

# **Holy Cross College (Autonomous), Nagercoil-629004**

**Kanyakumari District, Tamil Nadu.**

**Accredited with A<sup>++</sup> by NAAC - V cycle – CGPA 3.53**

*Affiliated to*

**Manonmaniam Sundaranar University, Tirunelveli**



**DEPARTMENT OF HISTORY**

**POST GRADUATE PROGRAMME**



**TEACHING PLAN**

**ODD SEMESTER 2025-2026**

## DEPARTMENT OF HISTORY



### Vision

With the thorough knowledge of the past, the Department of History aims to enable the students to understand the present, to look forward a bright future and to create a harmonious and sustainable society.

### Mission

1. To provide a holistic development of all students through inclusive education.
2. To stimulate and develop all facets of the student's personality
3. To inculcate a sense of social and ethical responsibilities
4. To ascertain academic and professional excellence.
5. To enhance the employability skills and entrepreneurial spirit.

### Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply scientific and computational technology to solve socio ecological issues and pursue research.	M1, M2
PEO 2	continue to learn and advance their career in industry both in private and public sectors	M4 & M5
PEO 3	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M2, M5 & M6

**Programme Outcomes (POs)**

<b>PO</b>	<b>Upon completion of B.A. Degree Programme, the graduates will be able to:</b>	<b>Mapping with PEOs</b>
<b>PO1</b>	enhance in-depth learning by using innovative technological sources	<b>PEO1</b>
<b>PO2</b>	design and undertake individual research which will contribute to the future ideological and societal development	<b>PEO1, PEO 2 &amp; PEO3</b>
<b>PO3</b>	integrate various theories and methodologies relating to social and environmental contexts.	<b>PEO2</b>
<b>PO4</b>	excel in competitive examinations, face interviews and handle real life situations.	<b>PEO2 &amp; PEO3</b>
<b>PO5</b>	articulate critically to address the emerging national and global challenges with an ethical outlook.	<b>PEO1, PEO2 &amp; PEO3</b>
<b>PO6</b>	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	<b>PEO2 &amp; PEO3</b>
<b>PO7</b>	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	<b>PEO3</b>

**Programme Specific Outcomes (PSO)**

<b>PSO</b>	<b>Upon completion of B.A. History Programme, the graduates will be able to:</b>	<b>Mapping with POs</b>
<b>PSO1</b>	appraise and analyze the heritage, culture, and historical developments at the local, regional, national and global levels and put in the in-depth knowledge for the upcoming growth through research.	<b>PO1, PO2 &amp; PO7</b>
<b>PSO2</b>	apply the historical knowledge in all communication for acquiring professional entrepreneurial and employability skills.	<b>PO2, PO3, PO4 &amp; PO6</b>
<b>PSO3</b>	approach the recent developments of the global fraternity with a critical and analytical mind applying the historical truths for viable solutions.	<b>PO5</b>
<b>PSO4</b>	acquire lifelong learning in the domain concerned with highest ethical, moral and professional standards.	<b>PO6 &amp; PO7</b>

<b>PSO5</b>	enrich the sustainable development of the society with the mastery over the historical roots of the various issues at the local, regional, national and global levels.	<b>PO2 &amp; PO7</b>
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**Department** : History  
**Class** : I M.A History  
**Title of the Course** : Core Course I: History of Ancient and Early Medieval India Prehistory to 1206 CE  
**Semester** : I  
**Course Code** : HP231CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC1	5	1	-	1	5	7	105	25	75	100

**Learning Objectives:**

1. To analyze the sources and the features of Pre and Proto historic cultures in India.
2. To appraise the contributions of the early Indian administrators.

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1	outline the characteristic features of Indian Culture.	<b>K2</b>
2	discuss the impact of the culture on Indian society and religion.	<b>K2</b>
3	illustrate the contributions of Indians to Religion	<b>K3</b>
4	compare the administrative system of different dynasties in India	<b>K5</b>
5	estimate the history of Peninsular India under various dynasties	<b>K5 &amp; K6</b>

**K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

## Teaching Plan

**Total contact hours: 105 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E -Resources	Assessment/ Evaluation
I	<b>Sources</b>								
	1	Archaeological Sources, Literary Sources, Foreign Accounts	3	3	K2 (U)	Lecture Method	Group Discussion	PPT, Documentaries of Archaeological Sources	Mind Map, MCQs, Assignment, Peer Review CIA I
	2	Prehistoric culture: Palaeolithic, Mesolithic, Neolithic, Distribution, Tools, Life of the people	3		K2 (U)	Brain Storming	Inquiry Based Learning	YouTube Video, PPT	Check knowledge in Discussion, Oral Test, Timeline Chart CIA I
	3	Proto History, Harappan Civilization: Origin, Chronology	3		K2 (U)	Lecture with PPT	Think-Pair-Share	Gamma, Short video, YouTube archaeology channels, <i>Canva</i>	Slip test, Chart Work, Album Making CIA I
	4	Extent, First Urbanization, Town Planning, Seals and	3		K2 (U)	Brain Storming	Inquiry Based Learning	YouTube Video, PPT	Oral Presentation, Peer discussions

		Script, Trade Contacts							and concept maps CIA I
	5	Ancient Tamil Civilization: Adichanallur, Keeladi, Kondagai	3		K2 (U)	KWL	Assignmen t	Interactive PPT, Google Class Room,	Album Making, MCQ Quiz, Puzzles CIA I
	6	Mayiladumparai, Sivagalai	3		K2 (U)	Lecture with PPT	Group Discussion	YouTube Video, PPT	Check knowledge in Discussion, Oral Test CIA I
II	Vedic Period								
	1	Debate on the original home of the Aryans, Life during Early Vedic Age, Transformation from Early Vedic to Later Vedic Period, Social, Political, Economic	3	3	K2 (U)	Context Based	Quiz	Google Class Room, LMS	Evaluation through MCQ, Home Work, Observation Note, Surprise Test CIA I
	2	Second Urbanization: Emergence of the Mahajanapadas	3		K2 (U)	Lecture with using visual images and model	Debate	PPT, YouTube Video, ChatGPT	Oral Teat, Home Work, Observation Note CIA I
	3	Formation of State: Republics and Monarchies, Rise of Urban Centers	3		K2 (U)	Lecture with Mind Mapping	Puzzles, Memory Game	PPT, Canva Presentation	Rubric, Simulation Task, Mapping knowledge, CIA I

	4	Magadha: Haryankas, Sisunagas, Nandas	3		K2 (U)	Story Telling	Interactive Classroom Games	Google Class Room, Power Point Presentation	Slip test, Discussion, Mind Map, Chart Work, Quiz CIA I
	5	Intellectual Awakening: Rise of Buddhism and Jainism, their impact on society in India and Abroad	3		K5 (E)	Discussion Forum	Assignment	YouTube Video, Gamma	Concept explanations, Concept Map, Open Book Test CIA I
	6	Persian and Macedonian Contacts, Alexander’s Invasion and its impact	3		K3 (Ap)	Lecture using chalk and talk	Seminar	Interactive PPT, LMS	Debate, Quizzes, Chart Work CIA I
III	The Mauryan Imperial State								
	1	Chandragupta Maurya and his political achievements	3	3	K5 (E)	Lecture with PPT	Team Teaching	Online Quizzes, Interactive PPT	Justify with pros and cons, Observation Note, Timeline Chart CIA I
	2	Ashoka, his edicts and his policy of Dhamma; Spread of Religion	3		K2 (U)	Lecture with Mind Mapping	Puzzles, , Role-play	PPT, Canva Presentation	Mapping knowledge, Album Preparation CIA I
	3	Mauryan Administration: Kautilya and	3		K5 (E)	Lecture with Using	Interaction in the Classroom	LMS, PPT	Online Assignment, Seminar,



		Arthasastra, Megasthenes; Economy, Mauryan Art and Architecture, Disintegration of the Mauryan Empire				visual images and models			Preparing Palm Leaf
	4	Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks, Sakas	3		K2 (U)	Story Telling	Exhibition, Group Project, mock interviews	Power Point Presentation, ChatGPT, LMS	Poster Evaluation, Concept Map CIA II
	5	Parthians, Kushanas, Western Kshatrapas, Development of Religions, Mahayana	3		K2 (U)	Brain Storming	Quizzes	Google Classroom, ChatGPT	Formative Assessment –I, Home Work, Observation Note, Surprise Test CIA II
	6	Satavahanas of Andhra: their contribution to art and architecture	3		K2 (U)	Lecture Method	Brain Storming	Interactive Notes	Recall, Concept explanations, Presentation CIA II
IV	<b>Guptas</b>								
	1	Guptas, Polity and Administration	3	3	K2 (U)	Lecture with Power Point Presentation	Debate	Short Video, Gamma	MCQ, Concept explanations, Presentation, CIA II
	2	Patronage to Art, Architecture and Literature	3		K2 (U)	Lecture Method	Inquiry Based Learning	PPT, ChatGPT, LMS	Short Summary, Album Preparation,

									CIA II
	3	Educational Institutions: Nalanda	3		K3 (Ap)	Flipped Classroom	Interactive Classroom Games, Creating teaching aids	PPT, Google Maps	Peer Review, Overview, MCQ, Concept explanations, CIA II
	4	Vikramashila, Valabhi, Huna Invasion and Decline	3		K5 (E)	Lecture with Using visual images and models	Play Method Learning	Google Maps, LMS	Peer Review Short Summary
	5	Vakatakas: Polity and Economy	3		K3 (Ap)	Lecture Method	Making Model	Gamma, PPT	Observation Notes, CIA II
	6	Harsha: The assemblies at Prayag and Kanauj, Hiuen- Tsang's account of India	3		K5 (E)	Lecture using chalk and talk	Play Method Learning	Google Maps, LMS	Surprise Test, Short Summary, CIA II
V	<b>Peninsular India</b>								
	1	Tamil country up to 12th Century, Chalukyas: some important attainments	3	3	K5 (E)	Lecture with Using visual images and models	Role Play	PPT, Documentaries Video	MCQ, Puzzles, Oral Test, Mind Map, CIA II
	2	Rise of Regional Kingdoms in Northern India up to 12th century:	3		K2 (U)	Blended Learning	Skit	PPT, YouTube Video, Gamma	Slip test, Assignment, Team Project

									Presentation, Concept Map, CIA II
	3	Rashtrakutas, Prathikaras and Palas	3		K3 (Ap)	Brain Storming	Memory Game	PPT, YouTube Video, Gamma	Assignment, Concept Map, Sort summary, CIA II
	4	Arab conquest of Sind	3		K3 (Ap)	Integrative Teaching	Paper Presentatio n	Google Class Room	Formative Assessment –II, MCQs, CIA II
	5	Campaigns of Mahmud of Ghazni	3		K3 (Ap)	Lecture Method	Quiz	PPT, Canva Presentation, LMS	Home Work, Quiz, Presentation, Mind Map, CIA II
	6	Muhammad Ghori, and their impact	3		K3 (Ap)	Integrative Teaching	Group Discussion	PPT, YouTube Video, Gamma	Slip test, Assignment, Concept Map, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities: **Concept Map, Debate, Quiz, Role Play**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity): **Human Values and Gender Equity**

Activities related to Cross Cutting Issues: **Group discussion on position of women in Ancient India and Debate on Buddhist and Jain philosophies**

Assignment: **Album Making, Mind Mapping (Last date to submit – 18.07.2025)**

Seminar Topics: **Alexander's Invasion and its impact, Persian and Macedonian Contacts (Last date to complete –18.08.2025 to 22-08-2025)**

## Sample Questions

### Part A (1 mark each)

1. Choose the correct types of inscriptions given below: **(K1-R, CO-1)**

- a) Cave inscription                      b) Pillar inscription
- c) Rock inscription                      d) None of these

2. **Assertion (A):** The Aryans migrated into the Indian subcontinent around 1500 BCE. **(K3-Ap, CO-2)**

**Reason (R):** Linguistic and archaeological evidence suggests a movement of Indo-European- speaking people from Central Asia into the Indian subcontinent.

