

Holy Cross College (Autonomous), Nagercoil-629004

Kanyakumari District, Tamil Nadu.

Accredited with A⁺⁺ by NAAC - V cycle – CGPA 3.53

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF HISTORY

POST GRADUATE PROGRAMME



TEACHING PLAN

EVEN SEMESTER 2025-2026

DEPARTMENT OF HISTORY



Vision

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

Mission

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

Programme Educational Objectives (PEOs)

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

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the 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.	PEO2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO2 & PEO3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO2 & PEO3
PO6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO2 & PEO3
PO7	learn independently for lifelong to execute professional, social and ethical responsibilities promoting sustainable development	PEO3

Programme Specific Outcomes (PSO)

PSO	Upon completion of B.A. History Programme, the 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

Department : History
Class : I MA History
Title of the Course : CORE COURSE IV: HISTORY OF MEDIEVAL INDIA– 1206 – 1707 CE
Semester : II
Course Code : HP232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232CC1	5	-	-	-	5	5	75	25	75	100

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

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

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Establishment of the Delhi Sultanate:								
	1	Qutbuddin Aibak and Iltutmish	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	IqtaSystem & Centralised Monarchy	2		K2 (U)	Inquiry – Based Learning Lecturing	Guided Inquiry Worksheets.	Interactive PPT	Group Presentation
	3	Sultana Raziya and Period of Instability	2		K3 (Ap)	Concept-based discussion,	Collaborative Learning, Concept Mapping,	Interactive PPT	Quizzes on important events.
	4	Age of Balban, Chihalgani, Theory of Kingship & Reorganisation of the Government	2		K3 (Ap)	Inquiry – Based Learning Lecture method	Case Study Story telling	Interactive PPT You Tube link	er discussion bate A- 1

	5	Mongol Threat, Internal Restructuring and Territorial Expansion	2		K2 (U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6	Jalaluddin and Alauddin Khalji's approaches to the State , Administrative Reforms & Conquest and Annexation	3		K1 (R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentation Open book Test CIA- 1
II	Problems of a Centralized State:								
	1	Ghiyasuddin and Muhammad bin Tughlaq, Administrative and Political Measures	2		K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Economic and Agrarian Reforms, Token Currency & Transfer of Capital	2		K1(R)	Blended Learning, Integrative Teaching	se Study Simulation- Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	Firoz Tughlaq	1	1	K2 (U)	Visual Teaching	er feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Economic reforms , Military	1		K2 (U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I

		Expeditions							
	5	Impact of Sayyids and Lodi s	2		K2 (U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Administration under the Delhi Sultanate	1		K1 (R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
III	The Foundation of Mughal Empire:								
	1	Central Asian experience of Babur - India on the eve of Babur's invasion, Struggle for empire building in NorthIndia	3		K4 (An) & K2 (U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Rise of Sher Shah Sur; Expansion and Consolidation, Political phase of Akbar; new imperial system and administration;	3		K2 (U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I

	3	the Mughal nobility, Mansabdari system, Jagirdari system, Nur Jahan Junta	2		K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Shah Jahan and his contribution	2		K3 (Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	Auragzeb, The Mughals and the North, Western Frontier	2		K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
IV	Ideology and State in Mughal India:								
	1	Akbar's imperial agenda-Suhl-i-kul–Akbar's religion-Dinilahi;	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I

	2	Aurangzeb's relation with religious groups and institutions; Mughal- Rajput Relations	3		K1(R) & K5(Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	Mughal administration, Aurangzeb-the Imperial elite, Deccan wars	4		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Rise of Marathas under Shivaji, Popular revolts within the Mughal empire	3		K4 (An) & K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
	5	Decline of the Mughal empire	3		K1(R) & K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar	Interactive PPT You tube link	Class presentation Online quiz with google form CIA- 1I
V	Economic and Socio-Cultural Life in Medieval India:								
	1	Economy: Agricultural Production, Village Society and the Revenue System	3		K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I

Course

	2	Trade, relations with the Europeans, Society, Ruling Classes, Merchants, Artisans	2		K2 (U)& K3 (Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	Slaves, Caste, Customs and Women, Religious Ideas and Beliefs	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	The Sufi Movement, The Bhakti Movement in North India	2		K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I
	5	Culture, Architecture, Literature, Fine Arts & Music.	2		K2(U) & K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

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

Activities (Em / En /SD): **Role play on the great Mughal Rulers**

Course Focusing on Cross Cutting Issues: **Professional Ethics, Human Values and Gender Equity**

1. Write a note on the battle of Panipat. **(K1-R, CO-1)**
2. Point out the specific features of Akbar's religious policy. **(K2-U, CO-2)**
3. What do you know about the Tajmahal? **(K3-Ap, CO-3)**
4. Explain the development of Mughal architecture. **(K4-An, CO-4)**
5. Mention the rise of Sikhs. **(K5-Ev, CO-5)**

Part C (5x12=60 marks)

1. List the achievements of Sher Shah. **(K1-R, CO-1)**
2. Compile the military achievements of Akbar. **(K2-U, CO-2)**
3. Explain the Deccan policy of Aurangzeb. **(K3-Ap, CO-3)**
4. Explain the administration of Mughals. **(K4-An, CO-4)**
5. Analyse the administration of Shivaji. **(K5-Ev, CO-5)**

Course Instructor: Dr. K. Baby

Head of the Department: Dr. S. Regi

Class : I M.A History
Title of the Course : Core Course V: Socio-Cultural History Of Tamil Nadu-1565 – 2000 CE
Semester : II
Course Code : HP232CC2

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

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

On the successful completion of the course, student will be able to:		
1.	remember the social condition during the Nayak period	K1
2.	evaluate the contributions of Marathas to the culture of the Tamil region	K5
3.	analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K4
4.	apply the Growth of Western Education	K3
5.	narrate the social condition during the Nayak period	K2

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E -Resources	Assessment/ Evaluation
I	The Nayaks								
	1	The Nayaks of Madurai	3	3	K2 (U)	Story Telling	Group Discussion	PPT, Short video,	Evaluation through MCQ, Assignment, Peer Review
	2	Thirumalai Nayak the Nayaks of Senji	3		K2 (U)	Brain Storming	Inquiry Based Learning	YouTube Video, PPT	Check knowledge in Discussion, Mind Map, MCQs ,
	3	The Nayaks of Tanjore	3		K2 (U)	Lecture with PPT	Think-Pair-Share	Gamma, Short video, YouTube archaeology channels, Canva	Oral Test, Timeline Chart, Album Making
	4	Social and cultural condition under the Nayaks	2		K2 (U)	Brain Storming	Inquiry Based Learning	YouTube Video, PPT	Slip test, Chart Work, Peer Discussions and Concept maps
	5	Contribution of Nayaks	2		K2 (U)	KWL	Assignment	Interactive PPT, Google Class Room,	Album Making, MCQ Quiz, Puzzles CIA I
	6	Art and architecture and Tamil culture.	2		K2 (U)	Lecture with PPT	Group Discussion	YouTube Video, PPT	Check knowledge in Discussion, Oral Test
II	Marathas								

