

Holy Cross College (Autonomous), Nagercoil-629004

Kanyakumari District, Tamil Nadu.

Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF HISTORY

POST GRADUATE PROGRAMME



TEACHING PLAN

EVEN SEMESTER 2024-2025

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 appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1 & M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1

PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2& PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2& PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3

Programme Specific Outcomes (PSO)

PSO	Upon completion of B.A. History Programme, the graduates will be able to:	Mapping with POs
PSO1	discuss the contributions of History to the socio, economic, religious, cultural, aesthetic, art and architecture, language and literature, science and technology and industrial developments at the local, regional, national and global levels	PO1,PO2& PO7
PSO2	articulate and apply effectively the obtained historical knowledge for the acquisition of entrepreneurship and employability.	PO3 & PO5
PSO3	approach the recent developments with a critical and analytical mind applying the lessons from history for viable solutions	PO4 & PO7
PSO4	pursue higher learning and acquire continuous improvements of the knowledge and skills in the domain concerned with ethical, moral and professional values.	PO4,PO6 & PO7
PSO5	contribute to the sustainable development of the contemporary society with the thorough understanding of the historical roots and context of the various social, environmental, ethical human rights, women's and other issues faced by humanity.	PO1,PO2 & PO6

Class : I M.A History CORE COURSE: IV

Title of the Course : HISTORY OF MEDIEVAL INDIA- 1206 – 1707 CE

Semester : II

CourseCode	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC1	4	1	-	1	5	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about Medieval India.

Learning Objectives:

1. To understand the genesis of the Muslim rule and their contributions.
2. To illustrate the religious, economic and socio-cultural life in medieval India.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	understand the establishment of centralized monarchy	PSO 1&5	K1
CO-2	evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq	PSO 1&5	K2
CO-3	analyze the religious and Deccan policy of Mughals.	PSO 1&5	K4
CO-4	apply the advancements in art and architecture	PSO 1&5	K3
CO-5	detail the facets of economic and socio-cultural life in Medieval India	PSO 1&5	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Establishment of the Delhi Sultanate:					
	1	Qutbuddin Aibak and Iltutmish -IqtaSystem -	4	K2 (U)	Brainstorming	Slip Test

	2	Centralised Monarchy: Sultana Raziya and Period of Instability-Age of Balban- <i>Chihalgani</i>	4	K2(U)	Lecture using chalk and Talk	Asking questions
	3	Theory of Kingship – Reorganisation of the Government -Mongol Threat-Internal	4	K2 (U)	Discussion	Group Discussion
	4	Restructuring and Territorial Expansion– Jalaluddin and Alauddin Khalji’s approaches to the State	3	K1(R)	Context based	Peer review
	5	Administrative Reforms – Conquest and Annexation	3	K2 (U)	PowerPoint Presentation	Online Assessment
II	Problems of a Centralized State:					
	1	Ghiyasuddin and Muhammad bin Tughlaq	3	K2 (U)	Inquiry based approach	Quiz
	2	Administrative and Political Measures	3	K2 (U)	YouTube Videos	Album Preparation
	3	Economic and Agrarian Reforms–Token Currency Transfer of Capital	3	K4 (An)	Gamification	Developing the Keywords
	4	Firoz Tughlaq- Economic reforms –Military Expeditions	4	K4 (An)	Lecture using chalk and Talk	Words Buildings
	5	Impact of Sayyids and Lodis	3	K2 (U)	Flipped Classroom	Slip test
	6	Administration under the Delhi Sultanate	2	K5 (E)	Group Discussion	Seminar Presentation
III	The Foundation of Mughal Empire:					
	1	Central Asian experience of Babur - India on the eve of Babur’s invasion	4	K3 (Ap)	Lecture using chalk and Talk	Album Preparation
	2	Struggle for empire building in NorthIndia –Rise of Sher Shah Sur	4	K4(An)	Interactive PPT	Creative Writing
	3	Expansion and Consolidation Political phase of Akbar; new imperial system and administration	2	K2 (U)	Self-Prepared videos	Mind Mapping
	4	the Mughal nobility, Mansabdari system-Jagirdari system–Nur Jahan Junta–Shah Jahan	4	K5 (E)	Lecture method	Formative Assessment I

		and his contribution – Aurangzeb				
	5	The Mughals and the North-Western frontier.	4	K2 (U)	You tube Video	Open Book Test
IV	Ideology and State in Mughal India:					
	1	Akbar's imperial agenda- Suhl-i-kul- Akbar's religion-Dinilahi	2	K2 (U)	Lecture with PPT	Debate
	2	Aurangzeb's relation with religious groups and institutions	2	K3 (Ap)	Demonstrative methods	Evaluation through short summary
	3	Mughal- Rajput Relations	4	K4 (An)	Discussion	Slip Test
	4	Mughal administration- Aurangzeb- the Imperial elite	4	K2 (U)	Note Making	Quiz
	5	Deccan wars-Rise of Marathas under Shivaji	4	K2 (U)	Lecture method	Seminar presentation
	6	Popular revolts within the Mughal empire –Decline of the Mughal empire.	2	K4 (An)	Lecture with PPT	Online Assessment
V	Economic and Socio-Cultural Life in Medieval India:					
	1	Economy: Agricultural Production	4	K5 (E)	Blended learning	Preparation of question bank
	2	Village Society and the Revenue System	4	K2 (U)	PPT	Slip test
	3	Trade- relations with the Europeans	2	K5 (E)	Integrative Teaching	Quiz
	4	Society-Ruling Classes, Merchants, Artisans and Slaves-Caste, Customs and Women- Religious Ideas and Beliefs	2	K3 (Ap)	PPT	Evaluation through overview
	5	The Sufi Movement-The Bhakti Movement in North India	2	K5 (E)	Lecture using chalk and Talk	Debate
	6	Culture- Architecture – Literature – Fine Arts- Music.	2	K4 (An)	Lecture with 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 Mughal Rule**

Assignment: **Preparation of question bank**

Seminar Topic: **PPT on Popular revolts within the Mughal empire**

Sample Questions

Part A

1. Match the Following:

Column A

Column B

A. Babur

1. Constructed the Taj Mahal

B. Akbar

2. Founded the Mughal Empire

C. Shah Jahan

3. Centralized administration

D. Aurangzeb

4. Expanded the empire to its largest extent

Fill in the Blanks:

2. _____ was the first Mughal ruler to set foot in India.

3. Akbar's policy of _____ aimed at religious tolerance and integration of different communities

4. Assertion (A): Aurangzeb expanded the Mughal Empire to its largest territorial extent. **Reason (R):** Aurangzeb implemented harsh policies against non-Muslims and had a religiously conservative outlook.

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

5. Choose the Correct Answer for Dates:

The **Battle of Panipat** was fought in:

- 1526
- 1556
- 1576
- 1600

Part-B

- Introduce Akbar as one of the greatest rulers of the Mughal Empire.
- Describe Akbar's policy of **Sulh-i-Kul** (universal peace) and its focus on religious harmony.
- Discuss the abolition of the Jizya tax and the impact of this decision on both Muslims and non-Muslims.
- Mention his policy of interfaith marriages and the inclusion of Rajputs in the Mughal administration.
- Evaluate how Akbar's religious policies helped consolidate the Mughal Empire, promoting peace and unity among diverse communities.