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.
- c) A is true, but R is false.
- d) A is false, but R is true.

3. Consider the following statements about Satavahanas: **(K2-U, CO-3)**

- i. They were patrons of art and architecture.
- ii. They played a significant role in the development of Buddhism.
- iii. They had close ties with the Western Kshatrapas.

Which of the above statements are correct?

- a) Only i and ii    b) Only i and iii    c) Only ii and iii    d) All of the above

4. **Match the following educational institutions with their locations: (K1-R, CO-4)**

- |                 |           |
|-----------------|-----------|
| A. Nalanda      | - Bengal  |
| B. Vikramashila | - Bihar   |
| C. Valabhi      | - Gujarat |
| D. Taxila       | - Punjab  |

5. Who among the following led the Arab conquest of Sind in 712 AD? **(K1-R, CO-5)**

- a) Al-Muqanna                      b) Tariq ibn Ziyad
- c) Muhammad bin Qasim        d) Khalid ibn al-Walid

**Part B (6 marks each)**

1. Discuss the urban planning and architecture of the Harappan civilization. **(K2-U, CO-1)**
2. Define Republics and Monarchies government. **(K1-R, CO-2)**
3. Summarize the political achievements of Chandra Gupta Maurya. **(K2-U, CO-3)**
4. Inspect the Hiuen-Tsung's ~~an~~outof India. **(K4-An, CO-4)**
5. Write a short note on the rise of Palas. **(K1-R, CO-1)**

**Part C (12 marks each)**

1. Explain the several significant archaeological sites of Ancient Tamil Civilization. **(K2-U, CO-1)**
2. Critically assess the debate on the original home of the Aryans with reference to the migration theories. **(K6-C, CO-2)**
3. Analyze the salient features of Mauryan Administration. **(K4-An, CO-3)**
4. Evaluate the Golden age of Guptas. **(K5-E, CO-4)**
5. Estimate the impact of Arab conquest of Sind. **(K5-E, CO-5)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. S. Mary Judit**

**Department** : History  
**Class** : I M.A History  
**Title of the Course** : CORE COURSE II: SOCIO-CULTURAL HISTORY OF TAMIL NADU UPTO 1565CE  
**Semester** : I  
**Course Code** : HP231CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC2	5	1	-	1	5	7	105	25	75	100

#### Learning Objectives:

- 1.To compare the features of early Tamil administrators through the ages.
2. To illustrate the achievements or contributions of the Tamils to the economy, society and culture

#### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the cultural developments of Tamil Nadu through the ages	K1
2.	illustrate the rulers who played vital rule in Tamil Nadu	K2 & K3
3.	analyze the cultural contributions of the Tamils	K4
4.	estimate the pros and cons of the early Tamil Society.	K5 & K6
5.	explain the economic achievements of the Tamils.	K2

**K1**-Remember; **K2**- Understand; **K3**-Apply; **K4**-Analyse; **K5**- Evaluate; **K6**– Create

## Teaching Plan

**Total contact hours: 105 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation
<b>I</b>									
	1	Sources of the History of Tamil Nadu, Sangam Literature	3	1	K2 (U)	Active Learning	Brainstorming	LMS	Slip Test
	2	Ancient Tamil Civilization	4	1	K2(U)	Lecture using chalk and talk	Think-pair-share	PPT	Asking questions
	3	Concept of Tinai, Social and Economic life	3	1	K2 (U)	Collaborative Learning	Group Discussion	Interactive PPT	Group Discussion
	4	Roman Trade Contacts and their impact	3	1	K1(R)	Gamification	Team challenges	PPT	Peer review
	5	Religious life, Murugan and Korravai, Nadukal	3	1	K2 (U)	Reflective Pedagogical Approach	Sharing reflections	E Books	Online Assessment
<b>II</b>	<b>Pallava Period</b>								
	1	Pallavas: Origin, history	3	1	K2 (U)	Inquiry based learning	Formulating Questions	YouTube Videos	Quiz
	2	contribution to South Indian culture	2	1	K2 (U)	Peer Teaching	Explaining concepts	PPT	Album Preparation
	3	Socio-religious condition, Bhakti Movement	3	1	K4 (An)	Gamification	Solving challenges and puzzles embedded	Short Videos	Developing the Keywords

							within the game		
	4	Growth of Saiva and Vaishnava Traditions	3	1	K4 (An)	Lecture using chalk and talk	Live demonstration of concepts	AI tools	Words Buildings
	5	Institution of Temple, Art and Architecture	3	1	K2 (U)	Blended Learning	debates	WhatsApp Poll	Slip test
	6	Education: Ghatikas , Literature	1	1	K5 (E)	Flipped Classroom	Peer explanation	PPT	Seminar Presentation
III	<b>Imperial Cholas</b>								
	1	Imperial Cholas	3	2	K3 (Ap)	Lecture using chalk and talk	Live demonstration of concepts	PPT	Album Preparation
	2	Socio-religious condition	2	1	K4(An)	Differentiated Instruction	Interactive PPT	Centimeter	Creative Writing
	3	Local Self Government and Village Autonomy	3	2	K2 (U)	Peer Teaching	Self-Prepared videos	Interactive PPT	Mind Mapping
	4	Landholding System and Society-Economic Life	3	2	K5 (E)	Lecture method	Live demonstration of concepts	Interactive PPT	Formative Assessment I
	5	Art and Architecture Overseas expansion and cultural impact	2	1	K2 (U)	Inquiry based Learning	You tube Video	Online databases	Open Book Test
IV	<b>Pandyas of Madurai</b>								
	1	Pandyas of Madurai: Social Classes	2	1	K2 (U)	Lecture method	PPT	Virtual tour	Debate
	2	Religion: Saivism and Vaishnavis, Art and Architecture	3	1	K3 (Ap)	Demonstrative methods	Discussion	LMS	Evaluation through short summary
	3	Later Pandyas,	3	1	K4 (An)	Experimental learning	Group Discussion	Digital libraries	Slip Test



	4	Marco Polo's Account,	3	1	K2 (U)	Problem based learning	Note Making	PPT	Quiz
	5	Society: Valangai and Idangai	3	1	K2 (U)	Lecture method	Reflective journalizing based on the lecture	PPT	Seminar presentation
	6	Art and Architecture: Madurai Meenakshi Temple, Religion: Mathas, Saivasiddhantam and Virsaivism	1	1	K4 (An)	Lecture method	Reflective journalizing based on the lecture	Study.com	Online Assessment
V									
	1	Society and Culture under the Madurai Sultanate	3	1	K5 (E)	Active Learning	Class room experiments	E- Journals	Preparation of question bank
	2	Vijayanagar Empire	3	1	K2 (U)	Active Learning	Blended learning	PPT	Slip test
	3	Krishnadeva Raya	2	1	K5 (E)	Problem based	Reflective journalizing based on the lecture	edX	Quiz
	4	Royal Patronage of Literature	2	1	K3 (Ap)	Active learning	PPT	Google Scholar	Evaluation through overview
	5	Art and Architecture	3	1	K5 (E)	Lecture using chalk and talk	Live demonstration of concepts	Coursera	Debate
	6	Social Life, Position of Women	2	1	K4 (An)	Collaborative Learning	Group Discussion	PPT	Formative Assessment -II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities: **Slip Test, Quiz, Mind map**

Course focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity): **Human Values**

Activities related to Cross Cutting Issues: **Album Making on Socio Cultural life of Sangam People**

Assignment: **Model Making of Art & Architectural Styles (19-07-2025)**

Seminar Topics: **Inscriptions in Tamil Nadu (20-07-2025) Royal Patronage of Literature (30-8-2025)**

### Sample Questions

#### Part A (1 mark each)

1. How did the development of Economy during Pallava period (K1-R, CO-1)

- a) Agriculture      b) Handicraft
- c) External Trade      d) All the above

2. Match the following: (K2- U, CO-2)

- |                       |   |
|-----------------------|---|
| A. Aditya I           | 1. Kodandarama                              |
| B. Parantaka Chola I  | 2. Maduraiyum Elamum Konda Parakesarivarman |
| C. Gandaraditya Chola | 3. Merkey elundarulina deva                 |
| D. Arinjaya Chola     | 4. Arikulakesari, Arikesari, or Arindama    |

Code:

- |    | A | B | C | D |
|----|---|---|---|---|
| a. | 1 | 2 | 3 | 4 |
| b. | 4 | 3 | 2 | 1 |
| c. | 3 | 4 | 2 | 1 |
| d. | 1 | 4 | 3 | 2 |

3. Who among the following Chola ruler built Solesvara temple of Narttamalai, Pudukkottai? (K3-Ap, CO-3)

- A. Vijayalaya Chola      B. Aditya I
- C. Parantaka Chola I      D. Gandaraditya Chola

4. Consider the following statement (s) related to the Kulothunga Chola III (K4-An, CO-4)

- I. He gained victories in war against the Hoysalas, Pandyas of Madurai, Cheras of Venad, the Sinhala kings of Eelam (Ceylon), as well as the Chodas of Velanadu and Nellore.
- II. He initiated commissioned the Sarabeswara or Kampahareswara temple at Tribhuvanam near Kumbakonam which is considered a great specimen of Dravidian Architecture.

Code:

- A. Only I
- B. Only II
- C. Both I and II
- D. Neither I nor II

5. Consider the following statements: **(K5-Ev, CO-5)**

1. Andal was a woman Alvar whose compositions were widely sung.
2. Karaikkal Ammaiyar was a devotee of Shiva who adopted the path of extreme asceticism in order to attain her goal

Which of the above statements is / are correct?

