

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

SYLLABUS FOR POSTGRADUATE PROGRAMME



TEACHING PLAN

ODD SEMESTER 2024-2025

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.

PG PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Pos	Upon completion of M.A Degree Programme, the Post Graduates will be able to:	Mapping with Mission
PEO1	apply scientific and computational technology to solve socio ecological issues and pursue research.	M1, M2
PEO2	continue to learn and advance their career in industry both in private and public sectors	M4 & M5
PEO2	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

PG PROGRAMME OUTCOMES (POS)

PO	Upon completion of M.A. Degree Programme, the Post Graduates will be able to:	Mapping with PEOs
PO1	enhance in-depth learning by using innovative technological sources	PEO1
PO2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO 2 & PEO3
PO3	integrate various theories and methodologies relating to social and environmental contexts.	PEO 2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO 2& PEO 3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO 2 & PEO3

PO6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO 2 & PEO 3
PO7	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	PEO 3

PG Programme Specific Outcomes (PSOs)

PSO	Upon completion of M.A. Degree Programme, the Post Graduates will be able to:	Mapping with POs
PSO1	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.	PO1, PO2 & PO7
PSO2	apply the historical knowledge in all communication for acquiring professional entrepreneurial and employability skills.	PO2 , PO3 , PO4 & PO6
PSO3	approach the recent developments of the global fraternity with a critical and analytical mind applying the historical truths for viable solutions.	PO5
PSO4	acquire lifelong learning in the domain concerned with highest ethical, moral and professional standards.	PO6 & PO7
PSO5	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.	PO2 & PO7

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	outline the characteristic features of Indian Culture.	PSO-1 & 5	K2
CO -2	discuss the impact of the culture on Indian society and religion.	PSO-1 & 5	K2
CO -3	illustrate the contributions of Indians to Religion	PSO-1 & 5	K3
CO -4	compare the administrative system of different dynasties in India	PSO-1 & 5	K5
CO -5	estimate the history of Peninsular India under various dynasties	PSO-1 & 5	K5 & K6

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Sources					
	1	Archaeological Sources – Literary Sources – Foreign Accounts	5	K2 (U)	Lecture Method	Evaluation through short test
	2	Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Distribution– Tools – Life of the people	5	K2 (U)	Group discussion	Check knowledge in Discussion
	3	Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts	6	K2 (U)	Lecture with PPT	Asking questions, Evaluation through short
	4	Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai	5	K2 (U)	Gamma	Album Making
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	5	K2 (U)	Memory Game	Evaluation through MCQ

	2	Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres	5	K2 (U)	Lecture with using visual images and model	Quiz
	3	Magadha: Haryankas – Sisunagas – Nandas	3	K2 (U)	Story Telling	Slip test
	4	Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad	5	K5 (E)	Group Discussion	Concept explanations
	5	Persian and Macedonian Contacts – Alexander’s Invasion and its impact	3	K3 (Ap)	Lecture using chalk and Talk	Critique with pros and cons
III	The Mauryan Imperial State					
	1	Chandragupta Maurya and his political achievements	4	K5 (E)	Lecture with PPT	Justify with pros and cons
	2	Ashoka, his edicts and his policy of Dhamma; Spread of Religion	4	K2 (U)	Mind Mapping	Mapping knowledge
	3	Mauryan Administration: Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire	5	K5 (E)	Lecture with Using visual images and models	Role Play
	4	Post Mauryan Political, Economic, Social	5	K2 (U)	You tube Video	Formative Assessment - I

		and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana				
	5	Satavahanas of Andhra: their contribution to art and architecture	3	K2 (U)	PPT	Recall
IV	Guptas					
	1	Guptas – Polity and Administration	4	K2 (U)	Lecture with Power Point Presentation	Debate
	2	Patronage to Art, Architecture and Literature	4	K2 (U)	Lecture Method	Evaluation through short summary
	3	Educational Institutions: Nalanda – Vikramashila – Valabhi- Huna Invasion and Decline	6	K3 (Ap)	Group Discussion	Evaluation through short seminar
	4	Vakatakas: Polity and Economy	4	K3 (Ap)	Lecture with MSWord	Evaluation through overview
	5	Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsang's account of India	3	K5 (E)	Lecture using chalk and Talk	Seminar
V	Peninsular India					
	1	Tamil country up to 12th Century– Chalukyas: some important attainments	6	K5 (E)	Lecture with Using visual images and models	Evaluation through MCQ
	2	Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas,	6	K2 (U)	Power Point Presentation	Slip test

		Prathikaras and Palas				
	3	Arab conquest of Sind	3	K3 (Ap)	Video	Formative Assessment – II
	4	Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact	6	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 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,**

Seminar Topic: **Ashoka and Harsha**

Sample Questions

Part A

1. Develop the statement “Palaeolithic age is called the Old Stone Age and was the first stage of development”. During the Palaeolithic age, crude stone implements were used.

i. It appears that the man of this age lived in Punjab in North to Bengal in the East and in many parts of South and Central India.

ii. In search of food, the people moved about on the river banks and jungles.

a) (i) and (ii) only b) (ii) and (iii) only c) All of the above d) None of the above

2. Identify the correct answers:

Aryans had well established and sufficiently well developed political organization. The State was called _____ and headed by Rajan or King. It was further sub-divided into _____ and head of a Jana was _____.

a) Rashtra, Janas, Gopa

b) Janas, Gopa, Rashtra

c) Gopa, Janas, Rashtra

d) Gramani, Kulapati, Kulas

3. Select the sentences in the chronological order and pick up the code:

(i) Alexander crossed Indus river at Ohind where he was received by Raja Ambhi.

(ii) He attacked Nysa Kingdom which was located between rivers Kabul and Indus.

(iii) He crossed Hindukush and reached Alexanderia city which he had founded about 2 Years back.

(iv) He created a strong army and conquered Seistan and occupied Southern

Afghanistan.

a) (iv), (iii), (ii), (i)

b) (ii), (iii), (iv), (i)

c) (i), (ii), (iii), (iv)

d) (iii), (iv), (i), (ii)

3. Harshavardhana organized two great religious conventions in _____.

a) Kanauj and Prayag

b) Prayag and Thaneshwar

c) Thaneshwar and Vallabhi

d) Vallabhi and Prayag

4. Which of the following statements is wrong in respect of the Rashtrakutas?

a) Indra III defeated the Pratihara ruler Mahipala II

b) Krishna III defeated the Cholas in the battle of Takkolam.

c) The kailasa temple at Ellora was cut out at the instance of Krishna II.