Part-C

1. Provide a brief overview of the Mughal Empire's dominance under Akbar, Shah Jahan, and Aurangzeb.
2. Discuss the weak and ineffective rule of Aurangzeb's successors, who failed to maintain the strength and unity of the empire.
3. Explain the internal issues, including regional uprisings (e.g., the Marathas, Rajputs), and how they contributed to the decline.
4. Analyze external invasions, such as the invasion of Nadir Shah in 1739 and the later British influence, which hastened the empire's decline.
5. Conclude by discussing how the Mughal Empire's fall paved the way for British Colonialism in India.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr.K.Baby

Class : I M.A
Title of the Course : SOCIO-CULTURAL HISTORY OF TAMILNADU- 1565-2000
C.E
Semester : II
Course Code : HP232CC2
CORE COURSE: V

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC2	4	1	-	1	5	6	90	25	75	100

Objectives:

1. To describe the socio-cultural contributions of the Nayaks, Marathas, Sethupathis of Ramnad to Tamil Nadu.
2. To analyze the growth and impact of Western Education and Dravidian parties.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	remember the social condition during the Nayak period	PSO-1 & 2	K1
CO -2	evaluate the contributions of Marathas to the culture of the Tamil region	PSO-1 & 2	K5
CO -3	analyse the Contribution of Sethupathis of Ramnad to Tamil society	PSO-1 & 2	K4
CO -4	apply the Growth of Western Education	PSO-1 & 2	K3
CO -5	narrate the social condition during the Nayak period	PSO-1 & 2	K2

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1	The Nayaks of Madurai – Thirumalai Nayak	3	K2 (U)	Lecture using chalk and Talk	Asking questions
	2	The Nayaks of Senji	4	K2 (U)	Mind mapping, PPT	Check knowledge in Discussion
	3	The Nayaks of Tanjore	4	K2 (U)	Lecture with Using visual images and models	Role Play
	4	Social and cultural condition under the Nayak	4	K4 (An)	Group discussion	Evaluation through MCQ
		Contribution of Nayaks to art and architecture and Tamil culture	5	K5 (Ev)	Lecture with illustration and album making	Check knowledge in Discussion
II	Tamilagam under Marathas					
	1	Tamilagam under Marathas –Society: caste system – status women	4	K4 (An)	Memory Game	Time Line Chart
	2	Achievements of Raja Serfoji	3	K5 (Ev)	Group Discussion	Evaluation through overview
	3	Literature under the rule of Tanjore Marathas	3	K2 (U)	Lecture with mind mapping	Evaluation through short summary
	4	Saraswathi Mahal Library	2	K2 (U)	Lecture using chalk and Talk	Check knowledge in Discussion
	5	Development of Art and Architecture under the Marathas	5	K4 (An)	Lecture with using visual images and model	Quiz
III						
	1	The Marava country and the Sethupathis of	4	K5 (E)	Lecture with PPT	Justify with pros and cons

		Ramnad - society – cultural contribution				
	2	Administration of the Nawabs- Village administration	4	K2 (U)	Mind Mapping	Mapping knowledge
	3	Society – famines and diseases –status of women	3	K5 (E)	Power point presentation	Formative Assessment - I
	4	Economic and Religious life	2	K2 (U)	Lecture using chalk and Talk	Evaluation through Presentations
	5	Social Impact of the Europeans	2	K4 (An)	Discussion	Evaluation through short summary
	6	Religion: Saivism: St. Ramalinga- Vaishnavism: the Schism	3	K2 (U)	Mind Mapping	Evaluation through short seminar
IV	Christianity					
	1	Christianity: Policy of the Company - growth and impact	5	K4 (An)	Lecture with Power Point Presentation	Debate
	2	Introduction of Western education	4	K2 (U)	Lecture using chalk and Talk	Evaluation through Open book test
	3	Government education	3	K2 (U)	Discussion	Evaluation through short seminar
	4	Professional and Technical education	3	K4 (A)	Lecture with PPT	Evaluation through overview
	5	Female education	3	K5 (E)	Lecture using chalk and Talk	Evaluation through short seminar
V						
	1	Emergence of Administrative and Professional Elites – Justice Party and NonBrahmin Movement	5	K5 (E)	Lecture using chalk and Talk	Evaluation through Mind mapping
	2	E.V.R, a social reformer–Self Respect Movement	5	K2 (U)	Video	Evaluation through discussion

	3	Contribution of Dravidian Movement to social transformation	4	K4 (An)	Group Discussion	Critique with pros and con
	4	Socio- cultural impact of the Dravidian parties	4	K4 (An)	Lecture with PPT	Formative Assessment - I

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

Activities: **Album Making on Contribution of Nayaks and Tanjore Marathas to art and architecture**

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 impact of Western Education**

Assignment: **Album Making, Mind Mapping**

Seminar Topic: **Justice Party, EVR**

Sample Questions

Part A

- Who laid the foundation of Vijayanagar rule in Tamil Nadu?
 - Harihara I
 - Bukka I
 - Krishnadevaraya
 - Kumarakampana

a) (i) and (iv) b) (i) and (ii) c) (iii) and (iv) d) (i) and (ii)
- During who's rule, the Nayankara system was introduced?
 - Vijayanagara rulers
 - Bahmini rulers
 - Chalukyas
 - Cholas

a) (ii) and (iii) b) (i) and (ii) c) (i) only d) None of the above
- Match the following:

(A) Venkoji	(i) 1728-1736
(B) Shahji	(ii) 1684-1712
(C) Serfoji	(iii) 1712-1728
(D) Tukkoji	(iv) 1676 -168

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

- a) (iv), (ii), (iv), (i)
- b) (i), (iii), (ii), (iv)
- c) (iv), (ii), (iii), (i)
- d) (iii), (i), (ii), (iv)

4. True or False:

- (i) Serfoji found more time to spend on literature.
 - (ii) He patronised scholars and fine artists.
 - (iii) He made a collection of books in all languages and housed them in the Saraswati Mahal Library at Tanjore
- a) Both (i), (ii) and (iii) are true b) (i), (ii) are true, (iii) is false
c) Both (i), (ii) and (iii) are false d) (i), (ii) are false, (iii) is true

5. Justice Party:

- (i) Dr.Nair expressed the necessity of the co-operation of all non-Brahmins forgetting their differences of opinion.
 - (ii) As a result of this P.Thiyagaraja Chettiyar organised South India Liberal Federation with Thirty non-Brahmins at the Victoria hall in Madras on November 26, 1916.
 - (iii) The aim was to promote the political interest of non-Brahmin caste Hindus.
 - (iv) To create political awareness among the ordinary people.
- a) (i) and (ii) b) (i), (ii), (iii) c) (ii) only d) All of the above

Part B

1. Discuss the contributions of the Nayaks of Senji to Tamil Nadu.
2. Evaluate the impact of Saraswathi Mahal Library on Tamil literature.
3. List the administrative reforms introduced by the Sethupathis of Ramnad.
4. State the socio-cultural impacts of Western education in Tamil Nadu.
5. Describe the influence of the Dravidian Movement on Tamil society.

Part C

1. Narrate the cultural contributions of the Nayaks of Madurai.
2. Compile the achievements of Raja Serfoji under the Marathas.
3. Evaluate the Maratha administration of Tanjore.
4. Assess the role of Christianity to promoting education in Tamil Nadu.
5. Examine the socio-religious reforms initiated by E.V. Ramasamy.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Class : I M.A History

Core Course: VI

Title of the Course : Historiography And Historical Methods

Semester : II

Course Code : HP232CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC3	4	1	-	1	5	6	90	25	75	100

Pre-requisite:

The students should have basic knowledge about Historiography and Historical Methods.

Learning Objectives:

1. To understand the meaning, scope and purpose of history and the methodology of Historical Writing.
2. To analyze the research contributions of historians and research techniques in history.

Course Outcomes

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

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

1.	understand the meaning and scope of history	K2
2.	remember the various theories and philosophical approaches to history	K1
3.	apply the historical research	K3
4.	analyze the contribution of western historians	K4
5.	evaluate the historical writings of important Indian historians	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Meaning, Nature and Scope of History					
	1	Meaning, Nature and Scope of History – Kinds of History and Allied Subjects	5	K1 (R)	Lecture using Black board	MCQ
	2	Lessons of History; Uses and Abuses of History	5	K6 (C)	Lecture with PPT	Slip test
	3	Role of Individuals,	4	K6 (C)	Group Discussion	Short summary

	4	Role of Institutions and Role of Ideas in History	4	K1(R)	Mind Mapping	Group Discussion
II	Philosophy					
	1	Philosophy of History	3	K2(U)	Short Video	Discussion,
	2	Positivist History – Marxist Interpretation of History	5	K2(U)	Lecture using Black board	Debate
	3	Annales Paradigm	2	K5(E)	Story Telling	Presentations
	4	Subaltern History	5	K5(E)	Mind Mapping	Seminar
	5	Subjectivity and Need for Objectivity in History	3	K2 (U)	Seminar	Short test
III	Historical Research					
	1	Historical Research: Pre-requisites of a Researcher	4	K3 (Ap)	Memory Game	Mind Map
	2	Choice of Topic– Review of Literature– Hypothesis	4	K6 (C)	Power Point Presentation	Discussion
	3	Sources of History– External and Internal Criticism of Sources	4	K2 (U)	Lecture using Back board	Formative Assessment -I
	4	Collection of Data, Synthesis, Exposition and Writing	2	K6 (C)	Group Discussion	MCQ
	5	Use of Footnotes and preparation of Bibliography	4	K3 (Ap)	PPT	Slip test
IV	Historical writing					
	1	Development of Historical writing in the West	4	K4 (An)	Lecture using videos	MCQ
	2	Herodotus, Thucydides, St. Augustine,	4	K4 (An)	PPT	Chart Work

