak - Iltutmish and Balban. AlauddinKhalji: Conquests and reforms Muhammad Tughluq:- Firuz Tughluq: Sayyids and Lodis	6	UptoK5	CLO5

Book for Study**Prepared By Our Department Faculties****Books for Reference:**

1. Basham A.L., (ed) Cultural History of India, oxford University Press, 2008.
2. Mahajan.V.D, *History of Medieval India(Muslim Rule in India)*S.Chand&Company Ltd., New Delhi, Reprinted 1992.
- 3.Majumdar.R.K,*Mughal Rule in India (From1526 A.D.to1707A.D.)*,SBD Publishers Distributors, 4th Revised & Enlarged Edition, 1991.
4. Romila Thapar, Ancient Indian Social History, (Some Interpretations) Ed-2 , Orient Black Swan , New Delhi. Ed-2012
5. Sharma L.P, *History of Ancient India,(Pre- Historic Ageto 1200 A.D.)* 3rdEdition , Delhi, 2008.

Web Resources:

- <https://www.jagraniosh.com/general-knowledge>
- <https://www.gktoday.in/quizbase/medieval-indian-history>
- <https://tsaspirants.com/download-ancient-indian-history-pdf/>

E- Books:

- <http://www.sscnotes.com/2018/03/indian-history-complete-notes-pdf-download.html>
- <http://www.sscnotes.com/2019/03/indian-history-mcq-for-competitive.html>
- <http://hkrdb.kar.nic.in/documents/downloads/good%20reads/a%20history%20of%20india%202nd%20ed.pdf>

Rationale for nature of the Course:

To know the Indian history for attending the Competitive Examinations

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.

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

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	Discuss the culture of pre-historic period	Upto K4
CLO-2	Classify on in-depth knowledge of Vedic age.	Upto K4
CLO-3	Existing the Asokha's contributions of Social, Political, Religious and economic condition of the society and Justify various dynasties in Indian Culture.	Upto K4
CLO-4	Identified with the progress of Khilji, Tughlaq and Lodi dynasties during Medieval period	Upto K5
CLO-5	Develop the significance of Bakthi movement and Sufi Movement along with the role of Saints.	UptoK5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programming Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	3	1	3
CLO-2	3	3	2	3	1	3
CLO-3	2	3	3	3	2	3
CLO-4	3	3	3	3	2	3
CLO-5	3	4	2	3	2	3

1 Basic Level

2 Intermediate Level

3 Advanced Level

Lesson Plan

Unit	Contents	Hours	Mode
I	Sources: Archaeology, epigraphy, numismatics, monuments Literary sources: Palaeolithic and Mesolithic; Neolithic and chalcolithic.	6	Lecture PPT Chalk and Talk Spot Test
II	Indus valley civilization -Early Vedic and Later Vedic period; Political, Mahajanapadas	6	Lecture PPT Chalk and Talk Spot Test
III	Mauryas: Chandragupta, Kautilya Ashoka; Concept of Dharma; Rock Edicts; Polity, Administration;, - Gupta, Dynasty Coinage of the Guptas, Golden age of the Gupta Vardhana Dynasty	6	Lecture PPT Chalk and Talk Spot Test
IV	Bhakti movement, Adi Sankarar - Ramanujar,- Meera Bai- Sufi Movement – Chisti, Qadiriyya, Suhrawardiyya and Naqshbandi order	6	Lecture PPT Chalk and Talk Spot Test
V	Delhi Sultanate :Qutbud din Aibek - Iltutmish and Balban. AlauddinKhalji: Conquests and reforms Muhammad Tughluq:-Firuz Tughluq: Sayyids and Lodis	6	Lecture PPT Chalk and Talk Spot Test

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(90)	CIA	SE	Total
II	Core	22OPHI21	Socio- Cultural History of India (1206 A.D - 1707 A.D)	4	6	25	75	100

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

Objectives

1. To familiarize with the society of Sultanates of Medieval India
2. To understand the socio - culture of Mughals
3. To obtain the knowledge over the society and customs of Vijayanagar Empire
4. To analyze the various religious movements and its impacts on Medieval Society
5. To acquire the progress of architectural style in Medieval India

Course Content

Unit	Course Contents	Hours(90)	K Level	CLO
I	Sultanates : The Society- Caste System: Privileged classes- Middle Class- Lower Class – Slave System – position of Women – Impact on Hindu Society- Literature	18	Upto K4	CLO1
II	Mughuls : Society – Kings- Nobles- Middle class- lower class-Customs- Fairs and festivals – out door games – food- Status of Women – Education – Literature	18	Upto K4	CLO2
III	Vijayanagar : Society- Food and Dress- education- Literature-Position of Women	18	Upto K4	CLO3
IV	Bhakti Movement in North India - Salient features of Bhakti Movement - Causes for the Movement - Bhakthi Cult – BhakthiSages :Adisankara – Ramanuja – Chaitanya – Madava – Gurunanak – Kabir - Sufism in India: Chisti, Suhrawadi , Firdausia, Qadiri and Nakshabandi orders.	18	Upto K5	CLO4
V	Art and Architecture during Medieval India: Art and Architecture under Sultanates- Art and Architecture under Mughuls- Art and Architecture under Vijayanagar	18	UptoK5	CLO5

Books for Study:

1. Aggarwal .J.C, *Medieval History of India*, S. Chand & company Pvt,Ltd., New Delhi, Reprinted in 2013.
2. AnnelettSopithaBai .W, *History of India(712A.D - 1761 A.D)*, Sharon Publications, Marthandam, 2006.
3. Ramalingam T.S, *History of India,(from 1206 to 1773)*T.S.R. Publication, Chennai,1981.