- d) Nripatunga was the author of Kavirajamarga.
5. Which of the following was the capital of Rashtrakutas?
- a) Manyakheta b) Ujjain c) Valloire d) Bijapur

Part B

1. Illustrate the importance of foreign accounts dealing with India.
2. Compare the Mahayana and Hinayana sects of Buddhism.
3. Summarize the political achievements of Chandra Gupta Maurya.
4. Inspect the Hiuen-Tsung's account of India.
5. Write a short note on the rise of Palas.

Part C

1. List out the sites, locations and characteristic features of Neolithic culture.
2. Explain the emergence, growth and spread of Jainism.
3. Analyze the salient features of Mauryan Administration.
4. Evaluate the Golden age of Guptas.
5. Estimate the impact of Arab conquest of Sind.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. S. Mary Judit

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	recall the cultural developments of Tamil Nadu through the ages	PSO 1&5	K1
CO-2	illustrate the rulers who played vital rule in Tamil Nadu	PSO 1&5	K2 & K3
CO-3	analyze the cultural contributions of the Tamils	PSO 1&5	K4
CO-4	estimate the pros and cons of the early Tamil Society.	PSO 1&5	K5 & K6
CO-5	explain the economic achievements of the Tamils.	PSO 1&5	K2

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Sources of the History of Tamil Nadu –Sangam Literature	4	K2 (U)	Brainstorming	Slip Test
	2	Ancient Tamil Civilization	5	K2(U)	Lecture using chalk and Talk	Asking questions

	3	Concept of Tinai– Social and Economic life	4	K2 (U)	Discussion	Group Discussion
	4	Roman Trade Contacts and their impact	4	K1(R)	Context based	Peer review
	5	Religious life– Murugan and Korravai– Nadukal	4	K2 (U)	PowerPoint Presentation	Online Assessment
II	Pallava Period					
	1	Pallavas: Origin, history	4	K2 (U)	Inquiry based approach	Quiz
	2	contribution to South Indian culture	3	K2 (U)	YouTube Videos	Album Preparation
	3	Socio-religious condition – Bhakti Movement	4	K4 (An)	Gamification	Developing the Keywords
	4	Growth of Saiva and Vaishnava Traditions	4	K4 (An)	Lecture using chalk and Talk	Words Buildings
	5	Institution of Temple – Art and Architecture	4	K2 (U)	Flipped Classroom	Slip test
	6	Education: Ghatikas – Literature	2	K5 (E)	Group Discussion	Seminar Presentation
III	Imperial Cholas					
	1	Imperial Cholas	4	K3 (Ap)	Lecture using chalk and Talk	Album Preparation
	2	Socio-religious condition	4	K4(An)	Interactive PPT	Creative Writing
	3	Local Self Government and Village Autonomy	5	K2 (U)	Self-Prepared videos	Mind Mapping
	4	Landholding System and Society-Economic Life	4	K5 (E)	Lecture method	Formative Assessment I
	5	Art and Architecture Overseas expansion and cultural impact	4	K2 (U)	You tube Video	Open Book Test
IV	Pandyas of Madurai					
	1	Pandyas of Madurai : Social Classes	3	K2 (U)	Lecture with PPT	Debate
	2	Religion : Saivism and Vaishnavism – Art and Architecture	4	K3 (Ap)	Demonstrative methods	Evaluation through short summary
	3	Later Pandyas,	4	K4 (An)	Discussion	Slip Test
	4	Marco Polo’s Account –	4	K2 (U)	Note Making	Quiz
	5	Society : Valangai and Idangai	4	K2 (U)	Lecture method	Seminar presentation
	6	Art and Architecture : Madurai Meenakshi Temple– Religion: Mathas– Saivasiddhantam and Virsaivism	4	K4 (An)	Lecture with PPT	Online Assessment
V	1	Society and Culture under the Madurai Sultanate	4	K5 (E)	Blended learning	Preparation of question bank
	2	Vijayanagar Empire	4	K2 (U)	PPT	Slip test

	3	Krishnadeva Raya	3	K5 (E)	Integrative Teaching	Quiz
	4	Royal Patronage of Literature	3	K3 (Ap)	PPT	Evaluation through overview
	5	Art and Architecture	4	K5 (E)	Lecture using chalk and Talk	Debate
	6	Social Life– Position of Women	3	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 Maing on Socio Cultural life of Sangam People**

Assignment: **Model Making of Art &Architectural Syles**

Seminar Topic: **Inscriptions in Tamil Nadu**

Sample Questions

Part A

1.How did the development of Economy during Pallava period

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

2.Match the following:

- | | |
|-----------------------|---|
| 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?

- 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

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:

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

1. List the eight anthologies
2. Discuss the Society under Sangam people
3. Write about Eighteen Minor works of Post Sangam People.
4. Identify the origin of Pallavas through the Scholars opinion
5. Write about Local Self Government of Imperial Cholas

Part-C

1. Evaluate the Social impacts of Madurai Sultanate.
2. Analyse the Art and Architecture of Vijayanagar rule in Tamil Nadu
3. Explain the importance features of Marathas in History of Tamil Nadu
4. Examine Foreign Literary Sources to Study History of Tamil Nadu during later Pandyas.
5. Analyse the Art and Architecture of later Pandyas in Tamil Nadu

Teaching Plan

Department : History
Class : I M.A History
Title of the Course : CORE COURSE III: HISTORY OF SELECT CIVILIZATIONS (EXCLUDING NDIA)

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	compare the political concepts of various civilizations of the world.	PSO-1,2,3	K5
CO -2	understand the socio - economic features of various civilizations of the world	PSO-1,2,3	K2
CO -3	illustrate the religious condition of various civilizations of the world	PSO-1,2,3	K2 & K3
CO -4	examine the features of art and architecture of various civilizations of the world	PSO-1,2,3	K4
CO -5	estimate the development of literature, science and technology of various civilizations of the world	PSO-1,2,3	K5 & K6

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Introduction – Definition of Civilization	5	K2 (U)	Brainstorming & Lecture Method	Slip Test
	2	Comparison between Culture and Civilization	4	K2 (U)	Self-prepared videos	Quiz
	3	Origin and Growth of Civilizations – Pre – historic Culture	4	K2 (U)	Gamification	Words Building
	4	Palaeolithic and Neolithic period Culture – rivers, resources and civilizations	5	K2 (U)	PowerPoint Presentation	Asking questions