	3	Ibn Khaldun, L.V.Ranke, Arnold Toynbee,	4	K2 (U)	Lecture Method with Using visual images and models	Discussion
	4	E.H.Carr, Fern and Braudel, E.P.Thompson, Eric Hobsbawm	6	K4 (An)	PPT	Overview
V	Historians of India					
	1	Historians of India –V.A. Smith, D.D.Kosambi, Romila Thapar	5	K6 (C)	Lecture Method	Concept explanations
	2	Jadunath Sarkar, Bipan Chandra, Ranjit Guha,	5	K4 (An)	Role Play	MCQ
	3	K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar,	4	K2 (U)	Group Discussion	Debate
	4	C.S.Srinivasa chari, K.K. Pillai	4	K4 (An)	Lecture Method with Using visual images and models	Formative Assessment - II

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

Activities:

Activities (Em/ En/SD): **Quiz, Slip Test, Presentation**

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

Activities related to Cross Cutting Issues: **Group discussion on Role of Institutions and Role of Ideas in History**

Assignment : **Mind Map, Chart Work**

Seminar Topic: **Development of Historical writing in the West**

Sample questions (minimum one question from each unit)

Part A

1. **Which of the following are associated with the development of historical writing in the West?**
A) Herodotus B) Karl Marx C) E.H. Carr D) Ibn Khaldun
2. **Which of the following are elements of historical research?**
A) Hypothesis formulation
B) External and internal criticism of sources
C) Collection of data and synthesis
D) Omission of footnotes in academic writing
3. **Assertion and Reason**
Assertion (A): The Annales paradigm emphasizes long-term social history over political events.
Reason (R): The Annales School believes that history is influenced by geography, economy, and social structures.
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. **Fill in the Blanks**
The historian _____ is often referred to as the "Father of History."
5. **Match the historians with their contributions:**

Historians	Contributions
A) Fernand Braudel	- Long-term history of civilizations
B) E.H. Carr	- "What is History?"
C) V.A. Smith	- British interpretation of Indian history
D) D.D. Kosambi	- Marxist approach to Indian history

Part B

1. What is the scope of history as a discipline?
2. Explain the concept of objectivity and subjectivity in historical writing.
3. What are the main contributions of the Annales School to historical research?
4. Discuss the role of institutions in shaping historical narratives.
5. How did E.H. Carr define history in his work "What is History?"

Part C

1. Analyze the nature and uses of history in understanding society and human progress.
2. Discuss the contributions of Indian historians like D.D. Kosambi, Romila Thapar, and Ranajit Guha in shaping the historiography of India.
3. Evaluate the Marxist interpretation of history and its relevance in contemporary historical studies.
4. Explain the process of historical research, highlighting the importance of source criticism and bibliography preparation.

- Trace the development of historical writing in the West from Herodotus to E.H. Carr, emphasizing major contributions and changes in historiographical approaches.

Head of the Department: Dr.I.Jalaja Kumari

Course Instructor: Dr.S.Mary Judit

Class : I M.A History ELECTIVE COURSE III: b
Title of the Course : INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES
Semester : II
Course Code : HP232EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC2	2	1	-	1	3	4	60	25	75	100

Objectives:

- To explain the theories of international migrations and diaspora.
- To examine the issues of identity among the Indian diaspora.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	explain the theories of international migrations and diaspora.	PSO-2, PSO-3 & PSO-5	K1
CO -2	apply the position of Indian diaspora worldwide.	PSO-2, PSO-3 & PSO-5	K3
CO -3	examine the issues of identity among the Indian diaspora.	PSO-2, PSO-3 & PSO-5	K4
CO -4	evaluate the Indian policies towards diaspora.	PSO-2, PSO-3 & PSO-5	K5
CO -5	understand the perspectives and policies of receiving countries.	PSO-2, PSO-3 & PSO-5	K2

Teaching Plan

Total contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	International Migrations					

	1	Theories of International Migrations	4	K2 (U)	Lecture using chalk and Talk	Asking questions
	2	History of International Migration	5	K2 (U)	Group discussion and album making	Check knowledge in Discussion
	3	Ethnicity and Gender in International Migrations	3	K2 (U)	Lecture with PPT	Evaluation through short test
II	Theories of Diaspora					
	1	Definitions and Theories of Diaspora	4	K2 (U)	Lecture using chalk and Talk	Evaluation through slip test
	2	Major Diasporas: Jewish, African, Chinese and Indian	4	K2 (U)	Lecture with mind mapping	Evaluation through seminar
	3	Globalisation and Diaspora	4	K2 (U)	Group Discussion	Evaluation through short summary
III	The Indian Diaspora: A Survey					
	1	The Indian Diaspora in South East Asia	3	K5 (E)	Lecture with PPT	Justify with pros and cons
	2	The Indian Diaspora in Africa and the Caribbean	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	The Indian Diaspora in North America	2	K2 (U)	Power point presentation	Formative Assessment -I
	4	The Indian Diaspora in Europe	2	K2 (U)	Mind Mapping	Evaluation through Presentations
	5	The Indian Diaspora in Australasia	2	K2 (U)	Discussion	Evaluation through short summary
IV	Issues of Identity in the Indian Diaspora					
	1	Religion and Caste	4	K2 (U)	Lecture with PPT	Evaluation through MCQ
	2	Language and Culture	4	K2 (U)	Lecture with illustration	Evaluation through Open book test

Reason (R): Increased access to digital technology fosters better cultural and economic links.

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

4. **True or False:**

- (i) The Indian diaspora in the Caribbean played a significant role in preserving cultural identity.
- (ii) South-East Asia hosts the largest Indian diaspora population.

- 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.

5. **Match the following:**

- | | |
|-------------------------------|-------------------------------|
| (A) Jewish Diaspora | (i) Sugar plantations |
| (B) Indian Diaspora in Africa | (ii) Middle East migration |
| (C) Caribbean Diaspora | (iii) Global slavery |
| (D) Gender and Migration | (iv) Social roles in mobility |

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

Part B

1. Discuss the historical development of international migrations.
2. Compile the characteristics of major diasporas, such as Jewish and African diasporas.
3. List the contributions of the Indian diaspora to North America and Europe.
4. Explain the significance of language and culture in shaping diasporic identity.
5. Describe the policy approaches of receiving countries toward Indian migrants.

Part C

1. Narrate the role of gender and ethnicity in international migration trends.
2. Examine the influence of globalization on diasporic communities worldwide.
3. Evaluate the challenges and opportunities for the Indian diaspora in Australasia.
4. Assess the role of institutions and associations in preserving the identity of the Indian diaspora.

5. Analyze India's policies toward its diaspora and their implications for international relations.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Department : History **ELECTIVE COURSE – IV b)**
Class : I M.A History
Title of the Course : ENVIRONMENTAL HISTORY OF INDIA
Semester : II

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC5	2	1	-	1	3	4	60	25	75	100

Pre-

requisite:

The students should have basic knowledge about Environmental History of India.

Learning Objectives:

To examine the various schools of thought in ecological studies.