Books for Reference :

1. Anil Chandra Banerjee ,*New History of Medieval India* , S.Chand& Company Ltd., New Delhi ,1983.
2. John F. Richards ,*The Mughal Empire* , Cambridge University press, New Delhi, Reprinted in 2014.
3. Mahajan.V.D, *History of Medieval India(Muslim Rule in India)*S.Chand&Company Ltd., New Delhi, Reprinted 1992.
4. Majumdar.R.K, *Mughal Rule in India (From1526 A.D.to1707A.D.)* SBD Publishers Distributors, 4th Revised & Enlarged Edition, 1991.

Web resources:

- [https://www.magadhuniversity.ac.in/download/econtent/pdf/Satish%20Chandra%20-%20History%20of%20Medieval%20India%20\(2018,%20Orient%20Blackswan\)%20-%20libgen.lc.pdf](https://www.magadhuniversity.ac.in/download/econtent/pdf/Satish%20Chandra%20-%20History%20of%20Medieval%20India%20(2018,%20Orient%20Blackswan)%20-%20libgen.lc.pdf)
- <https://edkt.net/2empr/Medieval-India-Satish-Chandra-1561959855847.pdf>
- <https://books.google.com/books?id=L5eFzeyjBTQC&printsec=frontcover#v=onepage&q&f=false>

E- Books:

- <https://core.ac.uk/download/pdf/144520831.pdf>
- https://nios.ac.in/media/documents/srsec315new/315_history_eng/315_history_eng_less on9.pdf
- [https://www.tripurauniv.ac.in/content/pdf/studymaterialsdetail/ba%202nd%20semester/ ba-2nd\(history\)-history%20of%20india%20\(1207-1757%20ad\).pdf](https://www.tripurauniv.ac.in/content/pdf/studymaterialsdetail/ba%202nd%20semester/ ba-2nd(history)-history%20of%20india%20(1207-1757%20ad).pdf)

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test, Role Play

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, student would be able to:**

CLO	Course Learning Outcomes	K level
CLO-1	Identify the social condition under Sultanates administration	Upto K4
CLO-2	Explain the social transmission during the Mughuls	Upto K4
CLO-3	Construct on overview about the Vijayanagar Society	Upto K4
CLO-4	Evaluate the significance of Bakthi Movement and the role of saints	Upto K5
CLO-5	Assess the characteristic feature of Art and Architecture of Medieval India	UptoK5

K1 - Remembering and Recalling the specific answers

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

K3 -Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	2	3	2	3	3	3
CLO-2	3	3	2	3	3	3
CLO-3	3	3	3	3	3	3
CLO-4	2	2	3	3	2	3
CLO-5	3	3	3	3	2	3

*** 1 - Basic Level****2 - Intermediate Level****3 - Advanced Level**

Lesson Plan

UNIT	Content	Hours	Mode
I	Sultanates : The Society- Caste System: Privileged classes- Middle Class- Lower Class – Slave System	9	Lecture, PPT, Group Discussion
	position of Women – Impact on Hindu Society- literature	9	
II	Mughuls: Society – Kings- Nobles- Middle class- lower class	6	Lecture,Chalk and Talk & Spot Test
	Customs- Fairs and festivals – out door games – food	6	
	Status of Women – Education – Literature	6	
III	Vijayanagar: Society- Food and Dress- education	9	Lecture,Chalk and Talk, Demonstration
	Literature-Position of Women	9	
IV	Bhakti Movement in North India- Salient features of Bhakti Movement - Causes for the Movement	6	Lecture,Chalk and Talk Peer Group Teaching, Role Play
	Bhakthi Cult – BhakthiSages :Adisankara – Ramanuja – Chaitanya – Madava – Gurunanak – Kabir	6	
	Sufism in India: Chisti, Suhrawadi ,Firdausia, Qadiri and Nakshabandi orders	6	
V	Art and Architecture during Medieval India: Art and Architecture under Sultanates	6	Lecture,Chalk and Talk, PPT
	Art and Architecture under Mughuls	6	
	Art and Architecture under Vijayanagar	6	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(90)	CIA	SE	Total
II	Core	22OPHI22	Freedom Movement in India	4	6	25	75	100

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

Course Objectives

1. To know about early causes after the rise of Nationalism
2. To obtain knowledge on early organizations of freedom struggle
3. To familiarize with the strategies of Moderates and Extremists.
4. To identify the various phases of National Movement and the significance of Gandhiji
5. To encourage the patriotism among the younger generation by understanding the noble sacrifices of patriots.