II	1	The role of environment – the invention of writing	2	K3(Ap)	Integrative Teaching	Album Preparation
	2	Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi	4	K4(An)	Inquiry based Approach	Quiz
	3	the Kassite interlude	3	K3(Ap)	Discussion Method	Peer review
	4	Egyptian and the Age of Pharaohs	4	K3(Ap)	Demonstrative Method	Mind Map
	5	the rise of the Hittites and their greatness –	2	K4(An)	Context based Teaching	Questioning
	6	The fall of empires and survival of Cultures	3	K3(Ap)	YouTube Videos	Debate
III	1	The evolution of Jewish religion	4	K3(Ap)	Socratic dialogue method	Oral Test
	2	the power of Assyria – Assyrian rule and culture	2	K2 (U)	Cooperative teaching & learning	Formative Assessment -I
	3	Chaldean Babylonia	3	K4(An)	Lecture method	Creative Writing
	4	The rise of Persia – the coming of the Medes and Persians	4	K5 (E)	Simulation method	Seminar Presentation
	5	Zarathustra	2	K4(An)	Blended Classroom	Class Test-I
	6	Persia’s World Empire	3	K5 (E)	Storytelling method	Album Making
IV	1	China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification	4	K2 (U)	Lecture with PPT	Role Play
	2	the glory of the Han Dynasty – contribution to the World	3	K5 (E)	Demonstrative methods	Group Discussion
	3	development of Art and Architecture	3	K2 (U)	Discussion	Asking Questions
	4	Religion and Science	2	K3(Ap)	Note Making	Open Book Test
	5	Japanese Civilization and Culture	3	K3(Ap)	Interactive PPT	Seminar presentation
	6	Maya, Aztec and Inca Civilizations	3	K4(An)	Digital archives	Debate

V	1	Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens	4	K2 (U)	Blended Classroom	Preparation of one word questions
	2	the Age of Pericles – the spread of Hellenic civilization	3	K4(An)	Lecture method	Class Test-II
	3	Greeks and the opening of the East – Hellenic Religion, Science and philosophy	4	K2 (U)	inquiry based Approach	Online Assessment
	4	The Roman republic	4	K5 (E)	Flipped Classroom	Group Discussion
	5	the Pax Romana – Administration and expansion under Augustus	3	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 Personalities of Chinese Civilization**

Assignment: **Album Maing for Egyptian Civilization**

Seminar Topic: **Japanese Civilization and Culture**

Sample Questions

Part A

- The Nile River flows through two important regions in Egypt called...
 - Upper Egypt and Lower Egypt
 - Mesopotamia
 - Eastern Egypt and Western Egypt
 - Nubia and Cairo
- The Nile River Valley was well suited for settlement. Which of the following statements supports this fact?
 - The geograpHy supported Various desert plants and birds.
 - The geograpHy included many areas for hungers to hunt widely.
 - The geograpHy included areas for farming.
 - The geograpHy helped unify the country
- Which of the following best describes how the Egyptian civilization developed?
 - Villages replaced towns.
 - Farms grew into villages and then cities.
 - Cities broke off into scattered farms.
 - Farms replaced cities and then pyramids
- What is Ancient Mesopotamia sometimes called?
 - Cradle of Civilization
 - Birthplace of Democracy
 - The New World

- d)The Far East
5. Empires of Mesopotamia built _____ to honor their gods.
- a)statues b)pyramids c)ziggurats d)roads

Part B

1. Meaning of Civilization
2. What do you know about Biology and Geology?
3. Write about Early evolution and Migration of Ancient people.
4. Identify the Pre Historic Cultures
5. List the reasons for the coming of the Medes and Persians.

Part C

1. Examine the Palaeolithic culture of Ancient people
2. Explain the Special features of Egyptian Civilization
3. Evaluate the Invention of Ancient writings in the world
4. Analyse the Age of Pharaohs during Egyptian civilization
5. Recall the significance of the Classical age of China.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr.K.Baby

Teaching Plan

Department : History
Class : I M.A History
Title of the Course : ELECTIVE COURSE I: b) FREEDOM STRUGGLE IN
 TMIL NADU
Semester : I
Course Code : HP231EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC2	3	1	-	1	3	5	75	25	75	100

Objectives:

1. To examine the internal and external policies of the British in India.
2. To discuss the important events of Tamil Nadu Freedom Struggle.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	appreciate the contribution of early resistance against British rule in Tamil Nadu.	PSO- 3	K4 & K5
CO -2	describe the role of organizations in increasing nationalist consciousness	PSO-3	K2
CO -3	assess the role of press in Tamil Nadu towards the nationalist cause.	PSO-3	K5
CO -4	evaluate the contribution of various leaders to India's freedom struggle.	PSO-3	K5
CO -5	understand the role of Tamil Nadu in the final phase of the freedom struggle	PSO-3	K2

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
I	Poligar System					
	1	Poligar Revolt – Puli Thevan	3	K2 (U)	Lecture using chalk and Talk	Evaluation through summary
	2	Veera Pandiya Kattabomman	2	K2 (U)	Group discussion and album making	Check knowledge in Discussion

	3	Velu Nachiyar	2	K2 (U)	Lecture with illustration	Evaluation through short test
	4	Marudhu Brothers	2	K2 (U)	Lecture with PPT	Evaluation through slip test
	5	South Indian Rebellion	2	K2 (U)	Lecture and album making	Evaluation through Quiz
	6	Vellore Revolt of 1806 - Causes – Course–Impact	4	K2 (U)	Lecture and Brain storming	Critique with pros and cons
II	Emergence of Nationalist Consciousness					
	1	Emergence of Nationalist Consciousness	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short test
	2	Socio - Political Organizations	3	K2 (U)	Lecture with illustration	Evaluation through overview
	3	Madras Native Association	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short summary
	4	Madras Mahajana Sabha	3	K5 (E)	Group Discussion	Check knowledge in Discussion
	5	Impact of Gandhi Visit Tamil Nadu	3	K4 (An)	Lecture and mind mapping	Critique with pros and cons
III	Press and Nationalism					
	1	Press and Nationalism- The Hindu- Swadesamitran - New India	3	K5 (E)	Lecture using chalk and Talk	Justify with pros and cons
	2	Dina Mani – India- Swarajya	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	Salem Desabhimani- Desabhaktan - Sooryodhayam	3	K5 (E)	Lecture with illustration	Formative Assessment –I

	4	Vijaya – Chakravardhini-Bala Bharatham	3	K2 (U)	Lecture using chalk and Talk	Evaluation through Presentations
	5	Nava Sakthi – Swantira Sangu	3	K2 (U)	Lecture with illustration	Evaluation through short seminar
IV	Moderate Phase and Extremist Phase					
	1	Moderate Phase and Extremist Phase	2	K2 (U)	Lecture with PPT	Evaluation through Quiz
	2	Swadeshi Movement in Tamil Nadu	2	K2 (U)	Lecture with illustration and Album Making	Evaluation through short summary
	3	G.Subramania Iyer – V.O.C	2	K4 (A)	Discussion	Evaluation through Discussion
	4	Subramania Bharathi – Kadalur Anjaliammal-Soundaram Ammayar	3	K4 (A)	Lecture with PPT	Evaluation through overview
	5	Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran	3	K5 (E)	Lecture using chalk and Talk	Evaluation through Mind map
	6	Subramania Siva – Neelakanda Brahmachari	3	K5 (E)	Power point presentation	Evaluation through short seminar
V	Impact of Gandhi					
	1	Impact of Gandhi – Role of Rajaji	4	K5 (E)	Lecture using chalk and Talk	Evaluation through MCQ
	2	Vedaranyam March – S.Sathyamurthi	4	K2 (U)	Lecture using chalk and Talk	Evaluation through slip test
	3	Quit India Movement in Tamil Nadu – K.Kamaraj	3	K4 (A)	PPT	Evaluation through overview
	4	Participation of Tamils in Indian National Army – Popular Participation of Tamils	4	K4 (A)	Lecture with PPT	Formative Assessment –II