To trace the impact of eco systems from a historical perspective.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	understand the various schools of thought in ecological studies.	PSO-1,2,3	K5
CO -2	apply the impact of eco systems from a historical perspective.	PSO-1,2,3	K2
CO -3	evaluate the impact of British ecological imperialism.	PSO-1,2,3	K2
CO -4	examine the impact of various environmental movements in India	PSO-1,2,3	K4
CO -5	remember the role of various movements	PSO-1,2,3	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Introduction to Environmental History – Habitats in Human History	2	K2 (U)	Brainstorming & Lecture Method	Slip Test
	2	Modes of Production and Modes of Resource Use – Schools of Thought in Ecology	4	K2 (U)	Self-prepared videos	Quiz
	3	Marxist, Gandhian	3	K2 (U)	Gamification	Words Building
	4	Eco-Feminism, Anthropocene.	3	K2 (U)	PowerPoint Presentation	Asking questions
II	1	Prehistoric Environment in India	2	K3(Ap)	Integrative Teaching	Album Preparation
	2	Role of Climate in Indus Valley Civilization	2	K4(An)	Inquiry based Approach	Quiz
	3	Forest In Ancient India	3	K3(Ap)	Discussion Method	Peer review
	4	Iron Tools and Deforestation in the Vedic Period	3	K3(Ap)	Demonstrative Method	Mind Map
	5	Eco-Systems of the Sangam Age In South India	2	K4(An)	Context based Teaching	Questioning
	6	Asoka And Ecology – Mughals And Hunting	2	K3(Ap)	YouTube Videos	Debate
III	1	Ecological Imperialism – Forest Policy	2	K3(Ap)	Socratic dialogue method	Oral Test
	2	Forest Acts of 1865, 1878 and 1927	2	K2 (U)	Cooperative teaching & learning	Formative Assessment -I
	3	Protest Against British	3	K4(An)	Lecture method	Creative Writing
	4	Forest Acts and Policies of Monoculture	2	K5 (E)	Simulation method	Seminar Presentation

	5	Plantation – Public Works – Railways – Hill Stations	2	K4(An)	Blended Classroom	Class Test-I
	6	Systematic Conservation versus Exploitation Debate.	1	K5 (E)	Storytelling method	Album Making
IV	1	Independent India's Environmental Policy – Forest Policy	2	K2 (U)	Lecture with PPT	Role Play
	2	Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment	3	K5 (E)	Demonstrative methods	Group Discussion
	3	Big Dams And Hydro-Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact	2	K2 (U)	Discussion	Asking Questions
	4	Move Towards Sustainable Development – National Environment Policy	1	K3(Ap)	Note Making	Open Book Test
	5	National Conservation Strategy and the Policy Statement of Environment And Development 1992	2	K3(Ap)	Interactive PPT	Seminar presentation
	6	National Environment Tribunal – National Green Tribunal	2	K4(An)	Digital archives	Debate
V	1	Environmental Movements:	4	K2 (U)	Blended Classroom	Preparation of one word questions
	2	Bishnoi Movement	3	K4(An)	Lecture method	Class Test-II
	3	Chipko Movement	2	K2 (U)	inquiry based Approach	Online Assessment
	4	Appiko Movement – Narmada Bachao Andolan	1	K5 (E)	Flipped Classroom	Group Discussion
	5	Silent Valley Movement – Jungle Bachao Andolan	2	K4(An)	Discussion method	Formative Assessment -II

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

Activities: **Oral Test , Online Assessment & Debate**

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

Activities related to Cross Cutting Issues: **Role Play on National Conservation Strategy and the Policy**

Assignment: **Album Maing for Ecological Imperialism**
Seminar Topic: **Forest Policy**
Sample Questions

Part A

Fill in the Blanks:

- 1.The _____ movement in the 1970s was a non-violent movement where people hugged trees to prevent deforestation in Uttarakhand.
- 2.The _____ revolution introduced high-yielding variety seeds, chemical fertilizers, and pesticides to improve agricultural productivity in India.

3.Match the Following:

Column A	Column B
A. Chipko Movement	1. 1970s, tree-hugging protest in Uttarakhand
B. Green Revolution	2. Introduction of high-yielding variety seeds in agriculture
C. Silent Valley Movement	3. Conservation of Kerala's rainforest
D. National Forest Policy (1952)	4. Focused on increasing forest cover and addressing ecological balance

Choose the Correct Answer:

- 4.Which of the following was the primary aim of the Chipko Movement?
 - a) To prevent water pollution
 - b) To stop the cutting down of trees
 - c) To promote organic farming
 - d) To protect wildlife
- 5.The Green Revolution in India started during the tenure of which Prime Minister?
 - a) Jawaharlal Nehru
 - b) Lal Bahadur Shastri
 - c) Indira Gandhi
 - d) Rajiv Gandhi

Part B

1. Provide an overview of the National Forest Policy (1952), one of the first major government policies in post-independence India aimed at forest conservation.
- 2.Discuss the main objectives of the policy, including increasing forest cover, promoting scientific management, and balancing ecological and economic needs.
3. Analyze the implementation of the policy and its success in increasing forest reserves and protecting valuable forest resources.
- 4.Address the criticism of the policy, especially its focus on commercial forest production and the lack of emphasis on local communities' rights over forest resources.

5. Conclude by evaluating how the National Forest Policy laid the foundation for future environmental policies and how it continues to influence forest conservation efforts in India.

Part C

1. Introduce the rapid urbanization and industrialization in post-independence India, especially since the 1990s with the liberalization of the economy.

2. Analyze the environmental challenges arising from urbanization, such as air pollution in cities like Delhi and Mumbai, and the contamination of water bodies from industrial waste.

3. Discuss how the expansion of cities has led to the loss of natural habitats and green spaces, contributing to the degradation of biodiversity.

4. Examine the challenges related to waste management in urban areas, including plastic waste and inadequate recycling systems.

5. Summarize the long-term environmental impacts of urbanization and industrialization and the need for sustainable urban planning and industrial practices to address these challenges.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr.K.Baby

Class : I M.A History

Title of the Course : Skill Enhancement Course- 1: Research and Report Writing

Semester : II

Course Code : HP232SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232SE1	2	1	-	1	2	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about research and report writing.

Learning Objectives:

1. To explain the importance of report writing.
2. To point out the methods of research writing and project proposals.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	tell the importance of report Writing	K1
2.	analyze the method of research writing	K4
3.	explain the methods of writing research proposals	K2
4.	evaluate the importance of ethics in research	K5
5.	apply the best practices	K3

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

Total contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Introduction					
	1	Significance of Report Writing in academics and research	4	K2 (U)	Lecture using chalk and Talk	Evaluation through short test
	2	Requirement of report writing-research goals	3	K2 (U)	Group discussion	Model Making
	3	Various kinds of Reports and its presentations	3	K2 (U)	Power Point Presentation	Asking questions, Evaluation through short
	4	Characteristics of Academic and Research Reports /Presentations	2	K2 (U)	Lecture with using visual images and models	Evaluation through overview
II	Research Writing					
	1	Types of Research Papers, Structure of research	3	K2 (U)	Memory Game	Evaluation through MCQ
	2	Research Paper Formats -Abstract writing	3	K2 (U)	Group Discussion	Quiz
	3	Methodology	2	K2 (U)	Gamma	Slip test

	4	Results and discussions	2	K5 (E)	YouTube video	Concept explanations
	5	Uses of plagiarism detection tools	2	K4 (An)	Story Telling	Critique with pros and cons
III	Report Writing					
	1	Writings project proposals - Lecture notes	3	K5 (E)	Short video	Justify with pros and cons
	2	Progress reports- Utilization reports	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	Scientific Reports	3	K5 (E)	Memory Game	Formative Assessment -I
	4	Analyse One Government report from theLibrary	3	K2 (U)	You tube Video	Evaluation though Presentations
IV	Ethics and research					
	1	Ethics and research-	3	K2 (U)	Lecture with PPT	Debate
	2	fabrication	3	K2 (U)	Lecture with using images and models	Quiz
	3	Plagiarism	3	K3 (Ap)	Group Discussion	Evaluation through short seminar
	4	Misrepresentation	3	K4 (An)	Lecture with Power Point Presentation	Chart Work
V	Best practices					
	1	Best practices- formulating the focus of the research	4	K5 (E)	Lecture using chalk and Talk	Mini project
	2	Possess and Develop cultural knowledge	4	K2 (U)	PPT	Slip test
	3	Importance of socially beneficial research	4	K3 (Ap)	Gamma	Formative Assessment - II

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

Activities : **Quiz, Debate**

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

Activities related to Cross Cutting Issues : **Group discussion on Research Paper Formats**

Assignment: **Model Making, Mini Project and Chart Work**

Seminar Topic: **Research Paper Formats**

Sample Questions

Part A

1. Which section of a research paper summarizes the entire study in a concise format?

- a) Introduction
- b) Abstract
- c) Results and Discussion
- d) Methodolog

1. What is the primary purpose of using plagiarism detection tools in research?

- a) Enhance writing style
- b) Check for grammatical errors
- c) Ensure originality and ethical standards
- d) Simplify citations

3. Assertion (A) : Research reports should always cite sources and references.

Reason (R) : Citing sources ensures the credibility and authenticity of the research.

- 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.

4. Assertion (A) : Fabrication in research refers to making up data or results.

Reason (R) : Fabrication can lead to severe ethical violations and undermine the validity of research.

- 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.