Course Content:

Unit	Course Contents	Hours (90)	K Level	CLO
I	Socio – religious reform movements in the 19th Century – Associations in Calcutta, Bombay and Madras –Rise of Indian National Congress– objective – and growth and Achievements	18	Upto K4	CLO1
II	Moderates and Extremists- India under Lord Curzon – Partition of Bengal – Swadeshi Movement - Surat Split–The foundation of Muslim League – the Gadder Party- Khilafat Movement	18	Upto K4	CLO2
III	Home Rule Movement– Lucknow Pact- Rowlatt Act – Jalianwalabagh Massacre – The Gandian Era – the Non-Co-operation Movement– The Swaraj Party -Simon Commission – Nehru Report and Jinnah’s Fourteen Points	18	Upto K4	CLO3
IV	Civil Disobedience Movement – Salt Satyagraha-Round Table Conferences – Poona Pact – Rise of leftist movements – rise of peasant movements – Labour Movement – Forward Block.	18	Upto K5	CLO4
V	August Offer –CrippsMission– Quit India Movement –Subash Chandra Bose and INA-Simla Conference, 1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.	18	UptoK5	CLO5

Books for Study :

1. Annelett Sopitha Bai, W. History of India (1761- 1965 A.D.) Sharon Publications, Marthandam, 2006.
2. Majumdar, R.C. History of the Freedom Movement in India, Vol I, Firma K.L. Mukhopadhyay, Calcutta, 1971
3. Venkatesan. G, Freedom struggle in India, J.J. Publications, Madurai, 1993.

Books for References:

1. Agarwal. R.C, *Constitution Level and National Movement of India (Freedom Movement, Acts and Indian Constitutions)*, S.Chand & Company, New Delhi, 2013.
2. Goyal. P.K, *Battle of India's Freedom Movement*, Vista International Publishing House, Delhi, 2005.
3. Sailendranath Sen, *History of the Freedom Movement in India (1857-1947)*, New Age International Ltd. Publishers, New Delhi, 2009.
4. Sharma. L.P, *Indian National Movement and Constitutional Level*, Lakshmi Narain Agarwal Educational Publishers, Agra, 2013.

Web resources

- <https://www.mcrhrdi.gov.in/89fc/week9/h%20-20indian%20freedom%20struggle.pdf>
- <https://ncert.nic.in/textbook/pdf/hess209.pdf>
- https://www.researchgate.net/publication/340461495_history_of_india_from_1707_to_1947_ad

E- Books:

- https://ignca.gov.in/asi_data/10549.pdf
- https://mppscadda.com/books/ncert/pdf/h_1.pdf
- <https://mu.ac.in/wp-content/uploads/2021/01/fyba-history-english-semester-i.pdf>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test, Role Play

Rationale for nature of the Course:

To familiarize the events of freedom struggle and associations

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

CLO	Course Learning Outcomes	K level (According to Bloom's Taxnomy)
CLO-1	Indicate the socio Religious Reform movement of 19 th century and the formation of Indian National Congress	Upto K4
CLO-2	Explain the Curzons Administration and the role of Moderates and extremists in the early place of Freedom movement simulate.	Upto K4
CLO-3	Knowledge on the Gandhian era and the Simon commission	Upto K4
CLO-4	Organize idea on Purnasawarj and the rise of other movements against British Administration.	Upto K5
CLO-5	Construct the proceedings of India before Independence	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	3	2	3
CLO-2	2	3	3	3	2	3
CLO-3	2	3	3	3	2	3
CLO-4	2	2	3	3	3	3
CLO-5	2	3	3	3	3	3

* 1 Basic Level 2 Intermediate Level 3 Advanced Level

Lesson Plan

UNIT	Content	Hours	Mode
I	Socio – religious reform movements in the 19th Century	6	Lecture, PPT, Group Discussion
	Associations in Calcutta, Bombay and Madras	6	
	Rise of Indian National Congress – objective – growth and Achievements	6	
II	Moderates and Extremists	6	Lecture, Chalk and Talk & Spot Test
	India under Lord Curzon – Partition of Bengal – Swadeshi Movement	6	
	Surat Split – The foundation of Muslim League – the Gaddar Party – Kilafat Movement	6	
III	Home Rule Movement – Lucknow Pact Rowlatt Act – Jalianwalabagh Massacre	6	Lecture, Chalk and Talk, Demonstration
	The Gandian Era – the Non-Co-operation Movement – The Swarajaya Party	6	
	Simon Commission – Nehru Report and Jinnah's Fourteen Points	6	
IV	Civil Disobedience Movement – Salt Satyagraha – Round Table Conferences	6	Lecture, Chalk and Talk Peer Group Teaching, Role Play
	Poona Pact – Rise of leftist movements –	6	
	Rise of peasant movements – Labour Movement – Forward Block.	6	
V	August Offer – Cripps Mission – Quit India Movement	6	Lecture, Chalk and Talk, PPT
	Subash Chandra Bose and INA Simla Conference,	6	
	1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.	6	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(90)	CIA	SE	Total
II	Core	22OPHI23	Socio-Cultural History of Tamilnadu (1565 A.D - 2006A.D)	4	6	25	75	100

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

Course Objectives

1. To enable the students to learn the Level of Tamil society
2. To realize the contributions of Christian Missionaries in Tamilnadu
3. To enable the students to learn the Level of Tamil Society.
4. To understand the concept of legislative system
5. To inspire the students to understand the social welfare schemes of Tamilnadu

Course Content:

Unit	Course Contents	Hours(90)	K Level	CLOS
I	Nayaks of Madurai, Shenji, Tanjore Nayaks–Sources -Social Stratification - Cultural and Religious condition – Poligar System – Art and Architecture.	18	Upto K4	CLO1
II	Contributions of Tanjore Marathas to culture – Social Stratification – Advent of Europeans –Sethupathis of Ramnad- social and Cultural condition – impacts on society	18	Upto K4	CLO2
III	Christian Missionaries – Contributions: Level of Education – Literature– Social Reforms – Position of Women .	18	Upto K4	CLO3
IV	Socio- Religious Reform Movement –Ramalinga Adigal – Temple Entry Movement –Social legislation under British rule –The rise of Political Parties – The Justice Party –Self-respect Movement.	18	Upto K5	CLO4
V	Post Independent Period –social reforms– Rajaji - Kamaraj – Dravidian Parties – DMK, ADMK and AIADMK – Socio Welfare Scheme – Empowerment of Women- Cultural Media	18	UptoK5	CLO5

Books for Study:

1. Manoranjithamani.C, History of Tamilnadu 1529 A.D to 1801 A.D
2. Rajayyan, K, History of Tamil Nadu 1565 – 1982, Ratna Publications, Madurai, 1982.
3. Venkatesan, G, History of Modern Tamil Nadu From 1600 – 2011 A.D., Narmatha Publications, Rajapalayam, 2017.

Books for Reference:

1. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
2. Sathyanatha Aiyar, R., History of Nayaks of Madurai, Oxford University, 1924.
3. Subramanian, N., History of Tamil Nadu 1565 – 1982, Ennes Publication, Madurai, 1987.
4. Varghese Jeyaraj, S., Socio-Economic History of Tamil Nadu, 1565-1967, Anns Publication

WebResources

- https://www.researchgate.net/publication/347391773_History_of_Tamil_Nadu_People_and_Culture-A_Review
- https://edurev.in/studytube/TN-History-Textbook-The-Justice-Party-Rule/57c1c835-6474-43fd-9813-14a461b9d792_p
- <https://cms.tn.gov.in/sites/default/files/whatsnew/socialwelfare.pdf>

E- Books

- <https://cms.tn.gov.in/sites/default/files/whatsnew/socialwelfare.pdf>
- [https://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://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://www.tnpsctheruvupettagam.com/wp-content/uploads/2018/06/Schemes-Volume-1-English.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 successful completion of the course, behind the students would be able to:

CLO	Course Learning Outcomes	K level (According to Bloom's Taxnomy)
CLO-1	Recall the different culture of Nayaks and poligars	Upto K4
CLO-2	Explain the contribution of Marathas to Taminadu Culture.	Upto K4
CLO-3	Identify the Socio – religious awakening through Christian Missionaries	Upto K4
CLO-4	Existing the Socio – religious Movement and empowerment of downtrodden people	Upto K5
CLO-5	Justify various Political parties to Illustrate their schemes to women empowerment.	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5
CLO-1	3	2	2	3	3
CLO-2	3	2	3	3	3
CLO-3	3	2	3	3	3
CLO-4	3	2	3	3	3
CLO-5	1	2	3	3	3

* 1 Basic Level

2 Intermediate Level

3 Advanced Level

Lesson Plan

Unit	Content	Hours	Mode
I	Nayaks of Madurai, Shenji, Tanjore	6	Lecture Group Discussion PPT
	Social Stratification - Cultural and Religious condition	6	
	Poligar System – Art and Architecture.	6	
II	Contributions of Tanjore Marathas to culture – Social Stratification	6	Lecture&Spot Test Chalk and Talk
	Advent of Europeans	6	
	Sethupathis of Ramnad -social and Cultural condition – impacts on society	6	
III	Christian Missionaries – Contributions:	6	Lecture Peer Group Teaching Chalk and Talk& PPT
	Level of Education - Literature	6	
	Social Reforms – Position of Women	6	
IV	Socio- Religious Reform Movement – Ramalinga Adigal – Temple Entry Movement	6	Lecture Peer Group Teaching Chalk and Talk& PPT
	Social legislation under British rule- The rise of Political Parties	6	
	The Justice Party –Self-respect Movement.	6	
V	Post Independent Period –Social reforms – Rajaji – Kamaraj	6	Lecture, Chalk and Talk, PPT& Spot test
	Dravidian Parties – DMK, ADMK and AIADMK	6	
	Socio Welfare Scheme – Empowerment of Women.	6	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(75)	CIA	SE	Total
II	Core	22OPHI24	Tourism Product in India	4	5	25	75	100

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

Course Objectives

1. To understand the definition and various products of Tourism
2. To learn the Indian Cultural, Tradition, Customs Fairs and Festivals
3. To develop an understanding Natural Tourism Products of India
4. To expose the significance of National Parks, Birds Animals Sanctuaries of India
5. To create awareness on Important Heritage centres of India

Course Content:

Unit	Course Contents	Hours(75)	K Level	CLOS
I	Introduction: Tourism Product - Definition – nature and characteristics of Tourism-Tourist attractions: natural and manmade resources – Typology of Tourism: Eco Tourism – Adventure and Sports Tourism – Cultural Tourism – Medical and Health Tourism.	15	Upto K4	CLO1
II	Indian Cultural Tradition: Customs and handicrafts – Music: Karnatic and Hindustani , Dance: Classical – Bharathanatyam, Kathak, Mohini Attam, Kutchupudi Folk: Dandia, Kathakali, Karagattam, Fairs and Festivals of India.	15	Upto K4	CLO2
III	Natural Tourism Resources in India: Mountains and Hills in India – Dharamshala – Kullu – Darjeeling – Mount Abu, Deserts, Beaches -Goa – Kovalam – Mammalapuram–Juhu beach– Kanyakumai- Marina beach.	15	Upto K4	CLO3
IV	Eco Tourism : Kanha National Park- Jim Corbett National Park – Sariska Tiger Reserve – Sunderbans Tiger Reserve – Rajasthan Tiger Reserve – Vedanthakal– Koonthangulam- Pulikat Lake Bird Sanctuary-Chitrangudi	15	Upto K5	CLO4
V	Heritage Centre in India: Delhi – Agra- Fatehpursikri – Khajuraho – Mahabalipuram –Jain Monuments in Madurai – Cultural festivals of India: Deepavali - Kumbha Mela – Dussehra – Onam – Pongal – Mahara Sangranthi – Rathayatra.	15	UptoK5	CLO5

Books for study:

1. Abbas. R, *Tourism & Travel Mangement*, Izad publications, Madurai, 2006.
2. Batra. G.S, *Tourism product & Level*, Deep & Deep Publications Pvt.Ltd, New **Delhi**
3. ShanthaKumari, *Facts on TOURISM*, ShanthaPublication, Chennai, 1996.

Books for Reference :

1. Bhatia A.K, *Tourism Level-Principles and Practice*, Sterling Publications, New Delhi, 2009.
2. Jag Mohan Nogi, *Tourist Guide and Tour Operation*, Kanisha Publishers, New Delhi, 2007.
3. Jha.S.M, *Tourism Marketing*, Himalaya Publishing House, Mumbai, 2008.
4. Pran Nath Seth, *Successful Tourism*, Sterling Publishers Pvt, New Delhi, 2008.
5. Vikash Choudhary, *Educational Tourism*, Centrum Press, New Delhi, 2010.

Web resources

- https://www.tutorialspoint.com/tourism_management/tourism_management_tutorial.pdf
- [http://www.microlinkcolleges.net/elib/files/undergraduate/Tourism%20&%20Hotel%20Management/Tourism%20Management%20\(2007\).pdf](http://www.microlinkcolleges.net/elib/files/undergraduate/Tourism%20&%20Hotel%20Management/Tourism%20Management%20(2007).pdf)
- http://tandfmedia.s3.amazonaws.com/catalogs/Tourism_textbooks_UK.pdf

E- Books:

- <https://backup.pondiuni.edu.in/sites/default/files/Tourism%20Products%20of%20Indiat200813.pdf>
- https://download.oliveboard.in/pdf/Oliveboard_National%20Parks_Wildlife%20Sant uaries_Banking%20Exam_eBook_2016.pdf
- <http://164.100.47.5/newsynopsis1/englishsessionno/214/11.10.07.pdf>

Pedagogy:

Chalk and Talk, PPT, Group Discussion, Quiz, Spot test,

Rationale for nature of the Course:

To understand the significance of Cultural, Natural, Heritage and monuments 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 successful completion of the course, behind the students would be able to:

CLO	Description of Course Learning Outcomes	K level (According to Bloom's Taxnomy)
CLO-1	Recognize to know about the character of Tourism and its Typology	Upto K4
CLO-2	Outline on Indian Culture, Architectural, Heritage and Styles of Architect in India	Upto K4
CLO-3	Classification over the natural Tourism resources in India	Upto K4
CLO-4	Highlights on Indian National Parks, Sanctuaries and Tiger reserve in Tourism perspective	Upto K5
CLO-5	Explain the various Heritage monuments and important festivals of India	UptoK5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	2	2	3	2	3	3
CLO-2	3	3	3	2	3	3
CLO-3	2	2	2	2	2	3
CLO-4	2	2	3	3	3	3
CLO-5	3	2	3	3	3	3

* **1 Basic Level**

2 Intermediate Level

3 Advanced Level

Lesson Plan

UNIT	CONTENT	HOURS	MODE
I	Introduction: Tourism Product - Definition – nature and characteristics of Tourism	5	Lecture, PPT, Group Discussion
	Tourist attractions: natural and manmade resources	5	
	Typology of Tourism: Eco Tourism – Adventure and Sports Tourism – Cultural Tourism – Medical and Health Tourism.	5	
II	Indian Cultural Tradition: Customs and handicrafts – Music: Karnatic and Hindustani	5	Lecture, Chalk and Talk & Spot Test
	Dance: Classical – Bharathanatyam, Kathak, Mohini Attam, Kutchupudi Folk: Dandia, Kathakali, Karagattam	5	
	Fairs and Festivals of India.	5	
III	Natural Tourism Resources in India: Mountains and Hills in India – Dharamshala – Kullu – Darjeeling – Mount Abu,	7	Lecture, Chalk and Talk, Demonstration
	Deserts, Beaches -Goa – Kovalam – Mammalapuram– Juhu beach– Kanyakumai- Marina beach.	8	
IV	Eco Tourism : National Parks-Corbett –Kanha - Kaziranga - Bandipur	5	Lecture, Chalk and Talk Peer Group Teaching, Role Play
	Sariska Tiger Reserve – Sunderbans Tiger Reserve – Rajasthan Tiger reserve	5	
	Vedanthakal – Koonthangulam- Pulikat Lake Bird Sanctuary-Chitrangudi	5	
V	Heritage Centre in India: Delhi – Agra- Fatehpursikri – Khajuraho – Mamallapuram	5	Lecture, Chalk and Talk, PPT
	Jain Monuments in Madurai	5	
	Cultural festivals of India: Deepavali - Kumbha Mela – Dussehra – Onam – Pongal – MaharaSangranthi – Rathayatra.	5	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours(75)	CIA	SE	Total
II	DSEC	22OPHIDSE 2A	Public Administration Paper – 1	4	5	25	75	100