Course Focusing on Employability/ Entrepreneurship/ Skill Development: **Employability**
Activities: **Debate on Moderate Phase and Extremist Phase**

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 Gandhi in
Freedom Struggle in Tamil Nadu, Debate on participation of Women in Freedom
Struggle in Tamil Nadu**

Assignment: **Album Making, Mind Mapping**

Seminar Topic: **Press and Nationalism**

Sample Questions

Part A

- Rise of Poligars:
 - Ariyanathar established various local units for administrative convenience.
 - These small units were called palayams
 - The emergence of various leaders throughout the state.
 - They came forward to protect the people and to maintain peace in their respective areas.

a) (i) and (ii) b) (i), (ii), (iii) c) (ii) only d) All of the above
- 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): K.Kamaraj was the most influential leader during the Congress era in Tamil Nadu.
Reasoning (R): Kamaraj was instrumental in the ascension and downfall of the first six Chief Ministers of Tamil Nadu following independence.
 - Both (A) and (R) statements are correct
 - Both (A) and (R) statements are incorrect
 - (A) is correct but (R) is not the explanation of (A)
 - (A) is incorrect but (R) is correct
- In 1917, _____ started a daily, Desabhaktan, which had a short life of three years.
 - G.Subramania Aiyar
 - Sivaraman
 - Tilak
 - V.Kalyanasundara Mudaliar
- Match the following:

(A) Bengal Partition	(i) Tamil writer
(B) V.O.C	(ii) 1905
(C) Vanchinathan	(iii) Indian lawyer and businessman
(D) Subramania Siva	(iv) Robert Ashe
	(v) Madhava Vijayam

(A) (B) (C) (D)
a) (iv), (i), (v), (ii)
b) (ii), (iii), (iv), (v)

- c) (v), (iv), (ii), (iii)
- d) (iii), (i), (iv), (v)

5. True or False:

(i) The outcome of the Quit India struggle reflected in Tamil land also.

(ii) Leaders like Kamaraj and Prakasam gathered people towards the victory of this movement.

- 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

Part B

1. Assess the important causes of South Indian Rebellion.
2. Describe the importance of Madras Native Association.
3. Trace the historical importance of Swadesamitran.
4. Explain the contribution of V.O.C to Indian Freedom Struggle.
5. Analyze the role of Tirupur Kumaran in Indian Freedom Struggle.

Part C

1. Analyze the causes, course and results of Vellore Mutiny.
2. Narrate the emergence and growth of Madras Mahajana Sabha.
3. Enumerate the achievements of 'The Hindu' newspaper.
4. Examine the contribution of S.Satyamurthi.
5. Analyze the role and achievements of K.Kamaraj.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Teaching Plan

Department : History
Class : I M.A History
Title of the Course : ELECTIVE COURSE II: b) ADMINISTRATIVE HISTORY OF TAMIL NADU
Semester : I
Course Code : HP231EC5

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP231EC5	3	1	-	1	3	5	75	25	75	100

Objectives:

1. To examine the administration of Justice party, Congress, DMK and ADMK.
2. To highlight the cumulative impact since independence.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	appreciate the administration of Justice Party	PSO-1 & 2	K4& K5
CO -2	evaluate the Congress Administration	PSO-1 & 2	K5
CO -3	interpret DMK administration	PSO-1 & 2	K2
CO -4	compare AIADMK administration	PSO-1 & 2	K2& K5
CO -5	assess the impact of various administrations	PSO-1 & 2	K5

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Justice Party					
	1	Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal	4	K2 (U)	Lecture using chalk and Talk	Asking questions
	2	P.Subburayan – Raja of Bobbili – achievements	5	K2 (U)	Group discussion and album making	Check knowledge in Discussion
	3	Reservation – Communal GO-creation of staff selection board	3	K2 (U)	Lecture with PPT	Evaluation through short test
	4	Right to vote for women- regulation of	3	K2 (U)	Lecture with illustration	Evaluation through MCQ

		temples- mid –day meal scheme				
II	Congress rule					
	1	C.Rajagopalachari	4	K2 (U)	Lecture using chalk and Talk	Evaluation though slip test
	2	K. Kamaraj	4	K2 (U)	Lecture with mind mapping	Evaluation through overview
	3	M. Bhakthavathsalam	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short summary
	4	achievements: free midday meal scheme	2	K5 (E)	Group Discussion	Check knowledge in Discussion
	5	opening of new schools-Increase in irrigation facilities-industrial growth	2	K4 (An)	Lecture using chalk and Talk	Critique with pros and cons
III	DMK administration					
	1	C.N Annadurai-renaming of Madras state as Tamil Nadu-Two language policy-free education for all till P.U.C	3	K5 (E)	Lecture with PPT	Justify with pros and cons
	2	Kalaignar M. Karunanithi-Slum clearance board-beggar rehabilitation scheme	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant	2	K5 (E)	Power point presentation	Formative Assessment -I
	4	Manu Neethi Thittam-Free electricity for farmers- property rights to women	2	K2 (U)	Lecture using chalk and Talk	Evaluation though Presentations
	5	Creation of universities-33 percent reservation for	2	K2 (U)	Discussion	Evaluation through short summary

		women in local body elections				
	6	30 percent reservation for women in government jobs-Samathuvapuram scheme –Tidel park	2	K2 (U)	Mind Mapping	Evaluation through short seminar
	7	financial assistance for marriage of poor girls-increase of infrastructure-Industrial development	1	K2 (U)	Lecture with illustration	Evaluation through slip test
IV	AIADMK administration					
	1	MGR-Nutritious Meal scheme-educational reforms	3	K2 (U)	Lecture with PPT	Evaluation through MCQ
	2	introduction of Plus Two in Higher Secondary schools-Krishna water project	3	K2 (U)	Lecture with illustration and Album Making	Evaluation through Open book test
	3	Establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal-	3	K4 (A)	Discussion	Evaluation through short seminar
	4	J.Jayalalitha - welfare measures-Amma Unavagam - free laptop for students	3	K4 (A)	Lecture with PPT	Evaluation through overview
	5	Cradle Baby Scheme-infrastructure development-rain water harvesting	3	K5 (E)	Lecture using chalk and Talk	Evaluation through short seminar
V	Policies and programmes					
	1	Policies and programmes	4	K5 (E)	Lecture using chalk and Talk	Evaluation through Mind mapping
	2	Economic impact	4	K2 (U)	Discussion	Evaluation through discussion