5. Match the following

Column A

i) Lecture notes

Column B

a. Classroom references

-

- ii) Government reports - b. Policy documentation
- iii) Results and Discussion - c. Findings interpretation
- iv) Research ethics - d. Conduct guidelines

Part B

1. Define plagiarism and explain its ethical implications in research.
2. What are the key components of a research paper structure?
3. List different types of research reports and their uses.
4. Why is the formulation of research focus important?
5. How do plagiarism detection tools benefit academic and research writing?

Part C

1. Discuss the significance of report writing in academic and research contexts.
2. Explain the ethical concerns related to fabrication, plagiarism, and misrepresentation in research.
3. Describe the best practices for writing an effective project proposal.
4. Analyze the structure and format of a scientific research paper.
5. Evaluate the importance of conducting socially beneficial research and developing cultural knowledge in research practices.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. S. Mary Judit

Class : II M.A History

Core Course X

Title of the Course : Contemporary India

Semester : IV

Course Code : HP234CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234CC1	4	1	-	1	5	6	90	25	75	100

Pre-requisite

The students should have basic knowledge about contemporary India

Learning Objectives

1. To evaluate the contribution of different governments, uniqueness of Indian society, culture and arts in independent India.
2. To assess the impact of government's policy on scientific advancements, economic development and foreign policy in India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	describe the contribution of different governments.	K2
2.	generalise the impact of government's policy on scientific advancements in India.	K3
3.	appraise the India's economic development and foreign policy.	K4
4.	assess the uniqueness of Indian society and culture.	K5
5.	estimate the culture and Arts in Independent India	K6

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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Demographic Profile					
	1	Growth of Indian population, language, religion and occupation	4	K2 (U)	Lecture Method	Evaluation through short test
	2	Patel and Integration of Indian States	4	K3 (Ap)	Group discussion	Check knowledge in Discussion
	3	Re-Organisation of States on Linguistic basis	5	K2 (U)	Lecture with PPT	Asking questions,

						Evaluation through short
	4	Indian government and political parties	5	K2 (U)	Gamma	Album Making
II	Science and Technology					
	1	Government of India Policy and Atomic and Nuclear Policy	5	K2 (U)	Memory Game	Evaluation through MCQ
	2	Space Research, ISRO and DRDO	4	K2 (U)	Lecture with using visual images and model	Quiz
	3	IT and National Research Institutes	4	K2 (U)	Story Telling	Slip test
	4	Railways, Roads, Shipping and Civil aviation	3	K5 (E)	Group Discussion	Concept explanations
	5	Postal, Telegraph, Telecommunication, Landline, internet, Communication satellites and Mobile communication.	2	K3 (Ap)	Lecture using chalk and Talk	Critique with pros and cons
III	The Economic Development					
	1	Planning Commission and National Development Council	4	K5 (E)	Lecture with PPT	Justify with pros and cons
	2	Five Year plans, State Plans, Liberalization and Privatization	4	K2 (U)	Mind Mapping	Mapping knowledge
	3	objectives of Foreign Policy and Basic principles of Indian Foreign Policy	3	K5 (E)	Lecture with Using visual images and models	Role Play
	4	Relations between India and China/India and Pakistan	4	K2 (U)	You tube Video	Formative Assessment - I

	5	Relations between India and USA/India and Russia	3	K2 (U)	PPT	Recall
IV	Indian Society, Rural and Urban context					
	1	Rural and Urban context	3	K2 (U)	Lecture with Power Point Presentation	Debate
	2	Constitutional framework for safeguarding the social interest	3	K2 (U)	Lecture Method	Evaluation through short summary
	3	Indian Education Commission and University Grants Commission	4	K3 (Ap)	Group Discussion	Evaluation through short summary
	4	Kothari Commission	4	K3 (Ap)	Lecture with MSWord	Evaluation through overview
	5	Progress of women education and growth of science education	4	K5 (E)	Lecture using chalk and Talk	Seminar
V	Culture and the Arts					
	1	Society, Religion, Family and Customs	4	K5 (E)	Lecture with Using visual images and models	Evaluation through MCQ
	2	Festivals and Cuisine	4	K2 (U)	Power Point Presentation	Slip test
	3	Recreation and Sports	5	K3 (Ap)	Video	Formative Assessment – II
	4	Entertainments, Performing Arts, Drama and Cinema, Fine Arts and Folk Arts	5	K3 (Ap)	Lecture with PPT	Evaluation through short seminar

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

Activities : Competitive Examinations, Debate, Quiz, Role Play

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

Activities related to Cross Cutting Issues: **Group discussion on India's Foreign Policy and Debate on the development of Information Technology**

Assignment: **Album Making, Mind Mapping and Model Making**

Seminar Topic: **Progress of women education and growth of science education**

Sample Questions

Part A

1. Who is regarded as the architect of Indian state integration after independence?
 - a) Jawaharlal Nehru
 - b) Sardar Vallabhbhai Patel
 - c) Mahatma Gandhi
 - d) Subhas Chandra Bose
2. Which organization is responsible for India's space research and satellite launches?
 - a) DRDO
 - b) CSIR
 - c) ISRO
 - d) BARC
3. Assertion (A): India adopted a National Policy on Population to stabilize population growth.
Reason (R): Family planning was introduced to ensure sustainable development and better living standards.
 - 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.
4. Assertion (A): The Government of India initiated the Green Revolution to increase agricultural productivity.
Reason (R): The Green Revolution introduced high-yield variety seeds and advanced irrigation techniques.
 - 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.
5. Match the Following

Column A	Column B
i) Kothari Commission	- a. Education reforms
ii) ISRO	- b. Space research

- iii) DRDO - c. Defense research
- iv) Sardar Vallabhbhai Patel - d. Integration of Indian states

Part B

1. What are the objectives of India's foreign policy?
2. Describe the role of the Planning Commission in India's economic development.
3. What was the significance of the States Reorganization Act of 1956?
4. Explain the contributions of ISRO to India's space exploration.
5. How has liberalization impacted India's economy?

Part C

1. Discuss the role of Sardar Vallabhbhai Patel in integrating princely states into India.
2. Evaluate the impact of the Five-Year Plans on India's economic development.
3. Analyze the relationship between India and the United States in the post-Cold War era.
4. How has India's National Policy on Population addressed the challenges of population growth?
5. Examine the influence of Indian culture and arts in promoting national integration.

Head of the Department: Dr. I. Jalaja Kumari

**Course Instructor: Dr. S. Mary Judit
& Dr. K. S. Soumya**

Class : II M.A History CORE COURSE XI
Title of the Course : PEASANT AND LABOUR MOVEMENTS IN INDIA
Semester : IV

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234CC2	4	1	-	1	5	6	90	25	75	100

Pre-requisite

The students should have basic knowledge about peasant and labour movement in India.

Learning Objectives

1. To explain the impact of the agrarian change brought about by colonial government.
2. Examine the nature of peasant struggles, labour movements, laws and legislations in India.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	understand the impact of the agrarian changes brought about by colonial government.	PSO-3	K1
CO -2	detail the nature of peasant struggles in India.	PSO-3	K2
CO -3	trace the rise of industries and the emergence of working class in India.	PSO-3	K3
CO -4	evaluate the contribution of trade unions towards the amelioration of the working class.	PSO-3	K4
CO -5	estimate the significance of labour laws and various recommendations	PSO-3	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I Agrarian Change:						
	1	Peasant	5	K1 (R)	Brainstorming & Lecture Method	Slip Test
	2	Revenue Systems - Zamindari - Ryotwari – Mahalwari	4	K2 (U)	Self-prepared videos	Quiz
	3	Changing Agrarian Relations - Conditions of Peasantry - Famines – Indebtedness	4	K1 (R)	Gamification	Words Building
	4	Wage Labour - Bonded labour-Plantation labour	5	K2 (U)	PowerPoint Presentation	Asking questions
II Peasant Uprising and Movements						
	1	Peasant struggles in the pre- colonial period	2	K4(An)	Inquiry based Approach	Quiz
	3	Peasant Struggles in the Colonial Period - Mappila Uprising	3	K3(Ap)	Discussion Method	Peer review
	4	Santhal - Indigo Revolt – Phulaguri Dawa	4	K3(Ap)	Demonstrative Method	Mind Map