	1	Tamilagam under Marathas	3	3	K2 (U)	Context Based	Quiz	PPT, YouTube Video, ChatGPT Google Class Room, LMS	Evaluation through MCQ, Home Work, Observation Note, Surprise Test
	2	Society: caste system, Status women	3		K2 (U)	Lecture with using visual images and model	Debate	Google Class Room, LMS	Open book test, Oral Presentation, Observation Note
	3	Achievements of Raja Serfoji	3		K2 (U)	Lecture with Mind Mapping	Puzzles, , Memory Game	PPT, Canva Presentation	Rubric, Simulation Task, Mapping knowledge,
	4	Literature under the rule of Tanjore Marathas	2		K2 (U)	Story Telling	Interactive Classroom Games	Google Class Room, Power Point Presentation	Oral Teat, Home Work, Mind Map, Chart Work, Quiz CIA I
	5	Saraswathi Mahal Library	2		K5 (E)	Discussion Forum	Assignment	YouTube Video, Gamma	Concept explanations, Concept Map,
	6	Development of Art and Architecture under the Marathas.	2		K3 (Ap)	Lecture using chalk and Talk	Seminar	Interactive PPT, LMS	Peer review, Debate, Quizzes, Chart Work
III	The Marava country								
	1	The Marava country and the Sethupathis of Ramnad	3	3	K5 (E)	Lecture with PPT	Team Teaching	Power Point Presentation, ChatGPT, LMS	Justify with pros and cons, Observation Note, Timeline Chart
	2	Society, cultural	3		K2 (U)	Lecture	Puzzles, ,	PPT, Canva	Open Book Test

		contribution; Administration of the Nawabs				with Mind Mapping	Role-play	Presentation	Mapping knowledge, Album Preparation CIA I
	3	Village administration, Society	3		K5 (E)	Lecture with Using visual images and models	Interaction in the Classroom	LMS, PPT	Online Assignment, Seminar, Preparing Palm Leaf
	4	Famines and diseases, Status of women, Economic and religious life	2		K2 (U)	Story Telling	Exhibition, Group Project, mock interviews	Online Quizzes, Interactive PPT	Poster Evaluation, Concept Map CIA II
	5	Social Impact of the Europeans	2		K2 (U)	Brain Storming	Quizzes	Google Classroom, ChatGPT	Formative Assessment –I, Home Work, Observation Note, Surprise Test CIA II
	6	Religion: Saivism: St. Ramalinga, Vaishnavism: the Schism	2		K2 (U)	Lecture Method	Brain Storming	Interactive Notes	Recall, Concept explanations, Presentation CIA II
IV	Christianity								
	1	Christianity: Policy of the Company	3	3	K2 (U)	Lecture with Power Point Presentati on	Debate	Short Video, Gamma	Role play, MCQ, Concept explanations, Presentation, CIA II
	2	Growth and impact	3		K2 (U)	Lecture	Inquiry	PPT,	Concept

						Method	Based Learning	ChatGPT, LMS	explanations, Short Summary, Album Preparation, CIA II
	3	Introduction of Western education	3		K3 (Ap)	Flipped Classroom	Interactive Classroom Games, Creating teaching aids	PPT, Google Maps	Peer Review, Overview, MCQ, Concept explanations,
	4	Government education	2		K5 (E)	Lecture with Using visual images and models	Play Method Learning	Google Maps, LMS	Peer Review Short Summary
	5	Professional and Technical education	2		K3 (Ap)	Lecture Method	Making Model	Gamma, PPT	Observation Notes, CIA II
	6	Female education	2		K5 (E)	Lecture using chalk and Talk	Play Method Learning	Google Maps, LMS	Surprise Test, Short Summary, CIA II
V	Emergence of Administration								
	1	Emergence of Administrative and Professional Elites	3	3	K5 (E)	Lecture with Using visual images and models	Role Play	PPT, Documentaries Video	MCQ, Puzzles, Oral Test, Mind Map, CIA II
	2	Justice Party and Non- Brahmin Movement	3		K2 (U)	Blended Learning	Skit	PPT, YouTube Video, Gamma	Assignment, Concept Map, Sort summary, Slip test,

									Assignment, Team Project Presentation, Concept Map, CIA II
	3	E.V.R, a social reformer	3		K3 (Ap)	Brain Storming	Memory Game	PPT, YouTube Video, Gamma	Slip test, Assignment, Concept Map, CIA II
	4	Self Respect Movement	2		K3 (Ap)	Integrative Teaching	Paper Presentation	Google Class Room	Formative Assessment –II, MCQs, CIA II
	5	Contribution of Dravidian Movement to social transformation	2		K3 (Ap)	Lecture Method	Quiz	PPT, Canva Presentation, LMS	Home Work, Quiz, Presentation, Mind Map, CIA II
	6	Socio- cultural impact of the Dravidian parties.	2		K3 (Ap)	Integrative Teaching	Group Discussion	PPT, YouTube Video, Gamma	Assignment, Team Project Presentation, Concept Map,

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

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

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

Activities related to Cross Cutting Issues: **Group discussion on Social Impact of the Europeans and Debate on Saivism & Vaishnavism**

Assignment: **Album Making, Mind Mapping (Last date to submit – 03.02.2026)**

Seminar Topics: **Christianity: Policy of the Company, Growth and impact, Introduction of Western education (Last date to complete –09.03.2026 to 17-03-2026)**

Sample Questions

Part A (1 Mark)

1. Assertion (A): Tirumala Nayaka shifted the capital of the Madurai Nayak kingdom back to Madurai. **(K3-Ap, CO-1)**

Reason (R): Madurai was strategically more secure and culturally significant than Tiruchirappalli.

Choose the correct answer:

- a) Both A and R are true and R explains A
- b) Both A and R are true but R does not explain A
- c) A is true but R is false
- d) A is false but R is true

2. Match the Following **(K2-U, CO-2)**

List I

List II

- | | |
|-----------------------------|---------------------------------------|
| A. Ekoji I | 1. Gold-foil painting style |
| B. Raja Serfoji II | 2. Founder of Thanjavur Maratha rule |
| C. Saraswathi Mahal Library | 3. Promotion of education and science |
| D. Thanjavur Paintings | 4. Repository of rare manuscripts |

Options:

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

3. Consider the Following Statements **(K2-U, CO-3)**

- 1. The Maravas were primarily a warrior community.
- 2. The Sethupathis patronised temples and Tamil scholars.
- 3. The Marava society was completely egalitarian.

Which of the statements given above are correct?

- a) 1 and 2 only
- b) 2 and 3 only
- c) 1 and 3 only
- d) 1, 2 and 3.

4. Match the Following **(K1-R, CO-4)**

- | | |
|-----------------------|---------------------------|
| 1. Educational Impact | - a) Revolt of 1857 |
| 2. Social Reform | - b) Translation of Bible |
| 3. Cultural Impact | - c) Abolition of Sati |

4. Political Impact - d) Printing presses

Options:

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

5. Consider the following statements regarding the emergence of administrative elites: **(K2-U, CO-5)**

1. Western education created new opportunities in government services.
2. Administrative elites mainly emerged from rural agricultural laborers.
3. English education helped in securing professional employment.