	3	Social impact	4	K4 (A)	Group Discussion	Critique with pros and con
	4	Demographic impact	3	K4 (A)	Lecture with PPT	Formative Assessment -I

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

Activities: **Mind Mapping on DMK Administration**

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 AIADMK administration**

Assignment: **Album Making, Mind Mapping**

Seminar Topic: **DMK Administration**

Sample Questions

Part A

1. 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

2.Fill in the blanks:

Rajaji gave the preference for the propagation of prohibition in his newspaper,

_____.

(a) Vimochanam (b) Kudiyarasu (c) Puratchi (d) Suyasaridhai

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): Several people welfare schemes were introduced by Karunanithi to uplift the life of the downtrodden in the society.

Reasoning (R): Among these 'Kudichaimattu variyam', Veettuvassathi variyam' and 'Kudineervadikaal variyam' were popular.

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

4. True or False:

(i) The Hindu religious trust act passed in 1950 was reorganised in 1959 with the view to reform Hindu religious trust boards.

(ii) On the basis of this a new administrative department was organised to renovate the existing temples.

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) Social Justice | (i) New Delhi |
| (B) Justice party | (ii) Social rights |
| (C) Anti-Hindi Agitations | (iii) Caste based reservation |
| (D) Brain of the Justice party | (iv) 1937-40 |
| | (v) Natesa Mudaliar |

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

Part B

1. Discuss the achievements of Raja of Panangal.
2. Compile the factors of free mid day meal scheme introduced by K.Kamaraj.
3. List out the importance of Manu Neethi Thittam.
4. State the importance of Tamil University at Tanjore.
5. Describe the economic impact in Tamil Nadu.

Part C

1. Narrate the role and responsibility of A.Subbarayulu Reddiyar in Justice party
2. Explain the role and responsibilities of C.Rajagopalachari in Tamil Nadu.
3. Examine the achievements of Kalaignar M.Karunanithi.
4. Enumerate the achievements of MGR in Tamil Nadu.
5. Assess the policies introduced in Tamil Nadu.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	recall the impact of British imperialism.	PSO-3	K1
CO -2	describe the nature of early resistance against British rule in India.	PSO-3	K2
CO -3	construct the relative merits of different methods of anti-British struggle	PSO-3	K3
CO -4	analyse the Gandhian non-cooperation movement and its influence on the masses.	PSO-3	K4
CO -5	assess the process of partition	PSO-3	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I Colonialism						
	1	European Settlements in India: Portuguese – Dutch	5	K1 (R)	Brainstorming & Lecture Method	Slip Test
	2	French – English	4	K2 (U)	Self-prepared videos	Quiz

	3	Anglo-French Conflict- Acquisition of Bengal	4	K1 (R)	Gamification	Words Building
	4	Relationship with other Indian states –British imperialism and its impact.	5	K2 (U)	PowerPoint Presentation	Asking questions
II	Popular Pre-nationalist movements					
	1	Poligar Revolt –South Indian Rebellion	4	K3(Ap)	Integrative Teaching	Album Preparation
	2	Vellore Revolt of 1806	2	K4(An)	Inquiry based Approach	Quiz
	3	Revolt of 1857	3	K3(Ap)	Discussion Method	Peer review
	4	Peasant uprisings - Tribal Resistance Movements	4	K3(Ap)	Demonstrative Method	Mind Map
	5	Civil Rebellions - Causes, Nature, and Impact	2	K4(An)	Context based Teaching	Questioning
	6	Socio-Religious Reform Movements	3	K3(Ap)	YouTube Videos	Debate
III	From Representative politics to the idea of Self-rule					
	1	Factors leading to the origin of Indian National Congress- Birth of Indian National Congress	4	K3(Ap)	Socratic dialogue method	Oral Test
	2	Moderates- Rise of Extremism	2	K2 (U)	Cooperative teaching & learning	Formative Assessment -I
	3	Partition of Bengal and Swadeshi Movement	3	K4(An)	Lecture method	Creative Writing
	4	Formation of Muslim League - Revolutionary Movements	4	K5 (E)	Simulation method	Seminar Presentation
	5	Reactions to the Morley-Minto Reforms -Home Rule Movements	2	K4(An)	Blended Classroom	Class Test-I
	6	Montague-Chelmsford Reforms Act of 1919	3	K5 (E)	Storytelling method	Album Making
IV	Era of Mass Movements					
	1	Rowlatt Satyagraha	2	K2 (U)	Lecture with PPT	Role Play

	2	Jallian Wallabagh Tragedy	2	K5 (E)	Demonstrative methods	Group Discussion
	3	Khilafat Movement	3	K2 (U)	Discussion	Asking Questions
	4	Non Co-operation Movement - Swarajists - Simon Commission	2	K3(Ap)	Note Making	Open Book Test
	5	Round Table Conferences	2	K4(An)	Blended Classroom	Role Play
	6	Civil Disobedience Movement and Repression - the Government of India Act, 1935	2	K3(Ap)	Interactive PPT	Seminar presentation
	7	Provincial Ministries - Growth of Socialist Ideas	2	K4(An)	Digital archives	Debate
	8	Rise of Communalism	2	K2 (U)	Oral Presentation with Discussion	Slip test
V	Independence and Partition					
	1	Resignation of Congress Ministries-Individual Sathyagraha	4	K2 (U)	Blended Classroom	Preparation of one word questions
	2	Cripps Mission-Quit India Movement	3	K4(An)	Lecture method	Class Test-II
	3	Indian National Army	4	K1 (R)	inquiry based Approach	Online Assessment
	4	Simla Conference-Cabinet Mission Proposal	4	K5 (E)	Flipped Classroom	Group Discussion
	5	Transfer of power & partition	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 Provincial ministries**

Assignment: **Preparation of one words**

Seminar Topic: **Civil Disobedience Movement**

Sample Questions

Part A

1. Consider the following pairs regarding Carnatic Wars

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

.....Settlement of English east India Company

3. The English East India Company was established in the year ?

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

4. Fill in the Blank

..... is called as the Navigator

5. Did the British and the French get involved?

- 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

1. Why the Portuguese arrive India give the reasons?
2. Discuss the early efforts taken by Portuguese in India
3. Write about Cartaze system
4. List the Dutch factories in India
5. How the First World War helped in the growth of the National Movement in India?