	5	Pabna Agrarian League - Maratha Uprising - Champaran Satyagraha	2	K4(An)	Context based Teaching	Questioning
	6	Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. – Keezhvenmani Massacre	3	K3(Ap)	YouTube Videos	Debate
III	Industrial Society:					
	1	Rise of Industries	4	K2 (U)	Cooperative teaching & learning	Formative Assessment -I
	2	Migration to Cities	3	K4(An)	Lecture method	Creative Writing
	3	Labour Mobility	4	K5 (E)	Simulation method	Seminar Presentation
	4	Condition of Workers in Factories	4	K4(An)	Blended Classroom	Class Test-I
	5	Rise of Working Class	3	K5 (E)	Storytelling method	Album Making
IV	Trade Unionism & Labour Movement:					
	1	Trade Unionism - Theories	4	K2 (U)	Lecture with PPT	Role Play
	2	Development of Trade Unionism in India	4	K5 (E)	Demonstrative methods	Group Discussion
	3	Types of Trade Unions - Left wing Trade Unionism	5	K2 (U)	Discussion	Asking Questions
	4	Problems of organizing Union in India - Unorganized Sector	4	K3(Ap)	Note Making	Open Book Test
V	Labour Laws and Legislations:					
	1	Constitutional Rights and Directives	4	K2 (U)	Blended Classroom	Preparation of one word questions
	2	Concept and Definition of Strikes and Lockout	3	K4(An)	Lecture method	Class Test-II
	3	Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926	4	K1 (R)	inquiry based Approach	Online Assessment
	4	Industrial Disputes Act - Malviya Commission on	4	K5 (E)	Flipped Classroom	Group Discussion

		Labour Welfare				
	5	National Commission on Labour - Modern Challenges.	3	K4(An)	Discussion method	Formative Assessment -II

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

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 Constitutional Rights and Directives**

Assignment: **Preparation of one words**

Seminar Topic: **Development of Trade Unionism in India**

Sample Questions

Part A

1.Match the Following:

Column A

Column B

- | | |
|-----------------------------------|--|
| A. Champaran Satyagraha | 1. Led by Lala Lajpat Rai |
| B. Kisan Sabha Movement | 2. Led by Baba Ramchandra |
| C. Bardoli Satyagraha | 3. A major movement in the UP during 1920s |
| D. All India Trade Union Congress | 4. Led by Sardar Vallabhbhai Patel |

Fill in the Blanks:

- The Bardoli Satyagraha of 1928 was a peasant movement in Gujarat led by _____.
- The Kisan Sabha Movement was a significant peasant movement during the _____ decade.
- The All India Trade Union Congress (AITUC) was founded in the year _____.

Choose the Correct Answer:

5.The Champaran Satyagraha was related to the issue of:

- Land revenue
- Indigo cultivation
- Unfair taxes on agricultural products
- Labour exploitation

Part B

- Briefly introduce the Champaran Satyagraha and the context in which it took place.
- Describe the exploitation faced by indigo farmers in Champaran, Bihar, under the British planters.
- Explain how Mahatma Gandhi led the movement and used non-violent methods to support the peasants.
- Discuss the results of the Satyagraha, such as the establishment of an inquiry into the conditions of the indigo cultivators and the reduction in the exploitation.
- Summarize how this movement was significant in inspiring future peasant movements and marking the beginning of Gandhi's leadership in India's struggle for independence

Part C

1. Provide a brief introduction to the Bardoli Satyagraha and its leader, Sardar Vallabhbhai Patel.
2. Explain the reasons behind the movement, such as the hike in land revenue by the British government.
3. Discuss how Patel organized the peasants, leading them to resist the unjust revenue increase.
4. Describe the success of the movement, which resulted in the restoration of the original revenue rate and Patel being hailed as the "Sardar" of India.
5. Conclude by reflecting on how the Bardoli Satyagraha reinforced the power of collective action and strengthened the leadership of Sardar Patel.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. K.Baby

Class : II M.A **CORE COURSE XII**
Title of the Course : INTERNATIONAL RELATION SINCE 1945 CE
Semester : IV
Course Code : HP234CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234CC3	4	1	-	1	5	6	90	25	75	100

Objectives:

- 1.To explain the various theories and concepts of International Relations and cold war.
- 2.To assess the achievements of UNO international economic organisations and international issues with Indian's concerns.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	explain the various theories and concepts of International Relations.	PSO-1 & 2	K2
CO -2	illustrate the impact of cold war.	PSO-1 & 2	K3
CO -3	examine the achievements of UNO and other regional organizations.	PSO-1 & 2	K4
CO -4	evaluate the role of international economic organisations.	PSO-1 & 2	K5
CO -5	estimate the key international issues with special reference to India's concerns	PSO-1 & 2	K6

Total contact hours: 90 (Including lectures, assignments and tests).

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I	Theories of International Relations					
	1	Idealist Theory – Realist Theory	2	K2 (U)	Lecture using chalk and Talk	Asking questions, Concept explanations
	2	World Systems Theory – Neorealist Theory – Neoliberal Theory	3	K2 (U)	Lecture with mind mapping	Check knowledge in Discussion
	3	State System– Collective Security: Meaning – Nature	3	K2 (U)	Lecture with PPT	Evaluation through short test
	4	Diplomacy– Types of Diplomacy	3	K2 (U)	Lecture with illustration	Evaluation through slip test
	5	National Security: Definition	3	K2 (U)	Lecture Method	Evaluation through MCQ
	6	Internal Threats – External Threats	4	K2 (U)	Group discussion	Evaluation through open book test
II	Cold War					
	1	Origin – Phases of Cold War	5	K4 (An)	Lecture with PPT	Evaluation through Mind Map
	2	End of Cold War	5	K2 (U)	Power point presentation	Evaluation through overview
	3	NAM: Origin – Membership and Conferences	4	K2 (U)	Lecture using chalk and Talk	Evaluation through seminar
	4	Objectives – Achievements of NAM	4	K5 (E)	Mind Mapping	Evaluation through slip test
		India’s Role; Middle East: Arab Israeli Conflict – Oil Crisis		K4 (An)	Group Discussion	Check knowledge in Discussion
III	United Nations Organization					
	1	Organs and its Specialized Agencies	3	K5 (E)	Lecture using chalk and Talk	Justify with pros and cons

	2	Achievements of UNO	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	European Union	3	K4 (An)	Lecture Method	Formative Assessment – I
	4	Organization of African Unity	3	K3 (Ap)	Lecture with PPT	Asking ideas/concepts with examples
	5	ASEAN – SAARC	3	K2 (U)	Lecture Method	Evaluation through short seminar
	6	G8- G20- BRICS	3	K4 (An)	Lecture using chalk and Talk	Evaluation through Mind Map
IV	Brettonwoods Institutions					
	1	World Bank and IMF	3	K2 (U)	Lecture with PPT	Evaluation through MCQ
	2	UNCTAD	3	K2 (U)	Power point presentation	Evaluation through short summary
	3	North – South Dialogue	3	K4 (An)	Discussion	Evaluation through short seminar
	4	NIEO	3	K4 (An)	Power point presentation	Evaluation through overview
	5	GATT	3	K5 (E)	Lecture using chalk and Talk	Evaluation through short seminar
	6	WTO	3	K5 (E)	Lecture with PPT	Evaluation through slip test
V	Nuclear Politics					
	1	IAEA – NPT – CTBT – Concepts	4	K5 (E)	Lecture and Mind mapping	Evaluation through MCQ
	2	India’s Nuclear Policy	4	K2 (U)	Lecture with PPT	Evaluation through Quiz
	3	International Terrorism	2	K4 (An)	Lecture with YouTube Videos	Debate

	4	Environmental Concerns	2	K6 (C)	Group Discussion	Group Discussion, Debate
	5	Rio – Kyoto	3	K4 (An)	Discussion on ideas	Evaluation through presentation
	6	Green Peace	3	K6 (C)	Discussion on concepts	Formative Assessment – II

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

Activities: **Debate on International Terrorism, Mind Mapping on Achievements of UNO.**

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 Internal Threats and External Threats, Debate on International Terrorism**

Assignment: **Mind Mapping**

Seminar Topic: **NAM, GATT**

Sample Questions

Part A

1. Theories of International Relations:

- (i) Realist Theory emphasizes state power and anarchy in the international system.
- (ii) Idealist Theory advocates for international cooperation and peace through diplomacy.
- (iii) Neorealist Theory focuses on the importance of global organizations.
- (iv) Neoliberal Theory highlights economic interdependence among nations.

- a) (i) and (ii)
- c) (iii) and (iv)

- b) (i), (ii), and (iv)
- d) All of the above

2.Fill in the blanks:

The Arab-Israeli conflict primarily arose due to disputes over _____.

- (a) Religious beliefs
- (c) Oil resources

- (b) Territorial claims
- (d) Political systems

3. Assertion and Reason:

Assertion (A): The United Nations was established to maintain global peace and security.