- Only 1
- Only 2
- Both 1 & 2
- Neither 1 nor 2

**Part B (6 marks each)**

1. List the eight anthologies. **(K1-R, CO-1)**
2. Discuss the Society under Sangam people. **(K2- U, CO-2)**
3. Write about Eighteen Minor works of Post Sangam People. **(K3-Ap, CO-3)**
4. Identify the origin of Pallavas through the Scholars opinion. **(K4-An, CO-4)**
5. Write about Local Self Government of Imperial Cholas. **(K5-Ev, CO-5)**

**Part C (12 marks each)**

1. Evaluate the Social impacts of Madurai Sultanate. **(K1-R, CO-1)**
2. Analyse the Art and Architecture of Vijayanagar rule in Tamil Nadu. **(K2- U, CO-2)**
3. Explain the importance features of Marathas in History of Tamil Nadu. **(K3-Ap, CO-3)**
4. Examine Foreign Literary Sources to Study History of Tamil Nadu during later Pandyas. **(K4-An, CO-4)**
5. Analyse the Art and Architecture of later Pandyas in Tamil Nadu. **(K5-Ev, CO-5)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. K. Baby**

**Department** : History  
**Class** : I M.A. History  
**Title of the Course** : CORE COURSE III: HISTORY OF SELECT CIVILIZATIONS (EXCLUDING INDIA)  
**Semester** : I  
**Course Code** : HP231CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231CC3	4	1	0	1	4	6	90	25	75	100

**Learning Objectives:**

1. To explain the concepts of civilization and culture and brief history of pre-historic Period
2. To compare the different features of various ancient civilizations

**Course Outcomes**

On the successful completion of the course, students will be able to:		
1.	Compare the political concepts of various civilizations of the world.	<b>K5</b>
2.	understand the socio –economic features of various civilizations of the world	<b>K2</b>
3.	illustrate the religious condition of various civilizations of the world	<b>K2 &amp; K3</b>
4.	examine the features of art and architecture of various civilizations of the world	<b>K4</b>
5.	estimate the development of literature, science and technology of various civilizations of the world	<b>K5 &amp; K6</b>

**K2** - Understand; **K3**- Apply; **K4** - Analyse; **K5**- Evaluate; **K6**– Create

**Teaching plan**  
**Total Contact hours: 90 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I Definition of Civilization									
	1.	Introduction Definition of Civilization	2	3	K2(U)	Story telling method	Classroom experiments, models, Concept Map	YouTube documentaries on Civilization	MCQ Quiz, Oral Test, CIA I
	2.	Comparison between Culture and Civilization	3		K2(U)	Activity-Based Learning	Activity Based Learning	Google Maps	Poster Evaluation, Concept Map CIA I
	3.	Origin and Growth of Civilizations	4		K2(U)	Lecture method	Inquiry-Based Learning,	Interactive PPT	Group Project Rubric, Simulation Task CIA I
	4.	Pre historic Culture Paleolithic and Neolithic Period Culture	4		K2(U)	Inquiry -Based	Play Based Learning	News articles, YouTube Civilization channels	Debate Scoring, Peer Feedback CIA I
	5.	Rivers, Resources and civilizations	2		K2(U)	Discussion method	Group discussions, peer feedback shared decision	College LMS	Slip Test CIA I
II The role of environment									
	1.	The role of environment, the	2		K3(Ap)	Map-Based Teaching	Collaborative Learning	Interactive PPT	MCQ Quiz, Oral Test, CIA I

		invention of writing		3					
	2.	Mesopotamian Civilization Sumerian Babylonian	3		K3(Ap)	Visual Learning	Story telling method	Interactive E-book	Seminar Presentation CIA I
	3.	Life under Hammurabi the Kassite interlude	4		K3(Ap)	Story telling method	Inquiry-Based Learning	YouTube documentaries	Timeline Chart Submission CIA II
	4.	Egyptian and the Age of Pharaohs the Egyptian and the rise of the Hittites and their greatness	4		K3(Ap)	Case Study Method	Role play, interactive role-based simulations	E - Content	Album Preparation CIA II
	5.	The fall of empires and survival of Cultures	2		K3(Ap)	Dramatization method	Group discussions, peer feedback shared decision	College LMS	Concept Map CIA II
III Babylonia The rise of Persia									
	1.	The evolution of Jewish religion	2	3	K4(An)	Story telling method	Story telling method	YouTube documentaries on the evolution of Jewish religion	MCQ Quiz, Oral Test, Timeline Chart Submission CIA II
	2.	The power of Assyria Assyrian rule and culture	3		K4(An)	Map-Based Teaching, Illustrated Lectures	Collaborative Learning	Google Maps	Seminar Presentation CIA II

	3.	Chaldean Babylonia, The rise of Persia	4		K4(An)	Lecture method	Play-Based Learning	Interactive PPT	Group Project CIA II
	4.	The Coming of the Medes and Persians Zarathustra	4		K4(An)	Activity-Based Learning	Group discussions, peer feedback	College LMS	Creative Writing CIA II
	5.	Persia’s World Empire	2		K4(An)	Lecture method	Creating working models	Interactive E- book	Debate CIA II
IV China’s Classical Age the Zhou dynasty									
	1.	China’s Classical Age the Zhou dynasty	2	3	K5(E)	Virtual Field Studies	Inquiry- Based Learning	College LMS	Group Project Simulation Task CIA II
	2.	Age of Confucius and his followers the Qin unification	3		K5(E)	Discussion Forum, Debate	Peer Teaching	Interactive E- book	Seminar Presentation CIA II
	3.	The glory of the Han Dynasty contribution to the World	2		K5(E)	Story telling method	Play-Based Learning	Discussion Forum, Google Class Room, What’s App Poll	Blog Assessment, Review Rubric, Reflection Report CIA II
	4.	Development of Art and Architecture Religion and Science	4		K5(E)	Discussion method	Role play, interactive role-based simulations	College LMS	Assessment Tools Quizzes, Google forms CIA II
	5.	Japanese Civilization and Culture	2		K5(E)	Lecture method	Creating working models	Interactive E- book	Debate CIA II
	6.	Maya, Aztec and Inca Civilizations	2		K5(E)	Group discussion	Peer Discussion	Interactive PPT	Open Book Test CIA II

V Greek Civilization									
	1.	Greek Civilization ion the Minoans and Mycenaean's	2	3	K6(C)	Storytelling method	Experiential Learning	Discussion Forum, Google Class Room	Group Project, CIA II
	2.	Homer the Heroic Past the Polis Sparta Athens the Age of Pericles	3		K6(C)	Comparative Analysis, Debate	Case Study Method	Interactive PPT	Debate Scoring, Comparative Essay CIA II
	3.	The spread of Hellenic civilization	4		K6(C)	Lecture methods	Experiential Learning	College LMS	Blog Assessment, Review Rubric, Reflection Report CIA II
	4.	The Greeks and the opening of the East Hellenic Religion, Science and philosophy	4		K6(C)	Group discussion	Explaining concepts, answering questions from peers	Interactive E- book	Album Preparation CIA II
	5.	The Roman republic the Roman Administration and expansion under Augustus	2		K6(C)	Project - Based	Creating working models or posters, Conducting field trials	Interactive PPT	Concept Map II CIA

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em/ En/SD): **Assignments and Exhibitions**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): **Human Values & Environment Sustainability**

Activities related to Cross Cutting Issues: **Group discussion**

Assignments: **1. Home Assignment - Album Making** - Mesopotamian Civilization (Last date to submit – 18-07-2025)

**2. Model Making & Exhibition** - Comparison between Culture and Civilization (Last date to submit – 05-09-2025)



Seminar Topic: **1. The Greeks and the opening of the East Hellenic Religion, Science and philosophy**  
**2. Mesopotamian Civilization Sumerian**  
**3. The power of Assyria Assyrian rule and culture**  
**4. Age of Confucius and his followers the Qin unification**

## Sample questions

### Part - A (1 marks each)

#### I. Answer all the Questions

1. Which Civilization is the oldest in the world? **(K2- U, CO-1)**
    - a) Egyptian Civilization      b) Mesopotamian Civilization
    - c) Chinese Civilization      d) Indus Valley Civilization
  2. Mesopotamian civilization was made up of many independent City-states those never were able to unit. **(K2- U CO-2)**
    - a) Mesopotamian b) China c) Egypt d) India
  3. True or False **(K3-Ap, CO-3)**

Judaism is considered by religious Jews to be the expression of the covenant that God established with the Israelites, their ancestors.
  4. Match the following **(K4-An, CO-4)**

A. Han dynasty	- 1. First dynasty of China
B. Qin dynasty	- 2. Jomon culture
C. Zhou Dynasty	- 3. Second great imperial dynasty
D. Japan	- 4. Royal dynasty of China
- Code:
- |    | A | B | C | D |
|----|---|---|---|---|
| a. | 1 | 2 | 3 | 4 |
| b. | 4 | 3 | 2 | 1 |
| c. | 3 | 4 | 2 | 1 |
| d. | 1 | 4 | 3 | 2 |
5. Assertion (A): Greek war of independence mobilized nationalist feeling among the educated elite across Europe.  
Reason (R): Poets and artists lauded Greece as the cradle of European civilization. **(K4-An, CO-5)**

- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true

**Part - B (6 marks each)**

**II. Answer the following questions briefly:**

- 1. Identify the importance of Neolithic culture. (K2- U, CO-1)
- 2. The script developed by the Mesopotamians is known as cuneiform. - Justify (K2- U, CO-2)
- 3. Summarize the power of Assyria. (K3-Ap, CO-3)
- 4. List the three stages of the Han dynasty. (K4-An, CO-4)
- 5. Classify the two epics of Homer. (K6-C, CO-5)

**Part - C (12 marks each)**

**III. Answer the following questions in detail:**

- 1. Write about the growth of pre-historic culture. (K2- U, CO-1)
- 2. Explain the fall of empires and survival of cultures. (K2- U, CO-2)
- 3. Estimate the contribution of Babylonian Civilization. (K3-Ap, CO-3)
- 4. Evaluate the Chinese contributions to World Civilization (K4-An, CO-4)
- 5. How did ancient Greece come to be a great Civilization? (K6-C, CO-5)

**Head of the Department: Dr. Regi, S.**

**Course Instructor: Dr. V. Pradeepa**

**Department : History**  
**Class : I M.A History**  
**Title of the Course : ELECTIVE COURSE I: c) TEMPLES OF INDIA**  
**Semester : I**  
**Course Code : HP231EC3**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC3	3	1	-	1	3	5	75	25	75	100

**Learning Objectives:**

1. To understand the origin and development of Temple Art, Architecture and Sculptural Art from the earliest times to the medieval period.
2. To evaluate the various architectural and sculptural styles with a historical background.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	understand the origin and development of Temple art, architecture and Sculptural art of various dynasties.	<b>K2</b>
2.	evaluate the different styles of architecture introduced in temples.	<b>K5</b>
3.	discuss the uniqueness styles present in temples.	<b>K2</b>
4.	analyze the method of development of temples in various stages.	<b>K4</b>
5.	outline the culmination of different styles of architecture in temples	<b>K2</b>

**K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

## Teaching Plan

**Total contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E -Resources	Assessment/ Evaluation Method
I	Temple								
	1	Meaning - Origin and development of temple architecture	3	2	K1 (R)	Lecture using Black board	Concept Mapping	PPT, YouTube, Documentaries of temple architecture	MCQ, Peer Review, Short Summary
	2	Its absence in Indus and Vedic periods	3		K6 (C)	Lecture with PPT	Inquiry Based Learning	Interactive Notes, PPT, Google Classroom	Mind Map, Home Work, Assignment
	3	Mauryan rock – cut temples and Columns	3		K6 (C)	Lecture with Short Video	Think-Pair-Share	Gamma, Quizzes, LMS	Slip test, Chart Work, Album Making
	4	Sunga architecture vestiges	2		K1(R)	Mind Mapping	Assignment	Interactive PPT, YouTube	Group Discussion, MCQs
	5	Kushana architecture vestiges	2		K1(R)	Brain Storming	Mind Mapping	Interactive Notes, Visual Images and video	Mind Map, Assignment
II	Early art and architecture								
	1	Early art and architectural development in South India	3	2	K2(U)	Interactive Teaching	Quiz	LMS, Interactive PPT	Discussion, MCQ, Peer Review, Open book Test