Part C

1. Examine the formation of Portuguese state of India
2. Explain the role of East India Company in India
3. Evaluate the French Trade Company
4. Analyse the Anglo French Rivalry
5. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. K.Baby

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	understand the evolution of intellectual history of India	PSO-1- 4	K2
CO -2	illustrate the contributions of economic nationalists.	PSO-1- 4	K3
CO -3	appreciate the contribution of radical thinkers	PSO-1- 4	K4
CO -4	assess the role of social thinkers	PSO-1- 4	K5
CO -5	estimate the legacy of Gandhi, Nehru and Jaya Prakash Narayan	PSO-1- 4	K6

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Emergence of Modern Ideologies					
	1	Understanding Intellectual History and its impact	2	K2 (U)	Lecture using chalk and Talk	Asking questions, Concept explanations
	2	Indian Renaissance	3	K2 (U)	Group discussion	Check knowledge in Discussion
	3	Raja Rammohan Roy	3	K2 (U)	Lecture with PPT	Evaluation through short test

	4	Dayananda Saraswati	3	K2 (U)	Lecture with illustration	Evaluation through slip test
	5	Syed Ahmed Khan	3	K2 (U)	Lecture Method	Evaluation through MCQ
	6	Vivekananda – Annie Besant	4	K2 (U)	Lecture with mind mapping	Evaluation through open book test
II	Economic Thinkers					
	1	Dadabhai Naoroji and his ‘Drain of Wealth Theory’	5	K3 (Ap)	Lecture with PPT	Evaluation through Mind Map
	2	R.C. Dutt and His treatise ‘The Economic History of India under Early British rule’	5	K2 (U)	Power point presentation	Evaluation through overview
	3	M.G. Ranade and his Economic Ideas	4	K2 (U)	Lecture using chalk and Talk	Evaluation through short summary
	4	J.C.Kumarappa and his work ‘Economy and Permanence’	4	K5 (E)	Group Discussion	Check knowledge in Discussion
III	Radical Thinkers					
	1	Bala Gangadhar Tilak	3	K5 (E)	Lecture using chalk and Talk	Justify with pros and cons
	2	Aurobindo Ghosh	3	K2 (U)	Mind Mapping	Mapping knowledge
	3	M.N.Roy and Radical Humanism	3	K4 (An)	Group discussion	Formative Assessment – I
	4	Subramanya Bharati	3	K3 (Ap)	Lecture with PPT	Asking ideas/concepts with examples
	5	M.A. Jinnah	3	K2 (U)	Lecture Method	Evaluation through short seminar
	6	V.O.Chidambaram Pillai	3	K4 (An)	Lecture with illustration	Evaluation through Mind Map
IV	Social Thinkers					
	1	Gopala Krishna Gokhale and Servants of India Society	3	K2 (U)	Lecture with PPT	Evaluation through MCQ
	2	Jyothi Rao Phule	3	K2 (U)	Power point presentation	Evaluation through short summary

	3	Rabindranath Tagore	3	K4 (An)	Discussion	Evaluation through short seminar
	4	Periyar E.V. Ramasamy	3	K4 (An)	Lecture and Album making	Evaluation through overview
	5	B.R. Ambedkar	3	K5 (E)	Lecture using chalk and Talk	Evaluation through short seminar
	6	Ayothi Das Pandithar.	3	K5 (E)	Lecture and mind mapping	Evaluation through slip test
V	Gandhian Ideologies					
	1	Mahatma Gandhi and Nationalism	4	K5 (E)	Lecture and album making	Evaluation through MCQ
	2	Jawaharlal Nehru	4	K2 (U)	Lecture with PPT	Evaluation through Quiz
	3	Ideas of Democracy	2	K4 (An)	Lecture with PPT	Debate
	4	Secularism and Socialism	2	K6 (C)	Group Discussion	Group Discussion, Debate
	5	Maker of Modern India	3	K4 (An)	Lecture with PPT	Evaluation through presentation
	6	Jaya Prakash Narayan and Total Revolution	3	K6 (C)	Discussion on ideas/concepts	Formative Assessment – II

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

Activities: **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, Album Making on E.V.R, Debate on Democracy**

Assignment: **Album Making, Mind Mapping**

Seminar Topic: **Economic Thinkers**

Sample Questions

Part A

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.
 - i. a) Both (i) and (ii) are true b) (i) is true, (ii) is false
 - ii. c) Both (i) and (ii) are false d) (i) is false, (ii) is true

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.
 - i. a) (i) and (ii) b) (i), (ii), (iii) c) (ii) only d) All of the above

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.

- (i) 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.
- (ii) 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

4. Choose the correct answer:

- (i) In 1873 Phule founded a reform society called _____ to promote social equality, unite and uplift Shudras and other lower-caste people.
 - i. (a) Satyashodak Samaj (b) Brahmo Samaj
 - ii. (c) Prarthana Samaj (d) Theosophical Society

5. Match the following:

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

- iv. c) (v), (iv), (ii), (iii)
- v. d) (iii), (i), (iv), (v)

Part B

1. Trace the emergence of Indian Renaissance.
2. Narrate the significance of Dadabhai Naoroji's "Drain of Wealth Theory".
3. Describe the ideologies of Bala Gangadhara Tilak.
4. Estimate the features of Servants of India Society formed by Gopala Krishna Gokhale.
5. Discuss the ideas of democracy.

Part C

1. Explain the role of Rajaram Mohan Roy.
2. Assess the economic ideas of M.G.Ranade.
3. Analyze the radical ideologies of Subramanya Bharathi.
4. Enumerate the social thoughts of Periyar E.V.Ramasamy.
5. Appraise the Nationalist concept of Gandhiji.