Which of the statements given above is/are correct?

a) 1 and 2 only b) 1 and 3 only c) 2 and 3 only d) 1, 2 and 3

Part B (6 Mark)

1. Discuss the **political and administrative achievements of Tirumala Nayaka. (K2-U, CO-1)**
2. List the importance of the Saraswathi Mahal Library. **(K1-R, CO-2)**
3. Describe the position of royal women in the Marava country. **(K2-U, CO-3)**
4. Explain the significance of the Charter Act of 1813 and Policy after 1833. **(K4-An, CO-4)**
5. Mention the main objectives of the Justice Party. **(K1-R, CO-1)**

Part C (12 Mark)

1. Explain the **contribution of the Nayaks to Tamil culture and heritage. (K2-U, CO-1)**
2. Explain the **architectural features of Maratha palace buildings in Thanjavur. (K2-U, CO-2)**
3. Evaluate the role of religious traditions in promoting social harmony in the Marava country. **(K4-An, CO-3)**
4. Analyze the growth and impact of Christianity under Company rule. **(K4-An, CO-4)**
5. Evaluate the Dravidian Movement brought significant social transformation in Tamil Nadu. **(K5-E, CO-5)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr. S. Mary Judit

Department : History
Class : I M.A History
Title of the Course : CORE COURSE VI: 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

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

On the successful completion of the course, students 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

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1	Meaning, Nature and Scope of History	2	1	K2 (U), K6 (C)	Story Telling Approach, Concept Based Teaching	Brainstorming , Concept Mapping	NPTEL – Introduction to Historiography	Concept map rubric, CIA I
	2	Kinds of History and Allied Subjects	3		K4(An)	Think-Pair-Share, Group Discussion	Group Activity Flow Chart, Share Ideas	Britannica – History & Historiography, YouTube Videos	Oral Test, CIA I
	3	Lessons of History	2		K1(R)	Lecture Method	Brainstorming	YouTube academic lectures	Short Test, CIA I.
	4	Uses and Abuses of History	3		K2(U)	Flipped Classroom	quiry Based Learning	NPTL Notes	Open Book Test, CIA I.
	5	Role of Philosophy of History Individuals	2		K4(An)	Discussion, Active Learning	Analogical Reasoning, Collaborative Learning	Stanford Encyclopedia of Philosophy – Philosophy of History, LMS	Oral Presentation, CIA I

	6	Role of Institutions and Role of Ideas in History	3		K4(An)	Group Discussion, Comparative Analysis	Lateral Thinking, Analytical Reasoning	Interactive PPT, LMS	Class Test, CIA I
II									
	1	Philosophy of History– Positivist History	4		K2(U)	Philosophical inquiry, Flipped Classroom	Comparative Chart, Brainstorming	Academia.edu articles on Annales school	Slip Test, CIA I
	2	Marxist Interpretation of History	3		K5 (E)	Philosophical inquiry	Flow Chart	LMS	Peer Review, CIA I
	3	Annales Paradigm	3		K4(An)	Historical Context Based Learning	Concept mapping	Marc Bloch – The Historian’s Craft (PDF excerpts)	Short Test, CIA I
	4	Subaltern History	3		K1(R)	Peer Teaching	Sharing Reflection, Brainstorming	YouTube: Subaltern Studies overview, LMS	Oral Test, CIA I
	5	Subjectivity and Need for Objectivity in History	2		K4(An)	Think-Pair-Share	Inquiry Based Learning, Brainstorming	YouTube Videos, E-Books	Open Book Test, CIA I
III									
	1	Historical Research: Pre-requisites of a Researcher	2		K2(U)	Categorization, Research-based pedagogy	Flipped Classroom, Share Ideas	Sreedharan – Manual of Historical Research Methodology (PDF excerpts)	Seminar Presentation, CIA I
	2	Choice of Topic	2		K4(An)	Analytical Teaching	Reflective Ideas	Online reference tools: Zotero, Google	Observation Notes, CIA I

								Scholar	
	3	Review of Literature– Hypothesis	3		K3(Ap)	Demonstration (how to write hypothesis)	Lateral Thinking, Hands-on activity: Write hypothesis for a chosen topic	Research Methodology e-books	Slip Test, WhatsApp Poll, CIA I
	4	Sources of History	2		K2(U)	Source analysis	Blended Learning	You Tube	Quick quizzes, CIA II
	5	External and Internal Criticism of Sources	2		K2(U)	Core Conceptual Approach, criticism exercises	Concept Mapping, Worksheet: External vs internal criticism	YouTube Videos,	Oral Test, CIA I
	6	Collection of Data, Synthesis, Exposition and Writing	2		K3(Ap)	Flipped Classroom	Hands- on Activity	Research Methodology e-books	Presentation of writings, CIA I
	7	Use of Footnotes and preparation of Bibliography	2		K3(Ap)	Demonstration (how to write bibliography)	Practice bibliography using MLA and APA style	Online Sample dissertations	Submission of Writing format Creation
IV									
	1	Development of Historical writing in the West	3		K2(U)	Biographical pedagogy	Time Line Construction	Britannica biographies of major historians	Slip Test, CIA II
	2	Herodotus, Thucydides	2		K2(U)	Comparative Historiography	Think-Pair- Share	JSTOR/Acad emia summaries on Thucydides	Open Book Test, CIA II
	3	St. Augustine	2		K2(U)	Conceptual Pedagogy, Inquiry Based Learning	Seminar	Documentari es on Tagore (YouTube/N FDC)	Seminar Presentation, CIA II
	4	Ibn Kaldun, L.V. Ranke	3		K4(An)	Blended Learning,	Mind Map	You Tube	Mind Map &

						Inquiry Based Learning		Videos	Observation Notes, CIA II
	5	Arnold Toynbee	2		K4(An)	Analytical Learning, Discussion	Concept Mapping, Think-Pair-Share	JSTOR/Academia summaries on Toynbee	WhatsApp poll, CIA II
	6	E.H. Carr	2		K5 (E)	Blended Learning, Analytical Learning	Lateral Thinking, Seminar	Britannica biographies of major historians	Open Book Test, CIA II
	7	Fern and Braudel	2		K4(An)	Comparative Teaching	Brainstorming	JSTOR/Academia summaries on Braudel	WhatsApp poll, Short Test, CIA II
	8	Thompson, Eric Hobsbawn			K4(An)	Case study Method	Collaborative Learning	YouTube – Crash Course on historiography	Open Book Test, CIA II
V									
	1	Historians of India- V.A. Smith	3		K2(U)	Critical pedagogy (Indian vs Western historiography)	Think-Pair-Share	Nirmal, C.J. – Indian Historiography readings	Timeline assignment, Open Book Test, CIA II
	2	D.D. Kosambi,	2		K2(U)	Audio-visual pedagogy (videos on Kosambi)	Blended Learning	LMS, YouTube	Open Book Test, CIA II
	3	Romila Thapar	2		K3(Ap)	Case Study Method	Seminar	Interviews/lectures by Romila Thapar	Seminar rubric, Oral Test, CIA II
	4	Jadunath Sarkar	1		K3(Ap)	Reflective Approach Learning	Blended Learning	E-Books and E Journals, LMS	Peer Evaluation, CIA II
	5	Bibin Chandra, Ranajit	3		K5 (E)	Inquiry-Based	Reflective	JSTOR	Historiographi

		Guha.				Learning, Historical Method	Ideas	articles on Subaltern Studies	cal critique evaluation, Formative Quiz, CIA II
	6	K.A. Nilankanta Sastri	3		K5 (E)	Biographical Teaching	Seminar	You tube, LMS	Seminar rubrics
	7	R. Sathianatha Ayyar, S. Krishnaswami Ayyangar,			K4 (An)	Comparative Study Pedagogy	Seminar	Nirmal, C.J. – Indian Historiograph y readings	Seminar Presentation
	8	C.S.Srinivasachari, K.K. Pillai	2		K4 (An)	Inquiry-Based Learning,	Seminar	You Tube, LMS	Seminar rubrics

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

Activities (Em / En /SD: **Group Discussion on Subaltern Historiography.**

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 Indian and South Indian Historians**

Assignment: **Assignment Work-** Research Process (Last date to submit – 30-03-2026)

Group Discussion- Romila Thapar (Last date to submit - 05-03-2026)

Activity- Sample dissertation (Last date to submit - 05-02-2026)

Seminar Topic: **Herodotus, Thucydides, St. Augustine, Arnold Toynbee, E.H.Carr, Romila Thapar, Sathianatha Ayyar, K.K. Pillai** (18-02-2026 to 25-02-2026)

Sample Questions

Part A (1 mark)

1. The word “History” is derived from the Greek word meaning

- a) Time
- b) Inquiry
- c) Record
- d) Past **(K1-E, CO-2)**

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

Assertion: Objectivity is essential in historical writing.