	2	Satavahana’s Contribution	3		K2(U)	Lecture Method	Debate	PPT, Interactive PPT, Canva	Home Work, Observation Note, Surprise Test
	3	Rock-cut and Structural	3		K5(E)	Story Telling, Exhibition	Interactive Classroom Games	Google Class Room, Short video	Peer Review, Team project
	4	Experimentation of temple style under the Gupta	2		K5(E)	Brain Storming	Seminar	YouTube Video, PPT	MCQs, Seminar Presentation
	5	Nagara style	2		K5(E)	Lecture Method	Seminar,	Visual Images and video	Observation Note
III	Development of temple architecture								
	1	Development of temple architecture	4	2	K3 (Ap)	Context Based	Team Teaching	Power Point Presentation, Online Quizzes	Observation Note, Model Making, Puzzles, Timeline Chart
	2	Architecture under the Pallavas	4		K6 (C)	Interactive Teaching, Power Point Presentation	Puzzles, Brain Storming	PPT, Google Classroom	Discussion, Slip test, Chart Work, Quiz
	3	Early Pandyas	3		K2 (U)	Lecture using Back board, KWL	Interaction in the Classroom, Group Project	LMS, YouTube Video, Visual images and video	Formative Assessment –I, Preparation of Question
	4	Their features	2		K2 (U)	Interactive Teaching	Quiz	PPT, Gamma	Short Summaries
IV	Rock-cut and Structural temples								
	1	Rock-cut and Structural temples	3	2	K4 (An)	Flipped Classroom	Group Discussion	Gamma, YouTube, Canva	MCQ, Concept explanations, Presentation

	2	Rock-cut and Structural temples of the Badami Chalukyas	3		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, Documentaries of Rashtrakutas	Chart Work, Quiz, Home Work
	3	Rashtrakutas	3		K2 (U)	Gamification	Interactive Classroom Games, Making Model	Documentaries Architecture and Ports.	Album Preparation. Overview, MCQ, Concept explanations, Presentation
	4	Orissan School of Architecture	2		K2 (U)	Story Telling	Mind Mapping	Canva, ChatGPT	Overview, MCQ,
	5	Orissan School of Ports.	2		K2 (U)	Flipped Classroom	Group Discussion	PPT, LMS	Concept explanations, Presentation
V	Dravida style								
	1	Culmination of Dravida style	3	2	K6 (C)	Lecture Method	Role Play	YouTube Video, Visual images and video	Concept explanations, Puzzles, Oral Test
	2	Contribution of the Imperial Cholas	3		K4 (An)	Brain Storming	Skit	PPT, Documentaries of Imperial Cholas	Formative Assessment -II
	3	Visits to some temples	3		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room	Assignment, Team Project Presentation

	4	Vijayanagara temple	2		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, Canva	Open Book Test, Quiz, Short Summary
	5	Vijayanagara temple architecture	2		K2 (U)	Lecture Method	Group Discussion	LMS, Short Video	Peer Review, Recall

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em/ En/SD): **Quiz, Puzzles, Presentation, Roll Play**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values, Environment Sustainability**

Activities related to Cross Cutting Issues: **Group discussion on Sunga and Kushana architecture vestiges**

Assignment: **Album Map, Team Project (Last date to submit – 22.08.2025)**

Seminar Topics: **Experimentation of temple style under the Gupta, Nagara style (Last date to complete –25.08.2025 to 28-08-2025)**

**Sample questions**

#### **Part A (1 mark each)**

**1. Assertion (A):** Temple architecture was not present during the Indus Valley Civilization. **(K3-Ap, CO-1)**

**Reason (R):** The Indus people worshipped in open spaces and did not build religious structures resembling later temples.

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.

- c) A is true, but R is false.
- d) A is false, but R is true.

2. Answer in one word. **(K1-R, CO-2)**

Name the temple architectural style that developed prominently under the Gupta period.

3. Consider the following statements about Pallava temple architecture: **(K2-U, CO-3)**

- (i) The Pallavas introduced structural temples in South India.
- (ii) The shore temple at Mahabalipuram was built by Narasimhavarman II.
- (iii) Pallava architecture is mainly characterized by Islamic features.

Which of the above statements are **correct**?

- a) i and ii only      b) ii and iii only      c) i and iii only      d) i,ii and iii

4. Match the dynasties with their temple monuments: **(K1-R, CO-4)**

- |                     |                                 |
|---------------------|---------------------------------|
| A. Badami Chalukyas | - Kailasanatha Temple, Ellora   |
| B. Rashtrakutas     | - Lad Khan Temple, Aihole       |
| C. Orissan School   | - Lingaraja Temple, Bhubaneswar |

**Options:**

- a) A-2, B-1, C-3
- b) A-4, B-2, C-1
- c) A-3, B-1, C-2

5. Which of the following Chola temples is a UNESCO World Heritage Site and a prime example of Dravida architectural culmination? **(K1-R, CO-5)**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| a) Meenakshi Temple              | b) Brihadisvara Temple at Thanjavur   |
| c) Shore Temple at Mahabalipuram | d) Kailasanatha Temple at Kanchipuram |

**Part B (6 marks each)**

1. Mention any two architectural features of Mauryan rock-cut temples. **(K1-R, CO-1)**
2. What are the key characteristics of the Nagara style of temple architecture? **(K1-R, CO-2)**
3. Name two monuments you have visited that reflect early Pandya architectural style, and mention one feature of each. **(K2-U, CO-3)**



4. Explain the distinctive elements of the Orissan (Kalinga) style of temple architecture **(K3-Ap, CO-4)**
5. Discuss the evolution and characteristics of Vijayanagara temple architecture. **(K4-An, CO-5)**

**Part C (12 marks each)**

1. Discuss the origin and development of temple architecture in India with reference to its early beginnings.  
**(K4-An, CO-1)**
2. Examine the evolution of temple architecture during the Gupta period, with special reference to the Nagara style.  
**(K5-E, CO-2)**
3. Describe the stylistic features of early Pandya temple architecture and analyze their contribution to South Indian art.  
**(K3-Ap, CO-3)**
4. Compare the architectural contributions of the Badami Chalukyas and the Rashtrakutas with examples of rock-cut and structural temples. **(K3-Ap, CO-4)**
5. Analyze how the Imperial Cholas contributed to the culmination of the Dravida style of temple architecture, citing specific examples. **(K4-An, CO-5)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. S. Mary Judit**

**Department** : History  
**Class** : I M.A History  
**Title of the Course** : ELECTIVE COURSE II: c) ART FORMS OF TAMIL NADU  
**Semester** : I  
**Course Code** : HP231EC6

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC6	3	1	-	1	3	5	75	25	75	100

#### Learning Objectives:

1. To understand the various art forms of Tamil Nadu.
2. To evaluate the impact of various arts promoted the social, economic and cultural life of the people of Tamil Nadu.

#### Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the History of Performing Artforms in India.	<b>K2</b>
2.	detailed study of Art forms in Tamil Nadu.	<b>K2</b>
3.	evaluate then uniqueness aspects of every art.	<b>K5</b>
4.	analyze the socio -economic impact happened among the people.	<b>K4</b>
5.	compare the richness of every art of Tamil Nadu	<b>K5</b>

**K2** - Understand; **K4** - Analyze; **K5** – Evaluate

**Teaching plan**  
**Total Contact hours: 75 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Introduction</b>								
	1	History of performing Art forms in India	2	3	K2 (U)	Storytelling, Lecture with PPT	Categorisation, Think-Pair-Share, Inquiry-Based Learning	NPTEL lectures, YouTube - Sangeet Natak Akademi	Observation Checklists, KWL Chart, CIA I
	2	Music (Classical and Folk)	3		K2(U)	Collaborative Learning	Group Discussions music forms	NPTEL, YouTube (Classical Music), IGNCA Archives	MCQs, WhatsApp polls, CIA I
	3	Dance (Classical and Folk)	3		K2(U)	Flipped Classroom	Group discussion on dance forms;	NPTEL, YouTube (Classical Dance), IGNCA Archives	Open Book Exam Questions, CIA I
	4	Theatre (Classical and Folk)	2		K2(U)	Concept mapping	Analogical Reasoning	Group discussion	Concept check polls during class using Slido, CIA I.

	5	Musical Instruments	2		K4(An)	Visual pedagogy, Active Learning	Think-Pair-Share, Peer Teaching	YouTube Videos, PPT	Seminar Presentation, Short test, CIA I.
<b>II</b>	<b>Performing Arts in Tamil Nadu</b>								
	1	Carnatic Music– Origin and Development	2	1	K2(U)	Audio-based Learning	Instrument Comparison, Listening Activities	Carnatic Music Archives	Identification Quiz, Peer Review, Music Critique, CIA I.
	2	Vocal and Instrumental Carnatic Music	3		K5 (E)	Audio-based experiential learning	Flipped Classroom, Inquiry Based Learning	Audio archives (Sangeetha Priya, Spotify Carnatic playlists)	Presentation, MCQs, CIA I.
	3	String Instruments	2	1	K4(An)	Audio-based experiential learning	Flipped Classroom, Inquiry Based Learning	Spotify, Sangeetha Priya	Short Test, CIA I.
	4	Wind Instruments- Percussion Instruments	3		K5(E)	Interactive Demonstration	Compare instruments (string, wind, percussion) with sound clips	Audio archives	Polls during class using Slido CIA I.
	5	Carnatic Musicians	3		K4(An)	Brainstorming, Flipped Classroom	Think-Pair-Share, Peer Teaching	LMS, Carnatic Music Archives	Instrument identification test, Seminar Presentation,

									Formative Quiz, CIA I
<b>III</b>	<b>Folk Music</b>								
	1	Villupaattu, Classical dance	2	1	K2(U)	Ethnographic approach	Mini Performances, Oral History Collection	Tamil Folk Music YouTube channels; IGNCA portal	Open Book Test, WhatsApp Poll, CIA I
	2	Katha Kaalashepam	2		K2(U)	Ethnographic Teaching	Mini folk presentation; Record village performances	Tamil Folk Music YouTube Channels, IGNCA	Rubric-based Performance, Interviews, Reflection Journal
	3	Occupational songs	3	1	K3(Ap)	Comparative pedagogy	Flipped Classroom, Collaborative Learning	Interactive PPT	Interviews, WhatsApp Poll, CIA I
	4	Lullabies	3		K2(U)	Community-based Inquiry	Concept Mapping	YouTube Videos	Slido, CIA I
	5	Bharatanatyam dancers	3		K2(U)	Blended Learning, Discussion	Flipped Classroom, Peer Teaching	LMS, Short Videos	Seminar Presentation, Slido, CIA I
<b>IV</b>	<b>Folk Dance</b>								
	1	Kummi, Kolattam, Kaavadi, Karagam	2	1	K2(U)	Theatre-based teaching, dramatization	Enactment of a folk performance; Create masks/props	Therukoothu online performances	Peer reviews; Observation rubric, CIA II
	2	Impersonation Dances (Poykalkudirai, Mayillaattam,	3		K2(U)	Theatre Pedagogy	Theatre-in-Education	Culture India web archives	Polls during class using Slido, Oral Test, CIA II