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr. R. Suji

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	Cognitive level
CO -1	recall the agrarian condition of Colonial India and the impact of commercialization	PSO -1& 2	K1
CO -2	explain the impact of international linkages on the growth of industries in colonial India.	PSO -1& 2	K2
CO -3	illustrate the trade and monetary policy of colonial India.	PSO -1& 2	K3
CO -4	examine the development of various transport systems.	PSO -1& 2	K4
CO -5	estimate the ideas of the economic nationalists	PSO -1& 2	K5

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I	Agriculture					
	1	Condition of Agricultural sector during 19th century	4	K1 (R)	Lecture using Black board	MCQ
	2	Zamindari, Ryotwari and Mahalwari Settlements	4	K6 (C)	Lecture with PPT	Slip test
	3	Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture	5	K6 (C)	Group Discussion	Short summary
	4	Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy	5	K1(R)	Mind Mapping	Group Discussion
II	Industries					
	1	Traditional Industries in Transition	3	K2(U)	Short Video	Discussion,
	2	De-industrialization -Small Scale Industries Industrial Development - Rise of Indian Capitalist Class	5	K2(U)	Lecture using Black board	Debate
	3	Large Scale Modern Industries	2	K5(E)	Story Telling	Presentations
	4	Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and	5	K5(E)	Mind Mapping	Seminar

	5	Impact of First World War and	3	K2 (U)	Seminar	Short test
III	Trade and Banking					
	1	Trade, Finance and Banking	4	K3 (Ap)	Memory Game	Mind Map
	2	Internal Trade – External Trade	4	K6 (C)	Power Point Presentation	Discussion
	3	Trade and Monetary Policy	4	K2 (U)	Lecture using Back board	Formative Assessment -I
	4	Banking: Origin, Growth	2	K6 (C)	Group Discussion	MCQ
	5	Development of Commercial Banks.	4	K3 (Ap)	PPT	Slip test
IV	Transportation					
	1	Transportation: Roadways	4	K4 (An)	Lecture using videos	MCQ
	2	Waterways- Railways	4	K4 (An)	PPT	Chart Work
	3	Emergence and Growth of Cities and Ports.	4	K2 (U)	Lecture Method with Using visual images and models	Discussion
	4	Development and Growth of Cities: Surat -Calcutta - Bombay - Madras.	6	K4 (An)	PPT	Overview
V	Nationalist Critique					
	1	Nationalist Critique: Dadabhai Naoroji – Drain of Wealth	5	K6 (C)	Lecture Method	Concept explanations
	2	M.N. Roy-Radical Humanism- Mahatma Gandhi	5	K4 (An)	Role Play	MCQ
	3	Kadhi and Sarvodaya Movement	4	K2 (U)	Group Discussion	Debate
	4	Vinobha Bhave- Bhoodhan Movement	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 Evolution of Irrigation Policy**

Assignment : **Mind Map, Chart Work**

Seminar Topic: **Development and Growth of Cities**

Sample questions (minimum one question from each unit)

Part A

1. Which of the following statements reflects the condition of the agricultural sector in India during British rule?
 - a) The agricultural sector experienced huge stagnation and deterioration because of the drain of India's wealth
 - b) The agricultural sector experienced huge stagnation and deterioration because of the land tenure system
 - c) The agricultural sector experienced huge stagnation and deterioration because of the decline of handicrafts
 - d) None of the above
2. Which of the following steel plants is not managed by Indian Steel Authority Limited ?
 - (a) Selaam Rust resistant Steel Plant
 - (b) Vishakhapatnam Steel Plant
 - (c) Alloy Steel Plant, Durgapur
 - (d) Bokaro Steel Plant
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.
 - 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 port is known as Queen of Arabian Sea?
 - a) Visag Port
 - b) Paradip Port
 - c) Kochi Port
 - d) Mumbai Port
5. When did the Sarvodaya movement start?
 - a) March 1948
 - b) June 1948
 - c) August 1948
 - d) November 1948

Part B

1. How did agriculture change in the 19th century?
2. List the impact of Technology on Traditional Industries.
3. Mention the two types of Trade?
4. What are the importance of Waterways?
5. Briefly explain Humanism.

Part C

1. Explain the role of Land reforms in providing social justice and moving towards an egalitarian society.
2. Compare and contrast the issues and Challenges of Large-Scale Industries
3. What role do Commercial Banks play in the Economy and Explain.
4. List the causes of the Growth of Cities.
5. Explain the role of Dadabhai Naoroji in Indian National Movement.

Head of the Department: Dr.I.Jalaja Kumari

Course Instructor: Dr.S.Mary Judit

Teaching Plan

Department : History
Class : II M.A History
Title of the Course : Elective Course V: b) MUSEOLOGY
Semester : III
Course Code : HP233EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP233EC2	2	1	-	1	3	4	60	25	75	100

Objectives

1. To acquire knowledge on different types of museums.
2. To estimate the collections, conservation, preservation and administration of Museum.

Course Outcomes

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	understand the definition and classification of Museum.	PSO-1&5	K2
CO -2	illustrate the collection documentation and exhibition	PSO-1&5	K3
CO -3	analyse the conservation and preservation of Museum.	PSO-1&5	K4
CO -4	assess the administrative system of museum	PSO-1&5	K5
CO -5	compile educational programmes and museum research	PSO-1&5	K6

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Museum					
	1	Museum: Its definition – Museum movement – classification of Museums	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short test
	2	National museums and private museums – society museums, trustee museums	3	K2 (U)	Group discussion	Model Making
	3	Temple museums – palace museums – museums of business organizations –	4	K2 (U)	Power Point Presentation	Asking questions, Evaluation through short
	4	Growth of Indian Museums – Antiquarian Laws in India.	2	K2 (U)	Lecture with using visual images and models	Evaluation through overview
II	Museum Architecture					
	1	Museum Architecture	3	K2 (U)	Memory Game	Evaluation through MCQ
	2	Collection of Museum objects –Ethnographic materials documentation	3	K2 (U)	YouTube video	Quiz
	3	Museum exhibition	2	K2 (U)	Gamma	Slip test
	4	Method of presentation	2	K5 (E)	Group Discussion	Concept explanations
	5	Principles of preservation	2	K4 (An)	Lecture with Power Point Presentation	Critique with pros and cons
III	Conservation and preservation					

	1	Care of museum objects: Nature of materials	2	K5 (E)	Short video	Justify with pros and cons
	2	Causes of deterioration – climatic and environmental conditions	2	K2 (U)	Mind Mapping	Mapping knowledge
	3	Care in handling the museum objects, care in shifting and transportation	3	K5 (E)	Lecture with MSWord	Formative Assessment - I
	4	Storing - care of individual materials: painting- textiles	3	K2 (U)	You tube Video	Evaluation though Presentations
	5	Bone and ivory – leather objects and archival materials.	2	K2 (U)	Memory Game	Recall
IV	Museum Administration					
	1	National Museums – State museums	3	K2 (U)	Lecture with PPT	Debate
	2	Director or Commissioner – Curator	2	K2 (U)	Lecture with using images and models	Quiz
	3	Staff: Technicians, artists, modelers, technical assistants	2	K3 (Ap)	Group Discussion	Evaluation through short seminar
	4	Taxidermists, electrician, electronics experts, computer personnel, gallery guards	3	K4 (An)	Lecture with Power Point Presentation	Chart Work
	5	Masons, carpenters, sanitation workers, etc.,	2	K5 (E)	Story Telling	Seminar
V	Educational Programmes and museum Research					
	1	Guided tours – museum school services – museum loan or extension service	2	K5 (E)	Lecture using chalk and Talk	Design Invitation