Reason (R): The League of Nations failed to prevent the outbreak of World War II.

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

4. **True or False:**

- (i) The Bretton Woods institutions were created to stabilize the global economy after World War II.
- (ii) The World Bank and IMF were established to reduce trade barriers.

- 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.

5. **Match the following:**

- | | |
|--------------------|-------------------------------|
| (A) NAM | (i) Non-proliferation |
| (B) BRICS | (ii) Emerging economies |
| (C) IAEA | (iii) Peaceful nuclear energy |
| (D) Kyoto Protocol | (iv) Climate change |

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

- a) (iii), (i), (ii), (iv)
- b) (ii), (i), (iii), (iv)
- c) (iv), (ii), (iii), (i)
- d) (i), (ii), (iii), (iv)

Part B

1. Discuss the differences between Idealist and Realist theories of international relations.
2. Compile the key achievements of NAM and its relevance to India.
3. Explain the role and functions of specialized agencies under the United Nations.
4. Describe the objectives and functions of the World Bank and IMF.
5. Evaluate the environmental impact of international agreements like the Kyoto Protocol.

Part C

1. Analyze the phases of the Cold War and their global implications.
2. Examine the achievements and shortcomings of the United Nations.
3. Assess the role of BRICS in reshaping the global economic order.
4. Evaluate India's nuclear policy and its approach to international treaties like NPT and CTBT.
5. Explain the significance of the Rio Summit in addressing environmental concerns.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Class : II M.A History **Elective Course VI: B**
Title of the Course : **Movements In Modern India**
Semester : IV
Course Code : **HP234EC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234EC2	2	1	-	1	3	4	60	25	75	100

Pre-requisite

The students should have basic knowledge about movements in Modern India.

Learning Objectives

1. To course aims at promote a comprehensive understanding of the nature and scope of the social, caste, agrarian, tribal, women's and ecological movements in Modern India.
2. To offer a detailed analysis of the ideological and conceptual frameworks and emphasise on comprehension of social movements and revivalist movements in India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recognise the social movements and social structure.	K1
2.	compare the reform and revivalist and caste movements in India	K2
3.	illustrate the agrarian and tribal movement in India	K3
4.	examine the left and ecological movements in India.	K4
5.	assess the women's movement in India.	K5

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

Total contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Social Movements					
	1	Social Movements and Social Structure: The	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short test

		Ideological Framework of Social Movements				
	2	Conceptual Frameworks and Typologies	3	K2 (U)	Group discussion	Evaluation through overview
	3	Leadership and Charisma in Social Movements	4	K2 (U)	Power Point Presentation	Asking questions, Evaluation through short
	4	Social Movements, Social Change, Equity and Social Justice	2	K2 (U)	Lecture with using visual images and models	Model Making
II	Reform and Revivalist Movements					
	1	Reform and Revivalist Movements: Brahmo Samaj	3	K2 (U)	Memory Game	Time Line Chart
	2	Arya Samaj, Prarthana Samaj, Ramkrishna Mission	3	K2 (U)	YouTube video	Quiz
	3	Neo- Buddhism -	2	K2 (U)	Gamma	Slip test
	4	Self Respect Movement	2	K5 (E)	Group Discussion	Concept explanations
	5	Dalit Movement and Backward Class Movement.	2	K4 (An)	Lecture with Power Point Presentation	Critique with pros and cons
III	Agrarian Movements					
	1	Agrarian Movements: Peasants and Indian National movement, Indigo Revolt	2	K5 (E)	Short video	Justify with pros and cons
	2	Deccan Riots, Moplah revolt of 1921, Telangana Armed struggle	2	K2 (U)	Mind Mapping	Mapping knowledge
	3	Tribal Movements: Tribal issues and Indian National Movement	3	K5 (E)	Lecture with MSWord	Formative Assessment -I

	4	Santhal Revolt, Birsa Munda Movement	3	K2 (U)	You tube Video	Evaluation though Presentations
	5	Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922	2	K2 (U)	Memory Game	Recall
IV	Left Movements					
	1	Left Movements: Communism and Indian National Movement	3	K2 (U)	Lecture with PPT	Debate
	2	Naxalism	2	K2 (U)	Lecture with using images and models	Quiz
	3	Ecological Movements Forestry in India	2	K3 (Ap)	Group Discussion	Evaluation through short seminar
	4	Forestry in India	2	K4 (An)	Lecture with Power Point Presentation	Chart Work
	5	Chipko Movement; Narmada Movement	3	K5 (E)	Story Telling	Seminar
V	Women's Movement					
	1	Women's Movement: Reform Movements and Women	3	K5 (E)	Lecture using chalk and Talk	Puzzles
	2	Women and Indian National Movement	3	K2 (U)	PPT	Slip test
	3	Gender and Development	3	K3 (Ap)	Gamma	Formative Assessment - II
	4	Post-Independence Perspectives	3	K4 (An)	Lecture with PPT	Evaluation through short seminar

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

Activities : **Quiz, Debate and Puzzles**

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

Activities related to Cross Cutting Issues : **Group discussion on Self Respect Movement**

Assignment: **Model Making, Time Line Chart and Chart Work**

Seminar Topic: **Women's Movement**

Sample Questions

Part A

1. Which of the following were reform or revivalist movements in India?

- A) Brahma Samaj
- B) Chipko Movement
- C) Arya Samaj
- D) Ramakrishna Mission

2. Which of the following are associated with ecological movements in India?

- A) Narmada Movement
- B) Chipko Movement
- C) Indigo Revolt
- D) Telangana Armed Struggle

3. In the following question, a statement of Assertion (A) is followed by a statement of

Reason (R)

Assertion (A): The Chipko Movement is considered a landmark ecological movement in India.

Reason (R): It involved grassroots efforts to protect forests and addressed sustainable resource use.

- a) Both (A) and (R) are true, but (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.

4. Assertion (A): The Self-Respect Movement emphasized eradicating caste-based discrimination.

Reason (R): It was spearheaded by leaders advocating for upper-caste dominance.

- a) Both (A) and (R) are true, but (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.

5. Match the movements with their key focus or events:

Movements	Focus
A) Brahma Samaj	Social and religious reform
B) Telangana Armed Struggle	Agrarian rights and resistance
C) Chipko Movement	Forest conservation
D) Santhal Revolt	Tribal resistance against exploitation

Part B

1. Explain the ideological framework of social movements.
2. What were the objectives of the Brahma Samaj and Arya Samaj?
3. Discuss the significance of the Chipko Movement in India's environmental history.
4. How did the Dalit Movement address issues of social equity and justice?
5. What role did women play in the Indian National Movement?

Part C

1. Analyze the relationship between social movements and social change with examples from Indian history.
2. Discuss the contributions of reform movements like the Brahma Samaj and Ramakrishna Mission in shaping modern Indian society.
3. Evaluate the causes and impact of agrarian movements like the Indigo Revolt and Telangana Armed Struggle on the Indian National Movement.
4. Examine the role of tribal movements in the Indian freedom struggle, with references to the Santhal Revolt and the Birsa Munda Movement.

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I						
	1	The Harappan religion – Pasupati	4	K1 (R)	Brainstorming & Lecture Method	Slip Test
	2	Mother goddess - Animal Worship	2	K2 (U)	Self-prepared videos	Quiz
	3	Dancing girl - The beginning of yoga	2	K1 (R)	Gamification	Words Building
	4	Religion and administration – Classical Hinduism- Shamanism	4	K2 (U)	PowerPoint Presentation	Asking questions
II						
	1	The Vedic religion – The Vedas – Major and minor deities	2	K4(An)	Inquiry based Approach	Quiz
	3	Indra, Varuna, Soma, and solar deities	3	K3(Ap)	Discussion Method	Peer review
	4	Evolutionary mythology	2	K3(Ap)	Demonstrative Method	Mind Map
	5	Early Vedic and later Vedic religions:	2	K4(An)	Context based Teaching	Questioning
	6	Brahmanas, Aranyakas, and Upanishads	3	K3(Ap)	YouTube Videos	Debate
III						
	1	Rise of Heterodox faiths: Buddhism and Jainism, their origin and growth	2	K2 (U)	Cooperative teaching & learning	Formative Assessment -I
	2	Social and economic reasons for the rise of heterodox faiths	3	K4(An)	Lecture method	Creative Writing
	3	Buddhism	2	K5 (E)	Simulation method	Seminar Presentation