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

Course Objectives

1. To make the students to learn the fundamental principles and various theories of Public Administration
2. To enable the relationship of Public Administration with Social Science Subjects
3. To identify the principles of organisations and its powers
4. To understand the administrative functions along with executive efficiency
5. To acquaint the importance of separation of powers in India

Course Content:

Unit	Course Contents	Hours (75)	K Level	CLO
I	Meaning – Nature - Scope- Significance of Public Administration - Private and Public Administration – Evolution of Public Administration.	15	Upto K4	CLO1
II	Public Administration and its relations with other Social Science : Political , Science , History , Economics , Sociology and Ethics.	15	Upto K4	CLO2
III	Basic principles of Organization - Hierarchy - Span of Control – Delegation of Authority : Centralization and De Centralization of Powers - Unity of command	15	Upto K4	CLO3
IV	Administrative functions of the Chief Executive - Nominal and real Executive plural Executive – Bureaucracy – Leadership – The Role of Leadership.	15	Upto K5	CLO4
V	Control over Public Administration in India – Executive Control – Legislative Control – Judicial Control.	15	UptoK5	CLO5

Books for study:

1. Kasthuri J., Modern Governments, Ennes Publications, Udumalaipet, 2006
2. Rukmi Basu, Public administration concepts and Theories, Streling Publishers Pvt Ltd, New Delhi, 2008
3. Maheswari, S.R. *The Indian Administration, year book – 1990 Concept*, Publishing Co., New Delhi, 2009

Books for Reference :

1. Agarwal, *Public Administration*, SBD Publication, New Delhi, 2000.
2. Amershwariavasthi & Shriram Maheswari, *Public Administration*, Lakshmi Narai Agarwal, Agra, 2009.
3. Pylee, M.V, *India's Constitution*, S.Chand & company Ltd, 2005
4. Mukhi, H.R, *Public Administration*, SBD Publication, New Delhi, 1998.
5. Rajagopal J & John Sahayam, J, *Administrative Thinkers*, Vignesh Publication, Madurai, 2000.
6. Vishnoo Bhagawan & Vidya Bhusan, *Public Administration*, S. Chand & Company, New Delhi, 2002.

Web resources:

- <https://legislative.gov.in/constitution-of-india>
- <https://examsdaily.in/history-study-materials-pdf>
- <https://onlinelibrary.wiley.com/journal/14679299>

E- Books:

- [https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%205th%20Semester/BA-5TH\(FNDC\)-Public%20Administration.pdf](https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%205th%20Semester/BA-5TH(FNDC)-Public%20Administration.pdf)
- <https://egyankosh.ac.in/bitstream/123456789/25454/1/Unit-1.pdf>
- http://sdeuoc.ac.in/sites/default/files/sde_videos/POL1C04%20-%20Theories%20&%20Concepts.pdf

Pedagogy:

Chalk and Talk, PPT, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know how to administration system 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 successful completion of the course, behind the students would able to:

CLO	Course Learning Outcomes	K level (According to Bloom's Taxnomy)
CLO-1	Recall the meaning , significance and Evolutions of public administration	Upto K4
CLO-2	Represent public administration Relations with social science subjects.	Upto K4
CLO-3	Identify the basic principles of organizations and its delegations of powers of the authority	Upto K4
CLO-4	Focus on Administrative functions of executive and the leadership quality.	Upto K5
CLO-5	Assess the executives, legislative and judicial control of Public Administration in India.	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	2	2	3	2	3	3
CLO-2	2	3	3	2	3	2
CLO-3	3	3	3	3	3	3
CLO-4	2	3	3	2	3	3
CLO-5	2	3	3	2	3	3

* 1 Basic Level

2 Intermediate Level

3 Advanced Level

Lesson Plan

Unit	Contents	Hours (75)	Mode
I	Meaning – Nature - Scope	5	Lecture Group Discussion PPT
	Significance of Public Administration - Private and Public Administration	5	
	Evolution of Public Administration.	5	
II	Public Administration and its relations with other Social Science : Political Science	5	Lecture&Spot Test Chalk and Talk
	History , Economics	5	
	Sociology and Ethics.	5	
III	Basic principles of Organization – Hierarchy	5	Lecture & Spot Test Chalk and Talk
	Span of Control – Delegation of Authority	5	
	Centralization and De Centralization of Powers - Unity of command	5	
IV	Administrative functions of the Chief Executive	5	Lecture&Spot Test Chalk and Talk
	Nominal and real Executive plural Executive	5	
	Bureaucracy – Leadership – The Role of Leadership.	5	
V	Control over Public Administration in India Executive Control –	8	Lecture & Spot Test Chalk and Talk
	Legislative Control – Judicial Control.	7	