	2	Gallery lectures – training to college students on reading epigraphy, taxidermy and conservation	3	K2 (U)	PPT	Slip test
	3	Training on different types of painting – summer camps – museum publication; news bulletin	4	K3 (Ap)	Gamma	Formative Assessment - II
	4	Research journals, guide books, catalogues, handbooks, brochures, pictures, books, etc.,	3	K4 (An)	Lecture with PPT	Evaluation through short seminar

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

Activities : **Quiz, Field trip**

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

Activities related to Cross Cutting Issues : **Group discussion on Museum exhibition**

Assignment: **Model Making, Design Invitation and Chart Work**

Seminar Topic: **Gallery lectures**

Sample Questions

Part A

1. Where among the following is the headquarter of the Indian Museum located
a) Visakhapatnam b) Nodia c) Kolkata d) Mumbai
2. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R)
Assertion (A) : For centuries, the museum has remained one of the most important cultural institutions.
Reason (R) : On top of preserving and presenting art, artifacts, and other objects, many Museums are also known for their educational programs, engaging entertainment and world class architecture.
 - 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.
3. Conservation activities in Museums include
 - a) Examination b) Documentation
 - c) Treatments & Collections care d) All the above
4. What is the new name of 'Prince of Wales' museum in India?

- a) Victoria museum
- b) Mahatma Gandhi National Museum
- c) Indira Gandhi Museum
- d) Chhatrapati Shivaji Museum

5. Which among the following Hindu Painters was sent by Jahangir to portrait Shah Abbas-I of

Persia ?

- a) Basawan
- b) Bishan Das
- c) Dasarath
- d) Manohar

Part B

1. Define Museology.
2. List the importance of the method of presentation.
3. How should a collection be handled?
4. Mention the key security guard service functions for art galleries?
5. Write a short note on museum school services.

Part C

1. Explain the growth of Indian Museums.
2. Explore the amazing architecture of these famous museums around the world.
3. Analyze the importance of climatic and environmental conditions.
4. Differentiate National Museums and State museums.
5. Evaluate the training on different types of painting.

Head of the Department : Dr.I. Jalaja Kumari

Course Instructor : Dr. S. Mary Judit

Teaching Plan

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

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

CO	Course Outcomes Upon completion of this course, students will be able to	PSOs Addressed	CL
CO -1	define epigraphy and explain its significance.	PSO-1,2,4,5	K1
CO -2	explain the varieties of materials used	PSO-1,2,4,5	K2
CO -3	identify the types of inscriptions	PSO-1,2,4,5	K3
CO -4	trace the origin of writing in south India	PSO-1,2,4,5	K4
CO -5	assess the use of inscriptions as historical source	PSO-1,2,4,5	K5

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Epigraphy					
	1	Epigraphy-Definition	3	K1 (R)	Brainstorming & Lecture Method	Creative Writing
	2	Importance of epigraphy for writing history	3	K2 (U)	Discussion Method	Group Discussion
	3	Format of Inscription – Authenticity	3	K1 (R)	Lecture method with PPT	Evaluation through MCQ
II	Nature of the material					
	1	Nature of the material	4	K2 (U)	Blended learning	Asking questions
	2	Stone, metal, clay, terracotta, pottery, wood	3	K1 (R)	Lecture method	Model making
	3	Papyrus, parchment	2	K2 (U)	YouTube Videos	Formative Assessment -I
III	Types of inscriptions					
	1	Types of inscriptions-monumental	3	K3(Ap)	Lecture using chalk and Talk	Mind map
	2	Archival	3	K1 (R)	Mind Mapping	Quiz

	3	Incidental	3	K3(Ap)	Blended learning	Seminar Presentation
IV	Origin of Writing					
	1	Origin of Writing in South India	1	K4 (An)	Lecture with PPT	Debate
	2	Tamili	2	K4 (An)	Inquiry based approach	Mind map
	3	Tamil Brahmi	2	K5 (E)	Discussion	Evaluation through short seminar
	4	Vattezhuthu	2	K4 (An)	Lecture with PPT	Asking Questions
	5	Grantha Script	2	K4 (An)	Context based	Seminar Presentation
V	Inscriptions as historical source material					
	1	Inscriptions of Indus civilization	2	K5 (E)	Demonstrative method	Slip test
	2	Asokan Pillar inscriptions	2	K4(An)	PowerPoint presentation	Dictation Words
	3	Inscriptions of Gupta period	3	K5 (E)	Lecture method	Mind map test
	4	Inscriptions in Tamilnadu - Mangulam – Sittannaval	2	K5 (E)	Group Discussion	Formative Assessment II

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

Activities: **Debate, Quiz, Mind map**

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

Activities related to Cross Cutting Issues: **Group discussion on Inscription in Ancient Tamil Nadu and Debate on Origin of Writing in South India**

Assignment: **Album Making, Model Making of inscription**

Seminar Topic: **Inscriptions in Tamil Nadu**

Sample Questions

Part A

1. Which of the following statements is /are in correct?

- i Epigraphy is the study of inscriptions
 - ii Numismatics is the study of coins
- a) i only b) ii only c) Both i and ii d) None

2. Numismatics is the study of coins and Epigraphy is the study of

- (a) Inscriptions
- (b) Petroglyphs

3. Match the following terminologies with the studies they are related to:

- 1) Epigraphy; 2) Linguistics; 3) Numismatics; 4) Genealogy
A) Study of language; B) Study of family origins and history;
C) Study of writings on rocks, walls and temples; D) Study of coins;
E) Study of human artifacts

A 1-E; 2-A; 3-D; 4-C

B 1-C; 2-E; 3-A; 4-B

C 1-C; 2-E; 3-D; 4-B

D 1-C; 2-A; 3-D; 4-B

4. Consider the following statements regarding Inscriptions:
- i. The study of development of scripts is called epigraphy.
 - ii. The study of inscriptions is called palaeography.
 - iii. An inscription is not free from later interpolations.

Which of the statement given above is/are not correct?

- A (a) i and iii only
- B (b) i only
- C (c) ii and iii only
- D (d) i, ii and iii

5. Which of the following statements is / are incorrect ?

- i. Epigraphy is the study of inscriptions. ii. Numismatics is the study of coins
- a) i only b) ii only c) Both i and ii d) None

Part B

1. Define epigraphy
2. Summarize the Nature of the material
3. Compare the Types of inscriptions Archival and Incidental
4. Is the Tamil Brahmi script being new one?
5. Write a short note on Asokan Pillar inscriptions.

Part C

1. Explain the significance Epigraphy
2. Explain the varieties of materials used
3. Identify the types of inscriptions
4. Trace the origin of writing in south India
5. Assess the use of inscriptions as historical source

Head of the Department: Dr.I. Jalaja Kumari

Course Instructor: Dr.K.Baby