Reason: History should be free from personal bias.

- a) Both (A) and (R) statements are correct
- b) Both (A) and (R) statements are incorrect
- c) (A) is correct but (R) is not the explanation of (A)
- d) (A) is incorrect but (R) is correct **(K4-An, CO-4)**

3. Match the following:

List A

Numismatics

Epigraphy

Archaeology

Archives

List B

i. Coins

ii. Inscriptions

iii. Material remains

iv. Official records

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

- a) (iv), (i), (v), (ii)
- b) (ii), (iii), (iv), (v)
- c) (i), (ii), (iii), (iv)
- d) (iii), (i), (iv), (v) **(K1-R, CO-2)**

4. Identify the correct statement:

- a) Herodotus rejected imagination completely
- b) Thucydides adopted analytical methods
- c) Ranke opposed objectivity
- d) Carr supported absolute facts **(K2-U, CO-1)**

5. Find the incorrect statement:
- Colonial historians justified British rule
 - Nationalist historians opposed colonial views
 - Subaltern historiography focuses only on kings
 - Marxist historians study class struggle **(K2-U, CO-1)**

Part B (9 mark)

- Explain the role of individuals in historical development. **(K1-R, CO-2)**
- Analyse subjectivity in historical writing. **(K4-An, CO-4)**
- Classify and explain different types of historical sources. **(K3- Ap, CO-3)**
- Assess the contribution of Herodotus to historiography. **(K5-E, CO-5)**
- Discuss the role of D D Kosambi in Indian historiography. **(K2-, CO-2)**

Part C (12 mark)

- Evaluate the relevance of history in contemporary society. **(K5-E, CO-5)**
- Critically assess philosophical approaches to history. **(K3-Ap, CO-3)**
- Analyse external and internal criticism of sources. **(K4-An, CO-4)**
- Examine Arnold Toynbee's philosophy of history. **(K5-E, CO-5)**
- Analyse the emergence of Subaltern historiography. **(K4-An, CO-4)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr. R. Suji

Department : History
Class : I M.A History
Title of the Course : ELECTIVE COURSE III: c) HISTORY OF COMMUNICATION SYSTEM IN INDIA
Semester : II
Course Code : HP232EC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC3	2	1	-	1	3	4	60	25	75	100

Objectives:

1. To understand the Communication System of India.
2. To analyze the impact of all Communication system in India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the history of Communication System in India	K2
2.	analyze the role of Press and Media in the people's Communication system	K4
3.	remember the various types of Communication system	K1
4.	evaluate the process of Communication System from Ancient and Modern period.	K5
5.	demonstrate the medium of Communication System applicable to the World.	K3

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E - Resources	Assessment/ Evaluation Method
I	Communication:								
	1	Communication Definitions	3	3	K1 (R)	Interactive Teaching	Concept Mapping	Interactive PPT, Gamma	Group Discussion, Observation Note, Sort summary, Peer Review
	2	Scope forms and purpose	3		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
	3	IntraPersonal Interpersonal,	2		K1(R)	Mind Mapping	Assignment	Interactive PPT, ChatGPT, YouTube Video	MCQ, Peer Review, Short Summary
	4	Mass, non-verbal, verbal Sources	2		K1(R)	Lecture with Visual images	Puzzles, Chart Work Quiz	PPT, Canva	Group Discussion, Peer Review
	5	Message Channel Receiver	2		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
II									

Press									
	1	Press System Origin An overview of the Indian Press	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	Group Discussion, Observation Note, Surprise Test
	2	Language Press	3		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles
	3	Newspapers and Magazines	3		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4	The influence of New Media Indian Print Media	3		K5(E)	Brain Storming	Quiz	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
III	Radio and Television:								
	1	Radio as a medium of mass Communication	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes , Short Video	Puzzles, Oral Test Observation Note, MCQ,
	2	Ownership types Audience	3		K6 (C)	Power Point Presentation	Puzzles	Interactive PPT	Observation Note, MCQ, Concept explanations, Presentation
	3	History of Television Broadcasting in India	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
	4	Comparison with UK and USA Trends in Indian Television industry	3		K6 (C)	Interactive Teaching	Group Project, Seminar	PPT, Google Class Room	Preparation of Question, Open Book Test, Quiz, Short Summary
	5	Various	2		K3 (Ap)	KWL	Brain	YouTube	Slip test, Time line

		Committees on Television					Storming	Video	chart, Mind Map
IV	Cinema:								
	1	Brief History of Cinema in the World and India	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	Chart Work, Observation Note, Model Making, Puzzles
	2	Regional Cinema History and recent trends	2		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, YouTube Video	MCQ, Peer Review, Open book Test
	3	Various bodies like Censor Board, Societies,	2		K2 (U)	Gamification	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Institutes and Awards	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
	5	Motion Picture documentary films	3		K2 (U)	Flipped Classroom	Mind Mapping	Interactive PPT	Concept explanations, Presentation, MCQs
V	New Media:								
	1	Evolution of telephones,	3	3	K6 (C)	Lecture Method	Inquiry Based Learning	YouTube Video, PPT	Peer Review, Short Summary
	2	Allied media, fax, telex, Internet,	2		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	DTP, Computers,	2		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room, Documentaries of	Concept explanations, Puzzles, Oral Test

								International Committee of the Red Cross	
	4	Interactive Video	2		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, LMS,	Open Book Test, Concept Map,

Course Focussing on: **Employability**

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

Course Focusing on Cross Cutting Issues (**Gender Equity**):

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

Assignment : **Mind Map, Album Making (Last date to submit – 08.02.2026)**

Seminar Topics: **History of Cinema in the World and India (Last date to complete – 09-03-2026)**

Sample questions

Part A

1.Assertion and Reason (K3-Ap, CO-1)

Assertion (A): Communication is essential for sharing ideas and information.

Reason (R): Communication helps establish understanding between individuals and groups.

Choose the correct answer:

- Both A and R are true and R explains A
- Both A and R are true but R does not explain A
- A is true but R is false
- A is false but R is true

2. Match the Following (K2-U, CO-2)

List I

List II

- | | |
|-----------------------------|---------------------------------|
| A. Language Press | 1. Visual communication |
| B. Newspapers | 2. Regional language journalism |
| C. Magazines | 3. Daily publication |
| D. Non-verbal Communication | 4. Periodical publication |

Options:

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

3. Consider the Following Statements (K2-U, CO-3)

- 1. Radio is a powerful medium of mass communication.
- 2. Television broadcasting in India started after Independence.
- 3. Radio cannot reach rural audiences effectively.

Which of the statements given above are correct?

- a) 1 and 2 only
- b) 2 and 3 only
- c) 1 and 3 only
- d) 1, 2 and 3

4. Match the Following (K1-R, CO-4)

List I

List II

- | | |
|----------------------|----------------------------|
| 1. Censor Board | a) Satellite communication |
| 2. Documentary Films | b) Film certification |
| 3. INSAT | c) Educational films |
| 4. Interactive Video | d) Two-way communication |

Options:

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

5. Consider the Following Statements regarding New Media (K2-U, CO-5)

- 1. Internet is an important form of new media.
- 2. DTP is used in publishing and printing.
- 3. Fax and telex have no role in communication history.