		Pagadi Vesham, Devarattam)		1					
	3	Folk artists, Folk Theatre	2		K5(E)	Flipped Classroom	Mask Making, Inquiry-Based Learning, Peer Teaching	YouTube Videos, LMS	Presentation, CIA II
	4	Therukoothu, Pavai Koothu	2		K4(An)	Role Play, Puppetry	Collaborative Learning	Therukoothu Documentaries, Culture India Archives	Role Play, Peer Assessment, Rubric, CIA II
	5	Bhagavatha Mela, Kuravanji Modern Theatre	2		K4(An)	Core Conceptual Approach	Concept Mapping	YouTube Videos	Oral Test, CIA II
	6	Modern Street plays, Theatre Artists	2		K5 (E)	Dramatization	Brainstorming, Blended Learning	Interactive PPT	WhatsApp poll, Short Test, CIA II
<b>V</b>	<b>History of Cinema in Tamil Nadu</b>								
	1	Silent Movies	2	1	K2(U)	Media literacy pedagogy, critical pedagogy	Analyze social themes in cinema clips; Debate on cinema & politics	NFDC films, Film Heritage Foundation	Film review writing; Documentary script submission
	2	Talkie Movies	2		K2(U)	Media Literacy, Critical Pedagogy	Debate on Cinema, Film Review Writing	NFDC Films, Film Heritage Foundation	Movie Analysis Rubric, Film Poster Presentation
	3	Role of Cinema in politics	3		K5(E)	Analogical Teaching,	Flipped Classroom,	LMS, Video Lectures	Open Book Exam, Short Test, CIA II

						Historical Context Based Learning	Inquiry Based Learning		
	4	Popular Cine artists	3	1	K4(An)	Brainstorming, Flipped Classroom	Think-Pair-Share, Peer Teaching	LMS	Seminar Presentation, CIA II
	5	Lyricists, Writers, Singers	3		K4 (An)	Reflective Pedagogical Approach, Constructivist Learning	Sharing Reflection, Concept mapping	PPT, Short Videos	WhatsApp Poll, Short summery, Formative Quiz, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD: **Debate on Cinema & Politics, Group Discussion on Art Forms.**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: **Observe social interactions and cultural practices, Engagement in Cultural festivals and Religious Ceremonies.**

Assignment: **Album Making-** Musical Instruments (Last date to submit - 18-08-2025)

**Folk Dance and songs-** Tamil Folks (Last date to submit - 15-09-2025)

**Debate on Cinemas-** Old Cinemas and Modern Cinemas (Last date to submit - 18-09-2025)

Seminar Topic: **Musical Instruments, Origin and Development of Carnatic Music, Bharatanatyam dancers, Folk Artist, Popular Cine artists** (18-08-2025 to 11-09-2025)

### Sample Questions

#### Part A (1 mark each)

1. True or False:

- Classical dance forms in India have no connection with religion.
- Folk dances are performed only during harvest festivals.

- a) Both (i) and (ii) are true      b) (i) is true, (ii) is false  
 c) Both (i) and (ii) are false      d) (i) is false, (ii) is true **(K5-E, CO-3)**

2. Given below are two statements, one is Assertion (A) and the other is labelled as Reason (R), Read the statements and choose the correct answer using the code given below.

Assertion (A): Carnatic music is primarily devotional.

Reason (R): Most Carnatic compositions are in praise of Hindu deities.

- a) Both A and R are true and R explains A  
 b) Both A and R are true but R doesn't explain A  
 c) A is true, R is false  
 d) A is false, R is true **(K4-An, CO-4)**

3. **True or False:**

- (i) Villupaattu is accompanied by a stringed instrument.  
 (ii) Katha Kaalakshepam is a form of classical Bharatanatyam.  
 a) Both true                      b) Only (i) is true  
 c) Only (ii) is true              d) Both false **(K4-An, CO-4)**

4. **Choose the correct answer:**

Which of the following is a form of puppet theatre in Tamil Nadu?

- a) Therukoothu   b) Bhagavatha Mela   c) Kuravanji   d) Pavai Koothu **(K2-U, CO-1)**

5. **Match the following:**

- |                   |                       |
|-------------------|-----------------------|
| (A) MGR           | (i) Lyricist          |
| (B) Bharathidasan | (ii) Actor-politician |
| (C) Kannadasan    | (iii) Modern poet     |
| (D) P. Susheela   | (iv) Singer           |

(A) (B) (C) (D)

- a) (ii), (iii), (i), (iv)  
 b) (i), (ii), (iii), (iv)  
 c) (ii), (i), (iv), (iii)  
 d) (iv), (ii), (i), (iii) **(K2-U, CO-2)**



**Part B (6 marks each)**

1. Examine the classification and characteristics of Indian musical instruments. **(K4-An, CO-4)**
2. Evaluate the development of Carnatic music in Tamil Nadu. **(K5-E, CO-3)**
3. Discuss the evolution of Bharatanatyam as a classical dance form and analyze how it reflects religious, aesthetic, and cultural dimensions of Indian tradition. **(K4-An, CO-4)**
4. Compare and contrast the major varieties of folk dance in Tamil Nadu and assess how they function as carriers of regional culture and social expression. **(K4-An, CO-4)**
5. Summarize the history and development of Tamil cinema from silent to talkie era. **(K2-U, CO-2)**

**Part C (12 marks each)**

1. Discuss the history and evolution of performing arts in India. **(K2-U, CO-1)**
2. Evaluate the interrelationship between vocal and instrumental traditions in Carnatic music. How do they collectively contribute to the structure and aesthetics of a performance? **(K5-E, CO-5)**
3. Explain the features and significance of folk music forms in Tamil Nadu. **(K2-U, CO-2)**
4. Evaluate the contributions of folk theatre to Tamil cultural traditions. **(K5-E, CO-3)**
5. Critically assess the role of folk theatre in Tamil Nadu in shaping public consciousness, moral narratives, and cultural continuity. How has it adapted to modern contexts? **(K4-An, CO-4)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. R. Suji**

**Department** : History  
**Class** : II M.A History  
**Title of the Course** : CORE COURSE VII: COLONIALISM AND NATIONALISM IN INDIA  
**Semester** : III  
**Course Code** : HP233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233CC1	4	1	-	1	5	6	90	25	75	100

### Learning Objectives

1. To explain the process of colonization and the rise of nationalism.
2. To examine the role of masses in the freedom struggle, transfer of power and the attainment of independence.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1	recall the impact of British imperialism.	K1
2	describe the nature of early resistance against British rule in India.	K2
3	construct the relative merits of different methods of anti-British struggle	K3
4	analyze the Gandhian non-cooperation movement and its influence on the masses.	K4
5	assess the process of partition	K5

**K1**-Remember; **K2**- Understand; **K3**-Apply; **K4**-Analyze; **K5**- Evaluate

**Teaching Plan**  
**Total contact hours: 90 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment / Evaluation
<b>I</b>	<b>Colonialism</b>								
	1	European Settlements in India: Portuguese, Dutch	3	2	K1 (R)	Brainstorming & Lecture Method	Think-pair-share	PPT	Slip Test
	2	French, English	2	2	K2 (U)	Self-prepared videos	Group Discussion	Interactive PPT	Quiz
	3	Anglo-French Conflict, Acquisition of Bengal	2	2	K1 (R)	Gamification	Team challenges	PPT	Words Building
	4	Relationship with other Indian states, British imperialism and its impact.	3	2	K2 (U)	PowerPoint Presentation	Sharing reflections	E Books	Asking questions
<b>II</b>	<b>Popular Pre-nationalist movements</b>								
	1	Poligar Revolt, South Indian Rebellion	2	2	K3(Ap)	Integrative Teaching	Formulating Questions	YouTube Videos	Album Preparation
	2	Vellore Revolt of 1806	1	2	K4(An)	Inquiry based Approach	Explaining concepts	PPT	Quiz
	3	Revolt of 1857	1	2	K3(Ap)	Discussion Method	Solving challenges and puzzles embedded within the game	Short Videos	Peer review

	4	Peasant uprisings, Tribal Resistance Movements	2	2	K3(Ap)	Demonstrative Method	Live demonstration of concepts	AI tools	Mind Map
	5	Civil Rebellions, Causes, Nature, and Impact, Socio-Religious Reform Movement	2	2	K4(An)	Context based Teaching	Debates	WhatsApp Poll	Questioning
III	<b>From Representative politics to the idea of Self-rule</b>								
	1	Factors leading to the origin of Indian National Congress, Birth of Indian National Congress	2	2	K3(Ap)	Socratic dialogue method	Live demonstration of concepts	PPT	Oral Test
	2	Moderates, Rise of Extremism	2	1	K2 (U)	Cooperative teaching & learning	Interactive PPT	Centimeter	Formative Assessment -I
	3	Partition of Bengal and Swadeshi Movement	2	2	K4(An)	Lecture method	Self-Prepared videos	Interactive PPT	Creative Writing
	4	Formation of Muslim League, Revolutionary Movements	2	2	K5 (E)	Simulation method	Live demonstration of concepts	Interactive PPT	Seminar Presentation
	5	Reactions to the Morley, Minto Reforms, Home Rule Movements, Montague-Chelmsford Reforms Act of 1919	2	1	K4(An)	Blended Classroom	Online databases	You Tube Video	Class Test-I
IV					<b>Era of Mass Movements</b>				

	1	Rowlatt Satyagraha	2	1	K2 (U)	Lecture	PPT	Virtual tour	Role Play
	2	Jallian Wallabagh Tragedy	2	1	K5 (E)	Demonstrative methods	Discussion	LMS	Group Discussion
	3	Khilafat Movement	2	2	K2 (U)	Discussion	Group Discussion	Digital libraries	Asking Questions
	4	Non-Co-operation Movement, Swarajists, Simon Commission, Round Table Conferences	2	2	K3(Ap)	Note Making	Note Making	PPT	Open Book Test
	5	Civil Disobedience Movement and Repression, the Government of India Act, 1935, Provincial Ministries, Growth of Socialist Ideas, Rise of Communalism	2	2	K3(Ap)	Interactive PPT	Reflective journalizing based on the lecture	Study.com	Seminar presentation
V					<b>Independence and Partition</b>				
	1	Resignation of Congress Ministries, Individual Satyagraha	2	2	K2 (U)	Blended Classroom	Class room experiments	E- Journals	Preparation of one-word questions
	2	Cripps Mission, Quit India Movement	2	2	K4(An)	Lecture method	Blended learning	PPT	Class Test-II
	3	Indian National Army	2	1	K1 (R)	inquiry based Approach	Reflective journalizing based on the lecture	edX	Online Assessment
	4	Simla Conference, Cabinet Mission Proposal	2	2	K5 (E)	Flipped Classroom	PPT	Google Scholar	Group Discussion

	5	Transfer of power & partition	2	1	K4(An)	Discussion method	Live demonstration of concepts	Coursera	Formative Assessment -II
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Course Focusing on (Employability/ Entrepreneurship/ Skill Development): **Employability:** Chelmsford Reforms Act of 1919

Activities: **Slip Test, Quiz, Online Assessment**

Course focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity): **Human Values**

Activities related to Cross Cutting Issues: **Debate on Provincial ministries**

Assignment: **Preparation of one word, (30-07-2025) Indian National Army (19-07-2025)**

Seminar Topics: **Civil Disobedience Movement, (20-07-2025)**

**Transfer of power & partition, (26-08-2025) Cripps Mission, (30-9-2025) Quit India Movement (3-10-2025)**

### Sample Questions

#### Part A (1 mark each)

1. Consider the following pairs regarding Carnatic Wars (K1-R, CO-1)

#### Wars

#### Associated Treaty

1. First Carnatic War      Treaty of Pondicherry
2. Second Carnatic War      Treaty of Paris
3. Third Carnatic War      Treaty of Aix-la-Chapelle:

Which of the pairs given above are correctly matched?