	4	political and economic forces – Religion and economic activity	2	K4(An)	Blended Classroom	Class Test-I
	5	Buddhism, trade and urbanism – Women in heterodox faiths.	3	K5 (E)	Storytelling method	Album Making
IV						
	1	Classical Hinduism – Hindu sense of history – The making of Puranas - Origin and growth of Hinduism – Main features – Major and minor deities: Vishnu, Shiva, cults and shrines	4	K2 (U)	Lecture with PPT	Role Play
	2	Bhakti ideology and movement in North India and South India	3	K5 (E)	Demonstrative methods	Group Discussion
	3	Social and economic aspects of Bhagwad-Gita – Krishna tradition	3	K2 (U)	Discussion	Asking Questions
	4	Hinduism as a missionary religion – Hindu ethics, rites and ceremonies	2	K3(Ap)	Note Making	Open Book Test
V						
	1	Christianity	3	K2 (U)	Blended Classroom	Preparation of one word questions
	2	St. Thomas tradition	3	K4(An)	Lecture method	Class Test-II
	3	Syro- Malabar- Syro	2	K1 (R)	inquiry based Approach	Online Assessment
	4	Malankara-Judaism	2	K5 (E)	Flipped Classroom	Group Discussion
	5	Islam- Zoroastrianism	2	K4(An)	Discussion method	Formative Assessment -II

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

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 Hindu ethics, rites and ceremonies**

Assignment: **Preparation of Chat work on Religions in India**

Seminar Topic: **The Vedic religion**

Sample Questions

Part A

1. Match the Following:

Column A Column B

- A. Rigveda 1. Preached by Mahavira
B. Buddhism 2. Early Hindu scripture, hymn-based
C. Jainism 3. Founded by Siddhartha Gautama
D. Bhagavad Gita 4. A conversation between Krishna and Arjuna

Fill in the Blanks:

2. The _____ is considered the earliest of the four Vedas, consisting of hymns and praises to various deities.

3. _____ is the founder of Jainism, and he is also known as Mahavira

4. Assertion and Reasoning Type Questions:

Assertion (A): Buddhism rejects the idea of a permanent soul or self (Atman).

Reason (R): Buddhism teaches that everything is impermanent and subject to change, including the self.

- 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.

Choose the Correct Answer:

5. **Jainism** believes in:

- a) Worship of many gods
b) Non-violence (Ahimsa) and self-discipline
c) Devotion to a single deity
d) Following the teachings of Lord Krishna

Part B

1. What are the key teachings of Hinduism?
2. Who is considered the founder of Buddhism, and what is its central teaching?
3. What is the concept of moksha in Hinduism?
4. What is the difference between Hinayana and Mahayana Buddhism?
5. Who were the Tirthankaras in Jainism?

Part C

1. Discuss the key features of Hinduism as practiced in ancient India.
2. Evaluate the role of the Buddha and the teachings of Buddhism in ancient India.
3. Discuss the significance of Jainism in the religious landscape of ancient India.
4. Compare and contrast the religious philosophies of Hinduism, Buddhism, and Jainism in ancient India.
5. Explain the concept of Dharma in Hinduism and its implications for individual and societal life in

ancient India.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. K.Baby

Class : II M.A History
Title of the Course : SKILL ENHANCEMENT COURSE III: COMMUNICATION STRATEGIES FOR LEADERSHIP SUCCESS
Semester : IV
Course Code : HP234SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234SE1	2	1	-	1	2	4	60	25	75	100

Objectives:

- 1.To explain the basic definitions of communication and communication skills
2. To list the types and methods of communication skills

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	remember the basic definitions of communication and communication skills	PSO-1,2,4 & 5	K1
CO -2	classify the types of communication skills	PSO-1,2,4 & 5	K2
CO -3	illustrate the methods to improve communication	PSO-1,2,4 & 5	K3
CO -4	develop the requirements of effective communication in the workplace	PSO-1,2,4 & 5	K4
CO -5	evaluate the types of corporate skills	PSO-1,2,4 & 5	K5

Total contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
I						
	1	Definition of communication	3	K2 (U)	Lecture using chalk and Talk	Evaluation through summary

	2	Methods of communication	5	K2 (U)	Group discussion	Check knowledge in Discussion
	3	Communication skills	4	K2 (U)	Lecture and Brain storming	Critique with pros and cons
II						
	1	Communication Skill- Listening –conciseness- body language	3	K2 (U)	Lecture with illustration	Evaluation though short test
	2	Confidence- Open mindedness	3	K2 (U)	Lecture and mind mapping	Evaluation through overview
	3	Use of Correct Medium- Volume and Clarity	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short summary
	4	Non-verbal cues- Responsiveness	3	K5 (E)	Group Discussion	Check knowledge in Discussion
III						
	1	Improvement of Communication Skills	3	K5 (E)	Lecture and practice	Justify with pros and cons
	2	Readiness to seek and receive Constructive Criticism- Practice	3	K4 (An)	Group Discussion	Formative Assessment –I
	3	Attendance of classes and workshop	3	K3 (Ap)	Demo on work shops	Check knowledge in Discussion
	4	Effective usage of opportunities	3	K2 (U)	Lecture using chalk and Talk	Evaluation though Presentations
IV						
	1	Effective Communication in workplace	4	K4 (An)	Lecture with PPT	Evaluation through Quiz

	2	Clarity and concise	3	K2 (U)	Lecture with Videos	Evaluation through short summary
	3	Practice of empathy-Assertion	2	K5 (E)	Discussion	Evaluation through Discussion
	4	Calm and consistence	3	K5 (E)	Lecture with Practice	Evaluation through overview
V						
	1	Corporate communication-Importance	2	K5 (E)	Lecture using chalk and Talk	Evaluation through MCQ
	2	Types of skills- Writing skills- presentation and public speaking skills	3	K3 (Ap)	Demo on Speaking	Evaluation through Presentation and Writing Practice
	3	Communication with data	2	K2 (U)	PPT	Evaluation through overview
	4	Research and critical thinking	2	K4 (An)	Group Discussion	Evaluation through present ideas
	5	Usage of chat bots, block chain, virtual reality.	3	K3 (Ap)	Mind Mapping	Formative Assessment –II

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

Activities: **Practice on Writing skills, presentation and public speaking skills**

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

Activities related to Cross Cutting Issues: **Group discussion on Effective usage of opportunities**

Assignment: **Demo, Mind Mapping**

Seminar Topic: **Improvement of Communication Skills**

Sample Questions

Part A

6. **Definitions and Methods of Communication:**

- (i) Communication involves the exchange of information through verbal and non-verbal means.
- (ii) Effective communication does not require clarity or conciseness.
- (iii) Methods of communication include written, verbal, and visual channels.
- (iv) Non-verbal communication is irrelevant in professional settings.

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

7. **Fill in the blanks:**

The skill of active listening involves _____ and responding to ensure understanding.

- (a) Giving feedback
- (b) Multitasking
- (c) Interrupting frequently
- (d) Writing down everything

8. 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): Non-verbal cues, such as gestures and posture, can significantly enhance communication.

Reason (R): Non-verbal communication conveys emotions and intentions effectively.

- 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

9. **True or False:**

- (i) Constructive criticism helps in improving communication skills.
- (ii) Attending workshops is a redundant method for enhancing communication.

- 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.

10. **Match the following:**

- | | |
|--|-------------------------------|
| (A) Empathy in workplace communication | (i) Consistency in tone |
| (B) Writing skills | (ii) Clear and concise emails |
| (C) Body language | (iii) Open-minded approach |
| (D) Research and critical thinking | (iv) Data-driven decisions |

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

- a) (iii), (ii), (i), (iv)
- b) (ii), (iii), (i), (iv)
- c) (iv), (i), (iii), (ii)
- d) (i), (ii), (iii), (iv)

Part B

1. Discuss the importance of listening skills in effective communication.
2. Compile the key elements of body language and their impact on professional interactions.
3. List the methods to improve communication skills through practice and feedback.
4. Explain the significance of empathy in workplace communication.
5. Describe the role of technology in modern corporate communication, such as chatbots and virtual reality.

Part C

1. Analyze the barriers to effective communication and suggest ways to overcome them.
2. Examine the significance of clarity and conciseness in professional writing skills.
3. Assess the impact of research and critical thinking on corporate decision-making.
4. Evaluate the role of public speaking skills in leadership success.
5. Explain how the use of blockchain and virtual reality can transform corporate communication strategies.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