Which of the statements given above is/are correct?

- a) 1 and 2 only
- b) 1 and 3 only
- c) 2 and 3 only
- d) 1, 2 and 3

Part B (6 Mark)

1. Discuss the forms and purposes of communication. **(K2-U, CO-1)**
2. Explain the origin and development of the Indian Press. **(K1-R, CO-2)**
3. Describe radio as a medium of mass communication **(K2-U, CO-3)**
4. Explain the growth and development of cinema in India. **(K4-An, CO-4)**
5. Mention the importance of Internet and computers in the development of new media. **(K1-R, CO-5)**

Part C (12 Mark)

1. Explain the communication process and discuss the different types of communication **(K2-U, CO-1)**
2. Analyze the growth of newspapers and magazines in India. **(K4-An, CO-2)**
3. Discuss the history and development of television broadcasting in India **(K4-An, CO-3)**
4. Evaluate the role of cinema in society with reference to regional cinema. **(K5-E, CO-4)**
5. Explain the evolution of new media technologies such as telephones, fax, telex, Internet, DTP, computers. **(K3-Ap, CO-5)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr.V.Pradeepa

Department : History
Class : I M.A History
Title of the Course : Elective Course IV: C) Geographical History of India
Semester : II
Course Code : HP232EC6

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC6	2	1	-	1	3	4	60	25	75	100

Objectives:

1. To understand the topographical system of India.
2. To evaluate the various types of soils, socio-cultural and economic system of India.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the Geographical history of India.	K2
2.	analyze the varieties of soil resources present in India.	K4
3.	evaluate the topographical system of India.	K5
4.	remember the cultural contribution in India.	K1
5.	apply the development of Human beings in the particular geographical condition of India.	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	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E - Resources	Assessment/ Evaluation Method
I	Physical Setup:								
	1	Location Physiographic division of India	3	3	K1 (R)	Interactive Teaching	Concept Mapping	Interactive PPT, Gamma	Group Discussion, Observation Note, Sort summary, Peer Review
	2	Himalayan and Peninsular Rivers	3		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
	3	Climatic Regions and its characteristic	3		K1(R)	Mind Mapping	Assignment	Interactive PPT, ChatGPT, YouTube Video	MCQ, Peer Review, Short Summary
	4	Soil types and distribution Natural Vegetation Forest and its products	3		K1(R)	Lecture with Visual images	Puzzles, Chart Work Quiz	PPT, Canva	Group Discussion, Peer Review
		River Irrigation Projects- Damodar Valley Corporation							
II	Agriculture:								

	1	Agriculture – Its Importance	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	Group Discussion, Observation Note, Surprise Test
	2	Distribution and Production Paddy – Wheat	3		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles
	3	Cotton- Jute – Tea – Coffee	3		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4	Problems of Indian Agriculture	3		K5(E)	Brain Storming	Quiz	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
III	Mineral Resources:								
	1	Mineral Resources – Distribution, Production and Trade	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes , Short Video	Puzzles, Oral Test Observation Note, MCQ,
	2	Iron, Manganese, Mica, Bauxite	3		K6 (C)	Power Point Presentation	Puzzles	Interactive PPT	Observation Note, MCQ, Concept explanations, Presentation
	3	Power Resources	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
	4	Coal, Petroleum, Natural Gas	3		K6 (C)	Interactive Teaching	Group Project, Seminar	PPT, Google Class Room	Preparation of Question, Open Book Test, Quiz, Short Summary
	5	Atomic Minerals	2		K3 (Ap)	KWL	Brain Storming	YouTube Video	Slip test, Time line chart, Mind Map
IV	Industries:								

	1	Locational factors	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	Chart Work, Observation Note, Model Making, Puzzles
	2	Major industries – Iron and Steel	2		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, YouTube Video	MCQ, Peer Review, Open book Test
	3	Steel – Ship building,	2		K2 (U)	Gamification	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Chemicals- paper	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
	5	Cement – Sugarcane industries	3		K2 (U)	Flipped Classroom	Mind Mapping	Interactive PPT	Concept explanations, Presentation, MCQs
V	Human Resources:								
	1	Population, Growth and Distribution	3	3	K6 (C)	Lecture Method	Inquiry Based Learning	YouTube Video, PPT	Peer Review, Short Summary
	2	Rural and Urban	2		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	Migration	2		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room, Documentaries of International Committee of the Red Cross	Concept explanations, Puzzles, Oral Test
	4	Types and causes	2		K4 (An)	Lecture Method	Quiz	PPT, LMS,	Open Book Test,

						with Using visual images and models			Concept Map,
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Course Focussing on: **Employability**

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

Course Focusing on Cross Cutting Issues (**Gender Equity**):

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

Assignment : **Mind Map, Album Making (Last date to submit – 06.02.2026)**

Seminar Topics: **Resources and population (Last date to complete –03.03.2026 to 09-03-2026)**

Sample questions

Part A

1. **Assertion (A):** The Damodar Valley Corporation was established to control floods and promote irrigation.

Reason (R): The Damodar River was historically known as the “Sorrow of Bengal” due to frequent floods.

Options:

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

2. **Assertion (A):** Paddy is mainly cultivated in regions with high rainfall in India. **(K1-R, CO-2)**

Reason (R): Paddy requires a large amount of water for its growth.

Options:

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

3. _____ is the most important raw material for the iron and steel industry. **(K2-U, CO-4)**
4. Availability of _____ is an important locational factor for the establishment of industries. **(K1-R, CO-2)**
5. What is meant by migration? **(K2-U, CO-4)**

Part B (6 Mark)

1. Explain the major physiographic divisions of India and their characteristics. **(K2-U, CO-1)**
2. Explain the importance of agriculture in the Indian economy. **(K1-R, CO-2)**
3. Explain the distribution and production of major mineral resources in India. **(K3-Ap, CO-3)**
4. Explain the major locational factors influencing the establishment of industries in India.. **(K4-An, CO-4)**
5. Explain the factors influencing population growth and describe the rural and urban distribution of population. **(K2-U, CO-5)**

Part C (12 Mark)

1. Discuss the role of river irrigation and major multipurpose projects in India with special reference to the Damodar Valley Corporation. **(K4-An, CO-1)**
2. Discuss the production and distribution of major crops and major problems faced by Indian agriculture. **(K3-An, CO-2)**
3. Discuss the distribution, production, and trade of mineral and power resources in India. **(K5-E, CO-3)**
4. Discuss the growth, and importance of major industries in India. **(K3-Ap, CO-4)**
5. Discuss the types and causes of migration. **(K5-EV, CO-5)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr.I. Jalaja Kumari

Department : History
Class : II BA History
Title of the Course : SKILL ENHANCEMENT COURSE- 1: RESEARCH AND REPORT WRITING
Semester : III
Course Code : HU243CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HU232EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

The students should have basic knowledge about Western Political Thought

Learning Objectives:

1. To understand the knowledge about Greek philosophy and theories.
2. To analyse the political ideas of Machiavelli, John Locke, Jeremy Bentham, Karl Marx and Antonio Gramsci.