- A 1 & 2 only
- B 1 & 3 only
- C 2 & 3 only
- D None of the above

2.. Fill in the Blank (K2-U, CO-2)

.....Settlement of English east India Company

3. Which year was the English East India Company established? (K3-Ap, CO-3)

- A. 1600    B. 1608    C. 1613    D. 1664

4. Fill in the Blank (K4-An, CO-4)

..... is called as the Navigator

5. How did the British and the French get involved in the Carnatic affairs? (K5-Ev, CO-5)

- a) The British supported Nasir Jung, the new Nizam
- b) The French supported Muzaffar Jung, the deposed Nizam
- c) The British supported Chanda Sahib
- d) The French supported the Nawab of Arcot

**Part B (6 marks each)**

1. Why the Portuguese arrive India give the reasons? **(K1-R, CO-1)**
2. Discuss the early efforts taken by Portuguese in India **(K2-U, CO-2)**
3. Write about Cartaze system **(K3-Ap, CO-3)**
4. List the Dutch factories in India **(K4-An, CO-4)**
5. How was the First World War helped in the growth of the National Movement in India? **(K5-Ev, CO-5)**

**Part C (12 marks each)**

1. Examine the formation of Portuguese state of India **(K1-R, CO-1)**
2. Explain the role of East India Company in India **(K2-U, CO-2)**
3. Evaluate the French Trade Company **(K3-Ap, CO-3)**
4. Analyse the Anglo-French Rivalry **(K4-An, CO-4)**
5. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism. **(K5-Ev, CO-5)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. K. Baby**

**Department** : History  
**Class** : II M.A History  
**Title of the Course** : CORE COURSE VIII: INTELLECTUAL HISTORY OF INDIA  
**Semester** : III  
**Course Code** : HP233CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233CC2	4	1	-	1	5	6	90	25	75	100

#### Learning Objectives:

1. To evaluate the contributions of socio-religious reforms and economic nationalists.
2. To appreciate the various views and contributions of prominent leaders.

#### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the evolution of intellectual history of India	<b>K2</b>
2.	illustrate the contributions of economic nationalists.	<b>K3</b>
3.	appreciate the contribution of radical thinkers	<b>K4</b>
4.	assess the role of social thinkers	<b>K5</b>
5.	estimate the legacy of Gandhi, Nehru and Jaya Prakash Narayan	<b>K6</b>

**K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate; **K6**– Create



## Teaching plan

**Total Contact hours: 90 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Emergence of Modern Ideologies</b>								
	1	Understanding Intellectual History and its impact- Indian Renaissance	3	1	K2 (U), K6 (C)	Lecture with PPT, Flipped Classroom, Comparative ideologies chart	Think-Pair-Share, Inquiry-Based Learning	National Archives of India digital collections, Notes, You Tube video	KWL Chart, Oral Presentation, Conceptual Questions, Formative Quiz using Google Forms, CIA I
	2	Raja Rammohan Roy	3		K4(An)	Inquiry Based Learning, Flipped Classroom	Think-Pair-Share, Peer Teaching	“Raja Rammohan Roy Library Foundation” website	Seminar Presentation, CIA I
	3	Dayananda Saraswati	2	1	K2(U)	Discussions, Brainstorming, Active Learning	Collaborative Learning, Concept Mapping	Video Clips, PPT	Concept check polls during class using Slido, CIA I.
	4	Syed Ahmed Khan	3		K2(U)	Inquiry Based Learning,	Think-Pair-Share, Peer Teaching, Blended	YouTube Videos, PPT	Seminar Presentation, Short test, CIA I.

						Flipped Classroom	Learning		
	5	Vivekananda, Annie Besant	4	1	K2(U)	Discussion, Active Learning	Analogical Reasoning, Collaborative Learning	Swami Vivekananda's speeches on YouTube/Arc hive.org	Comparing personalities, Open Book Exam Questions, CIA I
<b>II</b>	<b>Economic Thinkers</b>								
	1	Dadabhai Naoroji	2	1	K2(U)	Brainstorming, Flipped Classroom	Think-Pair-Share, Peer Teaching	Video Lectures LMS	Seminar Presentation, CIA I
	2	His 'Drain of Wealth Theory'	2		K5 (E)	Reflective Pedagogical Approach, Constructivist Learning	Sharing Reflection, Concept mapping	Dadabhai Naoroji's "Poverty and Un British Rule" – Online PDFs	WhatsApp Poll, Short summery, CIA I
	3	R.C. Dutt and His treatise 'The Economic History of India under Early British rule'	4	1	K4(An)	Analogical Teaching, Historical Context Based Learning	Concept mapping of thinkers' ideas	ePathshala NCERT archives, Video Lectures	Open Book Exam, Short Test, CIA I
	4	M.G. Ranade and his Economic Ideas	4		K5(E)	Reflective Pedagogical Approach, Brainstorming	Sharing Reflection, Concept mapping	YouTube Videos, LMS	Polls during class using Slido, Oral Test, CIA I
	5	J. C. Kumarappa and his work 'Economy and Permanence'	3	1	K4(An)	Flipped Classroom, Concept	Inquiry Based Learning	YouTube Videos, E-Books	Open book MCQ/Short answer quiz, CIA I

[illegible]

[illegible]

	1	Mahatma Gandhi and Nationalism	4	1	K2(U)	Core Conceptual Approach	Historical Method – Think-Pair-Share – students in their own words.	Interactive PPT, Gandhi Heritage Portal, Film: “Gandhi” (1982)	Timeline assignment, Open Book Test, CIA II
	2	Jawaharlal Nehru	2		K2(U)	Inquiry-Based Learning, Group Discussion	Reflective ideas	LMS, E-Books	Open Book Test, CIA II
	3	Ideas of Democracy	2		K3(Ap)	Constructivist Learning, Group Discussion	students in their own words.	E- Journals, LMS	Critical review of Gandhi vs Nehru ideologies, Oral Test, CIA II
	4	Secularism and Socialism- Maker of Modern India	4	1	K3(Ap)	Reflective Approach Learning	Reflective ideas	E-Books and E Journals, LMS	Peer Evaluation, CIA II
	5	Jaya Prakash Narayan and Total Revolution	4		K5 (E)	Inquiry-Based Learning, Flipped Classroom	Peer Teaching, Seminar Presentation	YouTube Videos, E-Journals	Mock Parliament on Total Revolution, Formative Quiz, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**  
Activities (Em / En /SD: **Debate on Socialism and Secularism, Mind Mapping on Radical Thinkers.**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values and Gender Equity**

Activities related to Cross Cutting Issues: **Group discussion on Mahatma Gandhi and Nationalism, Debate on Gandhian Ideologies and Radical ideologies**

Assignment: **Chart Work-** Indian Renaissance (Last date to submit - 21-09-2025)

**Role Play-** Social, Economic and Radical Thinkers (Last date to submit - 11-06-2025)

**Debate-** Gandhian Ideologies and Nehru ideologies (Last date to submit - 11-10-2025)

Seminar Topic: **Raja Rammohan Roy, Syed Ahmed Khan, Dadabhai Naoroji, Periyar E.V. Ramasamy, B.R. Ambedkar, Jaya Prakash Narayan.** (12-08-2025 to 22-08-2025)

**Sample Questions**

**Part A (1 mark each)**

1. True or False:

(i) Annie Besant was a British socialist, theosophist, freemason, women's rights and Home Rule activist, educationist and campaigner for Indian Nationalism.

(ii) An ardent supporter of both Irish and Indian self-rule.

a) Both (i) and (ii) are true      b) (i) is true, (ii) is false

c) Both (i) and (ii) are false      d) (i) is false, (ii) is true **(K5-E, CO-4)**

2. Drain of Wealth theory:

(i) The wealth drain was the amount of India's wealth and economy that was not accessible to Indians.

(ii) Dadabhai Naoroji proposed the 'drain of wealth' hypothesis in 1867, claiming that Britain was draining India of all its wealth.

(iii) Poverty and Un-British Rule in India, a book that he wrote, stated this theory.

(iv) He played a vital role in the country's independence movement.

a) (i) and (ii)    b) (i), (ii), (iii)    c) (ii) only    d) All of the above **(K4-An, CO-3)**

3. Given below are two statements, one is Assertion (A) and the other is labelled as Reason (R), Read the statements and choose the correct answer using the code given below.

Assertion (A): Owing to V. O. Chidambaram Pillai's rebellious attitude and his courage to act against the British Government, the English stripped the title of barrister associated with his name.

Reasoning (R): It was his brave nature that won V.O.C the name 'Kappalottiya Tamilan' in Tamil Nadu

- a) Both (A) and (R) statements are correct
- b) Both (A) and (R) statements are incorrect
- c) (A) is correct but (R) is not the explanation of (A)
- d) (A) is incorrect but (R) is correct **(K4-An, CO-3)**

4. Choose the correct answer:

In 1873 Phule founded a reform society called \_\_\_\_\_ to promote social equality, unite and uplift Shudras and other lower-caste people.