DEPARTMENT OF HISTORY				I M.A				
Sem	Category	Course Code	Course Title	Credits	Hours (75)	CIA	SE	Total
II	DSEC	22OPHIDSE2 B	Human Rights	4	5	25	75	100

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

Course Objectives

1. Visualize the evolution of Human Rights and its generations
2. Familiarized with the important declarations on Human Rights
3. Identified with the powers and functions of Human Rights Organizations
4. Analyse the Human Right Violations in various field
5. Evaluate the role of NGO'S on safeguarding Human Rights

.Course Content :

UNIT	Course Contents	Hours (75)	K Level	Clos
I	Introduction –Definition of Human Rights – Nature – Content – Theories of Human Rights- Kinds of Human Rights: Natural, Historical, Moral and legal–Three generations of human rights:Universal Declaration of Human Rights – International Covenant on Civil and Political rights – International Covenant on Economic, Social and Cultural Rights.	15	Upto K4	CLO1
II	Declaration on Human Rights- Declaration on the rights of Children (1959) –Rights of the Disabled Person (1975) - Declaration on the Protections against torture and other cruel in human treatment on punishment (1975) – Declaration on the Elimination of all form of religious intolerance (1981), Vienna Declaration and Human Rights (1993).	15	Upto K4	CLO2
III	Human Rights in India - Indian Constitutional Protection: National Human Rights Commission- Composition - Powers and Function – State Human Rights Commission – Composition – Powers and Function - Human Rights Court – Human Rights and Minorities: SC/ST/Women.	15	Upto K4	CLO3
IV	Contemporary Challenges: – Child Rights and Violation – Women Right's Violation – Prisoners Rights - Capital Punishment - Problems of Refugees.	15	Upto K5	CLO4
V	V Human Rights Activism and NGO's: Amnesty International Human Rights – Human Rights Watch – People Union for Civil Liberties (PUCL)- People's Watch .	15	UptoK5	CLO5

Books for Study

1. Jeyabalan. N, *Human Rights*, New Delhi, 2000.
2. Singh B.P., *Human Rights in India: Problems and Perspectives*, New Delhi, 2008.

Reference Books:

1. Gurusamy, S., *Human Rights and Gender Justice*, New Delhi: APH, 2009.
2. Haragopal.G, *Political Economy of Human Rights*, (Emerging Dimensions), Himalaya Publishing House, Mumbai, 1997.
3. Peter Uvin, *Human Rights and Development*, Kumarian Press, 2005.
4. Sivagami Paramasivam, *Human Rights – A Study*, Sriram Computer and Offset

Web resources

- <https://www.state.gov/wp-content/uploads/2021/03/india-2020-human-rights-report.pdf>
- https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
- https://ignca.gov.in/Asi_data/76267.pdf

E-Books

- https://faculty.ksu.edu.sa/sites/default/files/Archaeology_Coursebook.pdf

Rationale for nature of the Course

To know the 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.

Pedagogy

Chalk and Talk, PPT, Group Discussion, Quiz, Spot test

Course Learning Outcomes (CLOs)

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

CLO	Description of Course Outcome	K level
CLO-1	Visualize the evolution of Human Rights and its generations	Upto K4
CLO-2	Familiarized with the important declarations on Human Rights	Upto K4
CLO-3	Identified with the powers and functions of Human Rights machineries in India	Upto K4
CLO-4	Analyze the Human Rights violations in various field	Upto K5
CLO-5	Evaluate the role of NGOs on safeguarding Human Rights	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Application oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programming Outcomes (POs)

CLOs	PO1	PO2	PO3	PO4	PO5
CLO-1	2	3	3	3	3
CLO-2	3	3	2	3	3
CLO-3	3	3	2	3	3
CLO-4	3	3	2	3	3
CLO-5	3	3	3	3	3

***1 Basic Level 2 Intermediate Development 3 Advanced Level**

Lesson Plan

UNIT	Course Contents	Hours (75)	Mode
I	Introduction –Definition of Human Rights – Nature – Content – Theories of Human Rights	5	Lecture Group Discussion PPT
	Kinds of Human Rights: Natural, Historical, Moral and legal– <u>Three generations of human rights</u> :Universal Declaration of Human Rights –	5	
	International Covenant on Civil and Political rights – International Covenant on Economic, Social and Cultural Rights.	5	
II	Declaration on Human Rights- Declaration on the rights of Children (1959) –Rights of the Disabled Person (1975) –	5	Lecture&Spot Test Chalk and Talk
	Declaration on the Protections against torture and other cruel in human treatment on punishment (1975) –	5	
	Declaration on the Elimination of all form of religious intolerance (1981), Vienna Declaration and Human Rights(1993).	5	
III	Human Rights in India - Indian Constitutional Protection: National Human Rights Commission-	5	Lecture & Spot Test Chalk and Talk
	Composition - Powers and Function – State Human Rights Commission – Composition – Powers and Function –	5	
	Human Rights Court – Human Rights and Minorities: SC/ST/Women.	5	
IV	Contemporary Challenges: – Child Rights and Violation –	8	Lecture&Spot Test Chalk and Talk
	Women Right's Violation – Prisoners Rights - Capital Punishment - Problems of Refugees.	7	
V	V Human Rights Activism and NGO's: Amnesty International Human Rights – Human Rights Watch –	8	Lecture & Spot Test Chalk and Talk
	People Union for Civil Liberties (PUCL)- People's Watch .	7	