Course Outcomes

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

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Introduction:								
	1	Significance of Report Writing in academics and research	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Requirement of report writing	2		K2(U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	research goals.	2	1	K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	Various kinds of Reports and its presentations	2		K3(Ap)	Inquiry – Based Learning Lecturing (Traditional)	Case Study Story telling	Interactive PPT You Tube link	Peer discussion Debate CIA- 1
	5	Characteristics of Academic and	2	1	K2(U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6.	Research Reports /Presentations	3		K1(R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentation Open book Test CIA- 1

II									
Research Writing:									
	1	Types of Research Papers, Structure of research papers	2	1	K1(R) K2(U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Research Paper Formats	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	Abstract writing	1	1	K2(U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Methodology	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Results and discussions	2		K2(U) K3 (Ap)	KWL (What do you know/Want to know/What did you learn) Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Uses of plagiarism detection tools.	1		K1(R)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
III									
Report Writing:									
	1	Writings project proposals	3	1	K4(An) & K2(U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Lecture notes	3		K2(U)	Core Conceptual Approach, Case study	Peer - field back Seminar Think-pair-share	Interactive PPT E – notes	Oral Quiz. Slip test

						Story telling	Formulating one-mark questions	Video clips	Assignments CIA- 1I
	3	Progress reports- Utilization reports	2	1	K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Scientific Reports	2		K3(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	Analyse One Government report from the Library	2	1	K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
IV	Ethics and research:								
	1	fabrication	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	plagiarism	3		K1(R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	misrepresentation	3		K2 (U)& K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4		2		1	K4(An)& K5 (Ev)	Learning Traditional lecture Concept based	Cooperative activities Peer Feedback	E – notes Interactive PPT

						learning			
	5		3		K1(R) &K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map Class presentation Online quiz with google form CIA- 1I
	6		2	1	K1(R)	Flipped class rooms Story Telling	Think – Pair – Share Peer feedback	Interactive PPT E- Notes You tube link	Oral Presentation MCQ CIA- 1I
V	Best practices:								
	1	formulating the focus of the research	3	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	possess and Develop cultural knowledge	2		K2 (U)& K3(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	importance of socially beneficial research	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	beneficial research	4	1	K2 (U)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I

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

Activities (Em / En /SD): project Proposal writing

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

Activities related to Cross Cutting Issues: - Identifying Societal research problems

Assignment:..Mini Project Submission (Last date to submit – example: (18-09-2025)

Seminar Topics: Types of Research, Research Proposal Writing

Part A

1. List two key features of a progress report. (UCO-2,3-3.3)
2. What is fabrication in research? (RCO-1,4-4.1)

Part B (5x6=30 marks)

1. What are the types of government reports? How to Access Government Reports in the Library. (RCO-1, 3-3.6)
2. Explain the importance of ethics in research. (UCO-2, 4-4.1)
3. Analyze the different types of plagiarism and their consequences. (AaCO-4, 4-4.2)
4. Compare different approaches to formulating a well-defined research focus. (ApCO-3, 5-5.2)
5. Illustrate how cultural knowledge influences the research process. (ApCO-3, 5-5.3)

Part C (5x12=60 marks)

1. Design a framework for writing a comprehensive scientific report. (AnCO-4, 3-3.5)
2. Apply ethical principles to develop a framework for responsible research conduct. (ApCO-3, 4-4.1)
3. Discuss the importance of best practices in research. (UCO-2, 5-5.1)

Head of the Department
Dr. S. Regi

Course Instructor
Dr. K.S. Soumya

Department : History
Class : II M.A History
Title of the Course : CORE COURSE X: 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

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: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Indian States integration & population:								
	1	Demographic profile	1	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	<i>Video Clips</i>	al Quiz A- 1
	2	Characteristics of Indian Population, Population growth	2		K2 (U)	Inquiry – Based Learning Lecturing (Traditional)	Guided Inquiry Worksheets. Peer feedback	Interactive PPT You Tube Video	Group Presentation Assignment CIA- 1
	3	Religion, Language , Occupation	3		K3(Ap)	Concept-based discussion, Inquiry – Based Learning	Collaborative Learning, Concept Mapping,	Interactive PPT E - book	Quizzes on important events. Viva voce CIA- 1
	4	National Policy on	2		K3(Ap)	Inquiry – Based	se Study	Interactive PPT	er discussion

		Population				Learning Lecturing (Traditional)	Story telling	You Tube link	State A- 1
	5	The Political Development	2		K2 (U)	Concept based lecture Flipped Class room	Peer Learning, Story Telling	Interactive PPT You tube video	Assignments Open Book Test CIA- 1
	6	Patel and Integration	2		K1 (R)	Interactive Lecture Group Discussion Story telling	Case study Case Discussion Simulation based learning	Interactive PPT E- Books You Tube link	Slip test Class Presentation Open book Test CIA- 1
II	India and Science and Technology:								
	1	Science and Technology: Government of India Policy Atomic and Nuclear Policy	2		K1 (R)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Space Research, ISRO	2		K1 (R)	Blended Learning, Integrative Teaching	Case Study Simulation- Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	DRDO, IT National Research Institutes	1		K2 (U)	Visual Teaching	Peer feedback	Interactive PPT	Open Book Exam CIA- 1

	4.	Transport and Communications: Railways, Roads, Shipping, Civil aviation	1		K2(U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Postal, Telegraph, Telecommunication, Landline, internet	2		K2(U)	Group discussion	Peer Teaching Collaborative Learning	You tube video link LMS	One mark question preparation Class Test CIA- 1I
	6	Communication satellites, Mobile communication	1		K2(U)	Reflective Thinking	Group Work and Presentations,	Menti meter	Seminar CIA- 1I
III	Economic Development commissions in India:								
	1	The Economic Development: Planning Commission National Development Council	3		K2 (U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Five Year plans, State Plans	3		K2 (U)	Core Conceptual Approach, Case study	Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments

						Story telling			CIA- 1I
	3	Liberalization and Privatization and their impact	2		K5(Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	The Foreign policy: objectives of Foreign Policy, Basic principles of Indian Foreign Policy	2		K4(Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
	5	India and China, India and Pakistan, India and USA , India and Russia	2		K1(R)	Core Conceptual Approach Case study	Concept Mapping Self-paced learning Peer feedback	E – Notes Articles	Oral/Viva Test Open book test CIA- 1I
IV	Indian Society:								
	1	Indian Society: Rural and Urban context	3		K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I

	2	Constitutional framework for safeguarding the social interest	3		K5(Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	Education: Indian Education Commission University Grants Commission , Kothari Commission	4		K3(Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities Peer feed back	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Progress of women education	3		K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
	5	growth of science education	3		K2 (U)	Virtual Tour Concept based learning Story telling	Peer feed back Sharing reflections Seminar Formulating questions	Interactive PPT You tube link Digital library	Concept map Class presentation Online quiz with google form CIA- 1I
V	Culture and the Arts in India:								

	1	Culture and the Arts : Society, Religion,	3		K5(Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Family Customs Dresses Festivals	2		K4(Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	Cuisine Recreation and Sports Entertainments	2		K3(Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Performing Arts Drama and Cinema	2		K5(Ev)	Inquiry-Based Learning, Story Telling	Case discussion Peer feedback	Video clips	Oral Quiz. Slip Test CIA- 1I
	5	Fine Arts Folk Arts	2		K5(Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

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

Activities (Em / En /SD): Cuisine Recreation

Course Focusing on Cross Cutting Issues Sustainability: Mobile communication

Professional Ethics, Human Values and Gender Equity

Activities related to Cross Cutting Issues: growth of science education

Assignment: Arts Drama and Cinema
Seminar Topics: Fine Arts Folk Arts

Part – A (1 Mark)