- (a) Satyashodak Samaj
- (b) Brahmo Samaj
- (c) Prarthana Samaj
- (d) Theosophical Society **(K2-U, CO-1)**

5. Match the following:

- |                          |                                    |
|--------------------------|------------------------------------|
| (A) Mahatma Gandhi       | (i) Trade and Industry             |
| (B) Jaya Prakash Narayan | (ii) Truth and Non-violence        |
| (C) Socialism            | (iii) Total Revolution             |
| (D) Secularism           | (iv) Equality                      |
|                          | (v) Separation of church and state |

- |    | (A)    | (B)    | (C)   | (D)   |
|----|--------|--------|-------|-------|
| a) | (iv),  | (i),   | (v),  | (ii)  |
| b) | (ii),  | (iii), | (iv), | (v)   |
| c) | (v),   | (iv),  | (ii), | (iii) |
| d) | (iii), | (i),   | (iv), | (v)   |
- (K2-U, CO-1)**

### Part B (6 marks each)

1. Explain the emergence of Indian Renaissance. **(K2-U, CO-1)**
2. Analyse the significance of Dadabhai Naoroji's "Drain of Wealth Theory". **(K4-An, CO-3)**
3. Evaluate the ideologies of Bala Gangadhara Tilak. **(K5-E, CO-4)**
4. Estimate the features of Servants of India Society formed by Gopala Krishna Gokhale. **(K5-E, CO-4)**

5. Identify the democratic ideas of Nehru in making modern India. **(K3-Ap, CO-2)**

**Part C (12 marks each)**

1. Explain the role of Rajaram Mohan Roy. **(K2-U, CO-1)**
2. Illustrate the economic ideas of M. G. Ranade. **(K3-Ap, CO-2)**
3. Analyze the radical ideologies of Subramanya Bharathi. **(K4-An, CO-3)**
4. Enumerate the social thoughts of Periyar E. V. Ramasamy. **(K6-C, CO-5)**
5. Appraise the Nationalist concept of Gandhiji. **(K4-An, CO-3)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. R. Suji**



**Department** : History  
**Class** : II M.A History  
**Title of the Course** : CORE COURSE IX : ECONOMIC HISTORY OF INDIA SINCE 1857 CE  
**Semester** : III  
**Course Code** : HP233CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233CC3	4	1	-	1	4	6	90	25	75	100

### Learning Objectives

1. To examine the agrarian condition and the impact of commercialization of agriculture.
2. To assess the impact of international linkages on the growth of industries, trade, finance and banking and transportation in colonial India.

### Course Outcomes

On the successful completion of this course, students will be able to		
1.	recall the agrarian condition of Colonial India and the impact of commercialization	<b>K1</b>
2.	explain the impact of international linkages on the growth of industries in colonial India.	<b>K2</b>
3.	illustrate the trade and monetary policy of colonial India.	<b>K3</b>
4.	examine the development of various transport systems.	<b>K4</b>
5.	estimate the ideas of the economic nationalists	<b>K6</b>

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K6**– Create

**Teaching Plan**  
**Total contact hours: 90 (Including lectures, assignments and tests)**

[illegible]

	1	Traditional Industries in Transition	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	MCQ, Peer Review, Short Summary
	2	De-industrialization -Small Scale Industries Industrial Development - Rise of Indian Capitalist Class	3		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles
	3	Large Scale Modern Industries	3		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4	Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and	3		K5(E)	Brain Storming	Making Models	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
	5	Impact of First World War and	3		K2 (U)	Lecture Method	Seminar	Interactive PPT	Seminar Presentation, MCQ
III	Trade and Banking								
	1	Trade, Finance and Banking	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes, Short Video	Observation Note, MCQ, Concept explanations, Presentation
	2	Internal Trade – External Trade	3		K6 (C)	Power Point Presentation	Puzzles	PPT, Documentaries of Internal Trade & External Trade	Puzzles, Oral Test

	3	Trade and Monetary Policy	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
	4	Banking: Origin, Growth	3		K6 (C)	Interactive Teaching	Group Project, Seminar	PPT, Google Class Room	Preparation of Question, Open Book Test, Quiz, Short Summary
	5	Development of Commercial Banks.	3		K3 (Ap)	KWL	Brain Storming	YouTube Video	Slip test, Time line chart, Mind Map
IV	Transportation								
	1	Transportation: Roadways	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	MCQ, Peer Review, Open book Test
	2	Waterways- Railways	3		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, YouTube Video	Chart Work, Observation Note, Model Making, Puzzles,
	3	Emergence and Growth of Cities and Ports.	3		K2 (U)	Gamificati on	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Development and Growth of Cities: Surat -Calcutta	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
	5	Bombay - Madras.	3		K2 (U)	Flipped Classroom	Mind Mapping	Interactive PPT	Concept explanations, Presentation, MCQs

V	Nationalist Critique								
	1	Nationalist Critique: Dadabhai Naoroji – Drain of Wealth	3	3	K6 (C)	Lecture Method	Role Play	YouTube Video, PPT	Concept explanations, Puzzles, Oral Test
	2	M.N. Roy-Radical Humanism-Mahatma Gandhi	3		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	Kadhi and Sarvodaya Movement	3		K2 (U)	Interactive Teaching	Paper Presentation	Documentaries of Kadhi and Sarvodaya Movement	Peer Review, Short Summary
	4	Vinobha Bhave-	3		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, LMS,	Open Book Test, Concept Map,
	5	Boodhan Movement	3		K4 (An)	Lecture Method with Using visual images and video	Interactive Classroom	YouTube Video, PPT	Short Summary

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability**

Activities (Em/ En/SD): **Quiz, Preparation of Question, Presentation**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values, Environment Sustainability**

Activities related to Cross Cutting Issues: **Group discussion on Traditional Industries in Transition**

Assignment: **Mind Map, Chart Work (Last date to submit – 18.07.2025)**

Seminar Topics: **Trade and Monetary Policy, Banking: Origin, Growth (Last date to complete –18.08.2025 to 22-08-2025)**

### **Sample questions**

#### **Part A (1 mark each)**

1. Which of the following was the primary feature of the Ryotwari system? **(K1-R, CO-1)**
  - a) The government collected taxes from Zamindars
  - b) The peasants were the owners of the land
  - c) It was practiced in Bengal
  - d) None of the above
2. De-industrialization in India primarily refers to the decline of which sector? **(K1-R, CO-2)**
  - a) Cottage Industries
  - b) Large-scale industries
  - c) Iron and Steel
  - d) Plantation Industries
3. Assertion (A): Internal trade is the trade that is conducted between parties within the political and geographical boundaries of a nation.  
Reason (R): While external trade is the trade that is conducted between two parties that are outside the nation's borders or between two countries. **(K3-Ap, CO-3)**
  - a) Both (A) and R is true but (R) is not a correct explanation of (A)
  - b) Both (A) and (R) is true but (R) is the correct explanation of (A)
  - c) (A) is true but (R) is false
  - d) (A) is false but (R) is true
4. Which of the following waterways connects the Arabian Sea to the Bay of Bengal? **(K2-U, CO-4)**
  - a) Panama Canal
  - b) Suez Canal
  - c) Grand Canal
  - d) Palk Strait
5. Who coined the term "Drain of Wealth" in the context of British India? **(K1-R, CO-5)**
  - a) Bal Gangadhar Tilak
  - b) Dadabhai Naoroji
  - c) Gopal Krishna Gokhale
  - d) M.N. Roy

#### **Part B (6 marks each)**

1. How did agriculture change in the 19th century? **(K1-R, CO-1)**
2. Describe the significance of jute as a major industry during the colonial period. **(K3-Ap, CO-2)**
3. Illustrate the role of monetary policy in controlling inflation. **(K2-U, CO-3)**

4. How did the development of roadways impact urbanization in India? **(K1-R, CO-4)**
5. Briefly explain Humanism. **(K1-R, CO-5)**

**Part C (12 marks each)**

1. Analyze the impact of the Mahalwari settlement on rural India. **(K4-An, CO-1)**
2. Analyze the effects of de-industrialization on India's traditional economy. **(K4-An, CO-2)**
3. Examine the impact of globalization on India's external trade. **(K5-E, CO-3)**
4. List the causes of the Growth of Cities. **(K1-R, CO-4)**
5. Discuss the principles of Sarvodaya and their relevance to contemporary Indian society. **(K2-U, CO-5)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. S. Mary Judit**

**Department** : History  
**Class** : II M.A History  
**Title of the Course** : ELECTIVE COURSE V: c) TOURISM IN TAMIL NADU  
**Semester** : III  
**Course Code** : HP233EC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233EC3	2	1	-	1	3	4	60	25	75	100

### Learning Objectives:

1. To explain the types of tourism and Tourism attractions in Tamil Nadu.
2. To describe the role of Tamil Nadu government in the promotion of Tourism, training facilities, employment and entrepreneurial opportunities in Tamil Nadu.

### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	list out the types of tourism in Tamil Nadu.	<b>K1</b>
2.	discuss the role of Tamil Nadu government in the promotion of Tourism.	<b>K2</b>
3.	identify the various training facilities associated with Tourism industry	<b>K3</b>
4.	examine the tourist attractions in Tamil Nadu.	<b>K4</b>
5.	appraise the employment and entrepreneurial opportunities in Tamil Nadu.	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate



**Teaching plan**  
**Total Contact hours: 60 (Including lectures, assignments and tests)**

[illegible]

	1	Role of Government in promotion Tourism	3	1	K2(U)	Project-Based Learning	Create Brochures, Propose Promotion Plans	Government of India Tourism Documents	Brochure Evaluation, Viva, CIA I
	2	Guiding Principles of Tourism Promotion	3		K5 (E)	Flipped Classroom	Create a TTDC promotional brochure	Government of India Tourism Documents India Tourism e-Brochures	Open Book Test, WhatsApp Poll, CIA I
	3	Tamil Nadu Tourism Development Corporation	2	1	K5(E)	Project-based pedagogy	Group discussion	TTDC website, India Tourism e-Brochures	Viva Evaluation, CIA I
	4	Functions	2		K4(An)	Analogical Reasoning	Government Policy Analysis	YouTube Videos, Government of India Tourism Documents	Group PPT evaluation, CIA I
III	Training in Hotel Management and Catering Technology								
	1	Training in Hotel Management and Catering Technology	2	1	K2(U)	Role-Play	Design tourism circuits; Map labelling	Tamil Nadu Tourism Portal, Google Earth	Tourism-type MCQ, CIA I
	2	Institute of Hotel Management	2		K2(U)	Industry-Driven Learning,	Mock Reception, Menu Design, Resume Making	IHM Chennai Websites	Group Evaluation, CIA I

[illegible]

	1	Hotels – Resorts	2	1	K2(U)	Career Guidance	Think-Pair-Share	Job Portals	Mock Interviews, Performance Rubrics, CIA II
	2	Accommodation for Students and Travellers	2		K2(U)	Role-based Teaching	Create a job fair model	LinkedIn job posts	Presentations, CIA II
	3	Employment Opportunities	2		K3(Ap)	Career Guidance	Ads Collections	Tourism entrepreneurs hip videos	Role plays assessment; Quiz on roles, CIA II
	4	Entrepreneurial opportunities in Tourism Industry	2	1	K3(Ap)	Role-play	Job Fair Models	Entrepreneurial Case Studies	Open Book Exam, CIA II
	5	Tourist Guides – Chauffeurs – Interpreter	2		K5 (E)	Career-oriented teaching	Role Play as Guide/Chauffeur	YouTube videos	Short Test, Formative Quiz, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD: **Map Activities- Design tourism circuits, Career-oriented Activities- Tourist Guide.**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values**

Activities related to Cross Cutting Issues: **Report on Drawbacks in implementing Government Policies**

Assignment: **Album Making-** Tourist Attractions (Last date to submit - 03-03-2025)

**Exhibition-** Model Making (Last date to submit - 01-08-2025)

**Travel Video-** Tourism Spots Kanyakumari (Last date to submit - 08-09-2025)

Seminar Topic: **Types of Tourism in Tamil Nadu, Guiding Principles of Tourism Promotion, Institute of Hotel Management, Tourist Attractions in Kanyakumari, Tanjore, Employment Opportunities.** (01-09-2025 to 19-09-2025)

## Sample Questions

### Part A (1 mark each)

1. True or False:

- (i) Health tourism in Tamil Nadu is growing due to advanced medical infrastructure.
- (ii) Heritage tourism focuses only on natural landscapes.
- a) Both (i) and (ii) are true      b) (i) is true, (ii) is false
- c) Both (i) and (ii) are false      d) (i) is false, (ii) is true **(K5-E, CO-5)**

2. Given below are two statements, one is Assertion (A) and the other is labelled as Reason (R), Read the statements and choose the correct answer using the code given below.