DEPARTMENT OF HISTORY				I M.A				
Sem	Course Category	Course Code	Course Title	Credits	Hours(30)	CIA	SE	Total
II	IDC	22OPHIID2	History for Competitive Examination – Paper-II	2	2	25	75	100

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

Course Objectives

1. To have the shallowness knowledge on Medieval India.
2. To familiarize with the advent of European and the establishment of British Colonialism
3. To analyze the causes and impacts the revolt of 1857
4. To understand the policies of Viceroys and the Expansion of British in India
5. To analyze the key historical events towards Indian Independence

Unit	Course Contents	Hours (30)	K Level	CLO
I	Babur and Humayun - The Sur Empire: Sher Shah's administration - Akbar - Rajput policy - Religious policy- Jahangir, Shahjahan and Aurangzeb - Society - Administration	6	Upto K4	CLO 1
II	The advent of the Europeans — Anglo – French rivalry in the Carnatic –Robert Clive –Warren Hastings– Permanent Revenue Settlement - Wellesley – Subsidiary System	6	Upto K4	CLO2
III	William Bentinck – Reforms – Lord Dalhousie - Doctrine of Lapse - the Rising of 1857.	6	Upto K4	CLO 3
IV	Viceroys – Canning – Ripon - Curzon - Policies and administration –Indian independence movement Moderates – extremists — India Council's Acts of 1935	6	Upto K5	CLO4
V	Gohale- Tilak- Bahatsingh- Lala lajapatrai- Rajaram Mohan Roy- Dyananda Saraswathi	6	UptoK5	CLO5

Books for study:

Prepared By Our Department Faculties

Books for Reference:

1. Chopra P.N, Puri B.N, Das M.N.&Pradhan .A.C, *Modern India*, Sterling Publishers , 2003.
2. Grover B.L. & Alka Metha, *A New look at Modern Indian History (from 1707- The Modern Times)* S.Chand Publications, New Delhi, 2011.
3. Mahajan V.D, *Modern Indian History*, S.Chand&Company Ltd , New Delhi, 2009.

4. Sharma L.P, *History of Modern India*, Konark Publishes Pvt Ltd, New Delhi, 2012.

Web Resources

- <https://www.jagranjosh.com/general-knowledge>
- <https://tsaspirants.com/download-ancient-indian-history-pdf/>
- <http://hkrdb.kar.nic.in/documents/downloads/good%20reads/a%20history%20of%20in dia%202nd%20ed.pdf>

E-Books

- <http://www.sscnotes.com/2017/12/1500-history-questions-and-answers-for-competitive-exams-pdf-download.html>
- <https://www.examstocks.com/history-question-and-answer-pdf/>
- <https://testbook.com/objective-questions/mcq-on-modern-indian-history--5fc426dea1bc541cc2ffc69d>

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:

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 successful completion of the course, behind the students would able to:

CLO	Course Learning Outcomes	K level
CLO-1	Discuss the advent and administration of the Mughuls	Upto K4
CLO-2	Explain the advent of Europeans and their reforms under East India Company	Upto K4
CLO-3	Describe the social reforms under east India Company	Upto K4
CLO-4	Identified with the progress of National Movement in India	Upto K5
CLO-5	Indicate the role of important leaders in the freedom movement and social reform movement	Upto K5

K1 – Remembering and Recalling the specific answers

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

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	3	2	3
CLO-2	2	3	3	3	3	3
CLO-3	3	2	3	3	3	3
CLO-4	1	3	3	3	3	3
CLO-5	1	3	3	3	3	3

* **1 Basic Level****2 Intermediate Level****3 Advanced Level****Lesson Plan**

Unit	Contents	Hours	Mode
I	Babur and Humayun - The Sur Empire: Sher Shah's administration -Akbar - - Rajput policy – Religious policy- Jahangir, Shahjahan and Aurangzeb – Society – Administration	6	Lecture PPT Chalk and Talk Spot Test
II	The advent of the Europeans — Anglo – French rivalry in the Carnatic –Robert Clive –Warren Hastings– Permanent Revenue Settlement - Wellesley – Subsidiary System	6	Lecture PPT Chalk and Talk Spot Test
III	William Bentinck – Reforms – Lord Dalhousie - Doctrine of Lapse - the Rising of 1857.	6	Lecture PPT Chalk and Talk Spot Test
IV	Viceroy – Canning – Ripon - Curzon - Policies and administration —Indian independence movement Moderates – extremists – Terrorists – India Council's Acts of 1935	6	Lecture PPT Chalk and Talk Spot Test
V	Gohale- Tilak- Bahatsingh- Lala Iyapatrai- Rajaram Mohan Roy- Dyananda Saraswathi	6	Lecture PPT Chalk and Talk Spot Test