1. Which policy was introduced to control population growth in India? (K1-R, CO-1)
 - a. Green Revolution
 - b. National Population Policy
 - c. Blue Revolution
 - d. White Revolution
2. The organisation responsible for India's space research is ----- (K2-U, CO-2)
3. Find out the correct pairs. (K3-Ap, CO-3)

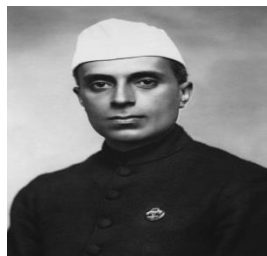
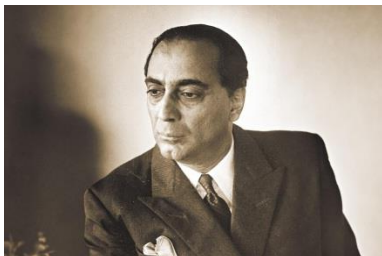
- a. ISRO - Space Research
- b. DRDO - Defence Research
- c. Planning Commission - Five Year Plans
- d. UGC - Higher Education

4. Assertion : (1) Linguistic reorganisation strengthened Indian unity. (K4-An, CO-4)

Reason : (2) States were reorganised on the basis of language.

- a. (1) and (2) are correct
- b. (1) alone correct
- c. (2) alone correct
- d. (1) and (2) are incorrect

5. Identify the founder of India's Atomic Programme from the given pictures. (K5-Ev, CO-5)



Part – B (5 × 6 = 30 Marks)

1. Write a note on the characteristics of Indian population. **(K1-R, CO-1)**
2. Explain the linguistic reorganisation of states in India. **(K2-U, CO-2)**
3. Point out the objectives of India's Foreign Policy. **(K3-Ap, CO-3)**
4. Explain the role of ISRO and DRDO in India's scientific development. **(K4-An, CO-4)**
5. Mention the growth of women education in India. **(K5-Ev, CO-5)**

Part – C (5 × 12 = 60 Marks)

1. Analyse the growth and distribution of population in India. **(K1-R, CO-1)**
2. Compile the achievements of Five Year Plans in India. **(K2-U, CO-2)**
3. Explain India's relationship with China, Pakistan, USA and Russia. **(K3-Ap, CO-3)**
4. Analyse the development of transport and communication in India. **(K4-An, CO-4)**
5. Evaluate the role of culture, arts and cinema in Indian society. **(K5-Ev, CO-5)**

Course Instructor: Dr. K. Baby

Head of the Department: Dr. S. Regi

Department : History
Class : II M.A History
Title of the Course : Core Course XI: Peasant and Labour Movements in India
Semester : IV
Course Code : HP234CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234CC2	4	1	-	1	5	6	90	25	HP234C C2	4

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

On the successful completion of the course, students will be able to:		
1.	understand the impact of the agrarian changes brought about by colonial government.	K2
2.	detail the nature of peasant struggles in India.	K3
3.	trace the rise of industries and the emergence of working class in India.	K4
4.	evaluate the contribution of trade unions towards the amelioration of the working class.	K5
5.	estimate the significance of labour laws and various recommendations	K6

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E -Resources	Assessment/ Evaluation Method
I	Agrarian Change								
	1	Agrarian Change: Peasant, Revenue Systems, Zamindari, Ryotwari, Mahalwari	3	3	K1 (R)	Lecture with Short Video Lecture using Black board	Concept Mapping	PPT, <i>YouTube</i> , <i>Documentaries of Revenue Systems</i>	Group Discussion, MCQs, Peer Review, Short Summary
	2	Changing Agrarian Relations	3		K6 (C)	Interactive Teaching	Inquiry Based Learning	Interactive Notes, PPT, Google Classroom	Mind Map, Home Work, Assignment
	3	Conditions of Peasantry, Famines,	3		K6 (C)	Lecture using Black board	Think-Pair-Share	Gamma, Quizzes, LMS	Slip test, Chart Work, Album Making
	4	Indebtedness, Wage Labour	3		K1(R)	Mind Mapping	Assignment	Interactive PPT, YouTube	Peer Review, Short Summary Group Discussion, MCQs
	5	Bonded labour, Plantation labour	3		K1(R)	Brain Storming	Mind Mapping	Interactive Notes, Visual Images and video	Mind Map, Assignment
II	Peasant Uprising and Movements								
	1	Peasant struggles in the pre-	3	3	K2(U)	Story Telling,	Quiz	LMS, Interactive PPT	Discussion, MCQ, Peer

		colonial period, Peasant Struggles in the Colonial Period				Exhibition			Review, Open book Test
	2	Mappila Uprising, Santhal, Indigo Revolt, Phulaguri Dawa, Pabna Agrarian League	3		K2(U)	Interactive Teaching Lecture Method	Debate	PPT, Interactive PPT, Canva	Home Work, Observation Note, Surprise Test
	3	Maratha Uprising, Champaran Satyagraha	3		K5(E)	Brain Storming	Interactive Classroom Games	Google Class Room, Short video	Peer Review, Team project
	4	Kisan Sabha Movement, Tebhaga Movement,	3		K5(E)	Interactive Teaching	Seminar	YouTube Video , PPT	MCQs, Seminar Presentation
	5	Telangana Movement Keezhvenmani Massacre	3		K5(E)	Context Based	Seminar,	Visual Images and video	Observation Note, Peer Review, Short Summary
III	Industrial Society								
	1	Rise of Industries	3	3	K3 (Ap)	Lecture using Back board, KWL	Team Teaching	Power Point Presentation, Online Quizzes	Observation Note, Model Making, Puzzles, Timeline Chart
	2	Migration to Cities	3		K6 (C)	Interactive Teaching ,	Puzzles, Brain Storming	PPT, Google Classroom	Discussion, Slip test, Chart Work, Quiz
	3	Labour Mobility	3		K2 (U)	Context Based	Interaction in the Classroom, Group Project	LMS, YouTube Video, Visual images and video	Formative Assessment –I, Preparation of Question
	4	Condition of Workers in Factories	3		K2 (U)	Flipped Classroom	Quiz	PPT, Gamma	Short Summaries

	5	Rise of Working Class	3		K2 (U)	Interactive Teaching with Visual images and video	Brain Storming	PPT, Canva Presentation	Open Book test
IV	Trade Unionism & Labour Movement								
	1	Trade Unionism – Theories, Development of Trade Unionism in India	3	3	K4 (An)	Context Based Flipped Classroom	Group Discussion	Gamma, YouTube, Canva	Chart Work, Quiz, Home Work
	2	Types of Trade Unions	3		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, Documentaries of Rashtrakutas	MCQ, Concept explanations, Presentation
	3	Left wing , Trade Unionism	3		K2 (U)	Gamification	Interactive Classroom Games, Making Model	Documentaries of Orissan School of Architecture and Ports.	Album Preparation. Overview, MCQ, Concept explanations, Presentation
	4	Problems of organizing Union in India	3		K2 (U)	Story Telling	Mind Mapping	Canva, ChatGPT	Overview, MCQ,
	5	Unorganized Sector	3		K2 (U)	Flipped Classroom	Role Play	PPT, LMS	Concept explanations, Presentation
V	Labour Laws and Legislations								
	1	Constitutional Rights and Directives, Concept and Definition of Strikes and Lockout	3	3	K6 (C)	Lecture Method	Group Discussion	YouTube Video, Visual images and video	Concept explanations, Puzzles, Oral Test