Assertion (A): The government plays a key role in the promotion of tourism.

Reason (R): Tourism promotion is solely a private-sector responsibility.

- a) Both A and R are true, and R explains A
- b) A is true, R is false
- c) A is false, R is true
- d) Both A and R are false **(K4-An, CO-4)**

3. Choose the correct answer:

The State Institute of Hotel Management is located in:

- a) Chennai   b) Coimbatore   c) Tiruchirappalli   d) Madurai **(K1-U, CO-1)**

4. Match the following:

- |                   |                        |
|-------------------|------------------------|
| (A) Ooty          | (i) Meenakshi Temple   |
| (B) Mahabalipuram | (ii) Shore Temple      |
| (C) Madurai       | (iii) Hill Station     |
| (D) Kumbakonam    | (iv) Navagraha Temples |

- |    |        |       |       |       |
|----|--------|-------|-------|-------|
|    | (A)    | (B)   | (C)   | (D)   |
| a) | (iii), | (ii), | (i),  | (iv)  |
| b) | (ii),  | (iv), | (i),  | (iii) |
| c) | (iii), | (i),  | (iv), | (ii)  |

d) (i), (iii), (ii), (iv) **(K1-U, CO-1)**

5. Given below are two statements, one is Assertion (A) and the other is labelled as Reason (R), Read the statements and choose the correct answer using the code given below.

Assertion (A): Tourism provides wide employment opportunities.

Reason (R): Tourism industry does not require skilled professionals.

- a) A is true, R is false
- b) A and R are true, and R explains A
- c) Both A and R are false
- d) A is false, R is true **(K4-An, CO-4)**

**Part B (6 marks each)**

- 1. What is meant by heritage tourism? **(K1-R, CO-1)**
- 2. Describe the functions and activities of the Tamil Nadu Tourism Development Corporation. **(K2- U, CO-2)**
- 3. Analyze the objective of training in hotel management? **(K4-An, CO-4)**
- 4. Estimate any five major tourist destinations in Tamil Nadu. **(K5-E, CO-5)**
- 5. Identify the employment and entrepreneurial opportunities in the tourism industry of Tamil Nadu. **(K3-Ap, CO-3)**

**Part C (12 marks each)**

- 1. Recognize the various types of tourism in Tamil Nadu. **(K1-R, CO-1)**
- 2. Examine the role of the Government in promoting tourism in Tamil Nadu. **(K4-An, CO-4)**
- 3. Compare the contributions of IHM Chennai and SIHM Trichy to the tourism sector. **(K2- U, CO-2)**
- 4. Estimate the cultural and natural diversity of tourist spots in Tamil Nadu. **(K5-E, CO-5)**
- 5. Illustrate the role of tourist guides, chauffeurs, and interpreters in enhancing tourism services. **(K3-Ap, CO-3)**

**Head of the Department: Dr. S. Regi**

**Course Instructors: Dr. R. Suji & Dr. S Mary Judit**

**Department** : History  
**Class** : II M.A History  
**Title of the Course** : SKILL ENHANCEMENT COURSE II: INTRODUCTION TO EPIGRAPHY  
**Semester** : III  
**Course Code** : HP233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233SE1	1	1	-	1	2	3	45	25	75	100

#### Learning Objectives:

1. To define epigraphy and explain its significance in historical field.
2. To identify the varieties of materials used and types of inscriptions.

#### Course Outcomes

On the successful completion of the course, students will be able to:		
1.	define epigraphy and explain its significance.	<b>K1</b>
2.	explain the varieties of materials used	<b>K2</b>
3.	identify the types of inscriptions	<b>K3</b>
4.	trace the origin of writing in south India	<b>K4</b>
5.	assess the use of inscriptions as historical source	<b>K5</b>

**K1** - Remember; **K2** - Understand; **K3**– Apply; **K4**–Analyse; **K5** – Evaluate

## Teaching plan

**Total Contact hours: 45 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1	Epigraphy- Definition	2	1	K2 (U)	Source-based inquiry	Inscription Decoding, Timeline Building	National Epigraphy Museum digital tours	Source-based questions; Concept map scoring, CIA I
	2	Importance of epigraphy for writing history	2		K3(Ap)	Source-based Learning, Visual decoding	Decode sample inscriptions; Make a glossary	ASI Portal, IGNCA, Tamil Virtual Academy	Source-based Questions, Worksheets, CIA I
	3	Format of Inscription	2		K4(An)	Visual Analysis	Glossary Creation	IGNCA archives	Polls during class using Slido, Oral Test, CIA I
	4	Authenticity	2		K4(An)	Inquiry Method	Flipped Classroom, Inquiry Based Learning	Video Lectures	Peer Assessment, CIA I
II									
	1	Nature of the material	1	1	K1(R)	Analogical Teaching,	Material hunt activity; Poster	Video Lectures	Poster rubric, Material



						Historical Context Based Learning	on inscription mediums		comparison chart, CIA I
	2	Stone, metal	2		K5 (E)	Object-based learning	Poster on Materials, Digital Scrapbook	Online museum portals (e.g., British Museum), Archaeological Survey of India	WhatsApp Poll, Short summery, CIA I
	3	Clay, terracotta,	1		K2(U)	Reflective Pedagogical Approach, Brainstorming	Sharing Reflection, Concept mapping	Interactive PPT, Ms Word	Polls during class using Slido, Oral Test, CIA I
	4	Pottery, wood,	2		K5(E)	Object-based Learning, Museum Pedagogy	Think-Pair-Share – students in their own words.	Online Museum Tours, ASI Database	Presentation Evaluation, CIA I
	5	Papyrus, parchment	2		K4(An)	Analytical Learning	Reflective ideas	Video Clips	Comparison Charts, CIA I
<b>III</b>									
	1	Types of inscriptions	2	1	K1(R)	Thematic classification pedagogy	Prepare a table/classification matrix of inscription types	Research articles from Academia.edu	Classification quiz; Matrix evaluation, CIA I
	2	Monumental	2		K2(U)	Core Conceptual Approach	Historical Method –	Research Papers,	Open Book Test, CIA I

							Think-Pair-Share – students in their own words.	IGNCA Archives	
	3	Archival	2		K4(An)	Inquiry-Based Learning, Group Discussion	Reflective ideas	MS Word Notes, E-Books	Table-based Quiz, Group Presentation, CIA I
	4	Incidental	2		K2(U)	Inquiry-Based Learning	Peer Teaching, Seminar Presentation	YouTube Videos, E-Journals	Presentation, Quizizz, CIA I
<b>IV</b>									
	1	Origin of Writing in South India	2	1	K1(R)	Linguistic scaffold pedagogy	Script Tracing	Tamil Virtual Academy – Script evolution tools	Script worksheet; Oral quiz on script types, CIA II
	2	Tamili	1		K1(R)	Script Practice	Practice script writing; Compare ancient & modern Tamil scripts	Script Evolution Tools, Epigraphy Apps	Open Book Test, CIA II
	3	Tamil Brahmi	2		K2(U)	Demonstrative	Script Practice	YouTube Videos	Hart Work, CIA II
	4	Vattezhuthu	2		K4(An)	Blended Learning, Analytical Learning	Hands on Training	YouTube Videos, E-Books	Short Test, CIA II

	5	Grantha Script	1		K4(An)	Participative Learning	Write Your Name in Ancient Scripts	Slides, Notes, Videos	Quick quizzes, CIA II
<b>V</b>									
	1	Inscriptions as historical source material	2	1	K4(An)	Case study pedagogy	Prepare Case Files, Virtual Field Trip	ASI site reports	Case Study Rubric, Source-based analysis, CIA II
	2	Inscriptions of Indus civilization	1		K4(An)	Field-based learning	Virtual field trip	ASI Inscriptions	Source-based analysis, CIA II
	3	Asokan Pillar inscriptions	1		K4(An)	Case Study Method	Case file on one inscription	YouTube Videos, E-Books	Case Study Rubric, Source Analysis, CIA II
	4	Inscriptions of Gupta period	2		K3(Ap)	Field-based learning	Virtual field trip	Video Lectures	Field trip report, CIA II
	5	Inscriptions in Tamilnadu : Mangulam & Sittannavasal	2		K5 (E)	Timeline Mapping	Sharing Reflection	Mangulam & Sittannavasal Reports	WhatsApp Poll, Short summery, CIA II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD: **Case Study on Historical Sources, Timeline Mapping on Inscription in Tamil Nadu**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/ Environment Sustainability/ Gender Equity):

**Professional Ethics, Human Values**

Activities related to Cross Cutting Issues: **Report on Lack of interest in preserving Epigraphical evidence**

Assignment: **Exhibition-** South Indian Script (Last date to submit - 01-08-2025)

**Chart Work-** Script Writing (Last date to submit - 18-09-2025)

**Model Making-** Nature of Materials (Last date to submit - 21-07-2025)

Seminar Topic: **Inscriptions in Tamil Nadu and Gupta Period, South Indian Writings, Types of Inscriptions, Importance of Epigraphy, Ashokan Pillers.** (29-09-2025 to 10-10-2025)

### **Sample Questions**

#### **Part A (2 marks each)**

1. Define epigraphy. **(K1-R, CO-1)**
2. List of any four materials used for inscriptions. **(K2-U, CO-2)**
3. What is an incidental inscription? **(K2-U, CO-2)**
4. What is Vattezhuthu? **(K1-R, CO-1)**
5. Assess the historical significance of Asokan inscriptions **(K5-E, CO-5)**

#### **Part B (5 marks each)**

1. Explain the importance of inscriptions in historical studies **(K2-U, CO-2)**
2. Why is stone considered ideal for long-lasting inscriptions? **(K4-An, CO-4)**
3. Differentiate between monumental and archival inscriptions. **(K4-An, CO-4)**
4. Trace the evolution of writing systems in ancient South India. **(K1-R, CO-1)**
5. Examine how inscriptions serve as valuable sources for reconstructing Indian history. **(K5-E, CO-5)**

#### **Part C (8 marks each)**

1. Recall the role and relevance of epigraphy in reconstructing history. **(K1-R, CO-1)**
2. Describe the nature and variety of materials used in ancient epigraphy. **(K2-U, CO-2)**
3. Categorize the classification of inscriptions based on their content and purpose. **(K4-An, CO-4)**
4. Evaluate the origin, features, and usage of Tamil Brahmi script. **(K5-E, CO-5)**
5. Identify the inscriptions found at Mangulam and Sittannavasal and their significance. **(K3-Ap, CO-3)**

**Head of the Department: Dr. S. Regi**

**Course Instructor: Dr. R. Suji**