	2	Labour Strikes ILO's Convention and Recommendatio	3		K4 (An)	Brain Storming	Skit	PPT, Documentaries of Imperial Cholas	Assignment, Team Project Presentation Formative Assessment -II
	3	Trade Union Act 1926, Industrial Disputes Act	3		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room	Formative Assessment -II
	4	Malviya Commission on Labour Welfare,	3		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, Canva	Open Book Test, Quiz, Short Summary
	5	National Commission on Labour, Modern Challenges.	3		K2 (U)	Lecture Method	Group Discussion	LMS, Short Video	Peer Review, Recall

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

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

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

Activities related to Cross Cutting Issues: **Group discussion on Santhal, Indigo Revolt, Phulaguri Dawa, Pabna Agrarian League**

Assignment : **Album Map, Team Project (Last date to submit – 10.02.2026)**

Seminar Topics: **Problems of organizing Union in India, Directives, Concept and Definition of Strikes and Lockout (Last date to complete –09.03.2026 to 18-03-2026)**

Sample questions

Part A (1 mark)

1. Assertion (A): The Indigo Revolt was a reaction against forced indigo cultivation imposed by European planters. **(K3-Ap, CO-1)**

Reason (R): Peasants were compelled to grow indigo instead of food crops under the tinkathia system.

- a) Both A and R are true and R explains A
- b) Both A and R are true but R does not explain A
- c) A is true but R is false
- d) A is false but R is true

2. Consider the Following Statements. (K2-U, CO-2)

- 1. Peasant movements aim to abolish feudal practices and reduce exploitation.
- 2. Labour movements are generally led by trade unions.
- 3. Agrarian change only benefits small and marginal farmers.

Which of the statements given above are correct?

- a) 1 and 2 only b) 2 and 3 only c) 1 and 3 only d) 1, 2 and 3

3. Find out the answer from the given passage: (K2-U, CO-3)

Migration to cities refers to the movement of people from rural areas to urban centres. It is an important feature of industrial and modern society. This process intensified during the Industrial Revolution due to the growth of industries and employment opportunities in cities.

- a) What type of migration involves movement from villages to cities?
- b) Migration from rural areas to urban centres is also known as _____ migration.

4. Trade unionism mainly aims at protecting the _____ of workers. (K1-R, CO-4)

- a) Political power b) Economic and social interests c) Religious rights d) Cultural identity

5. Match the Following (K2-U, CO-5)

A

B

- 1. Karl Marx **b. Class struggle**
- 2. Gandhi **a. Trusteeship**
- 3. Webbs **c. Industrial democracy**
- 4. Robert Hoxie **d. Classification of unions**

Option:

- i) 1-b, 2-a, 3-d, 4-c ii) 1-c, 2-a, 3-b, 4-c iii) 1-b, 2-d, 3-d, 4-a iv) 1-b, 2-a, 3-b, 4-d

Part B (6 Mark)

6. Define peasant and labour movements and explain their objectives. **(K1-R, CO-1)**
7. Mention the causes of the Santhal Rebellion. **(K1-R, CO-2)**
8. Explain the meaning and main features of an industrial society. **(K2-U, CO-3)**
9. Define Trade Unionism. **(K1-R, CO-4)**
10. Distinguish between strike and lockout. **(K3-Ap, CO-5)**

Part C (12 Mark)

6. Explain the peasant movements in India highlighting their causes and significance. **(K2-U, CO-1)**
7. Evaluate the causes, course, and significance of the Indigo Revolt. **(K5-E, CO-2)**
8. Discuss the causes and effects of migration to cities. **(K2-U, CO-3)**
9. Analyze the theories of Trade Unionism with special reference to Marx, Webbs, Gandhi, and Hoxie. **(K4-An, CO-3)**
10. Discuss the structure, objectives, and functions of the International Labour Organization (ILO). **(K2-U, CO-5)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr.S.Mary Judit

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

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

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

On the successful completion of the course, students will be able to:		
1.	explain the various theories and concepts of International Relations.	K2
2.	illustrate the impact of cold war.	K3
3.	examine the achievements of UNO and other regional organizations.	K4
4.	evaluate the role of international economic organisations.	K5
5.	estimate the key international issues with special reference to India's concerns	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	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Theories of International Relations								
	1	Idealist Theory – Realist Theory	2	1	K2 (U)	Visual charts for IR, Inquiry Based Teaching, Flipped Classroom	Brainstorming, Concept Mapping	Britannica: IR theories, YouTube: Realism	Oral Presentation, Short Test, Formative Quiz using Quizizz, CIA I
	2	World Systems Theory – Neorealist Theory – Neoliberal Theory	3		K4(An)	Inquiry Based Learning, Comparative Analysis, Conceptual Pedagogy	Reflect Ideas, Blended Learning, Lateral Thinking, Share Ideas	Britannica: IR theories	Flow Chart, Short Test, CIA I
	3	State System– Collective Security: Meaning – Nature	2		K1(R)	Lecture Method, Flipped Classroom, Concept Based Teaching	Concept Mapping, Reflective Thinking	UN website (collective security)	Concept chart evaluation, Class Test, CIA I.
	4	Diplomacy– Types of Diplomacy	3		K2(U)	Simulation: diplomacy & negotiation	Logical Reasoning, Mock diplomatic negotiation	International Relations Crash Course videos	Diplomacy simulation rubric, CIA I.
	5	National Security: Definition	2		K4(An)	Discussion, Active Learning	Analogical Reasoning, Collaborative	UN website, LMS	Oral Presentation, CIA I

							Learning		
	6	Internal Threats – External Threats	3		K4(An)	Think-Pair-Share	Lateral Thinking, Analytical Reasoning, Group Discussion	YouTube, LMS	Class Test, CIA I
II	Cold War								
	1	Origin – Phases of Cold War	4		K2(U)	Timeline pedagogy, Flipped Classroom	Timeline of Cold War phases, Map work	LMS	Timeline rubric, CIA I
	2	End of Cold War	3		K5 (E)	Philosophical inquiry	Flow Chart	Cold War documentaries	Map-based test, CIA I
	3	NAM: Origin – Membership and Conferences	3		K4(An)	Historical Context Based Learning	Seminar, Sharing Reflection	NAM official site	Short Test, CIA I
	4	Objectives – Achievements of NAM	3		K1(R)	Peer Teaching	Mind Mapping, Brainstorming	LMS	Oral Test, CIA I
	5	India’s Role; Middle East: Arab Israeli Conflict – Oil Crisis	2		K4(An)	Concept Based Approach	Inquiry Based Learning, Brainstorming, Map exercise: Arab–Israeli conflict	Al Jazeera Middle East conflict explainers	Mind map rubrics, Open Book Test, CIA I
III	United Nations Organization								
	1	Organs and its Specialized Agencies	2		K2(U)	Institution-focused teaching	Seminar, Mind Map	UN website	Seminar Presentation, CIA I
	2	Achievements of UNO	2		K4(An)	Analytical Teaching	Reflective Ideas	You Tube	Observation Notes, CIA I
	3	European Union	3		K3(Ap)	Peer Teaching,	Think-Pair-Share	EU official portal	Slip Test, WhatsApp

						Collaborative learning			Poll, CIA I
	4	Organization of African Unity	2		K2(U)	Blended Learning	Flow Chart	You Tube	Open Book Test, CIA II
	5	ASEAN – SAARC	2		K2(U)	Lecture method	Prepare comparison table, Brainstorming	ASEAN, SAARC websites	Oral Test, CIA I
	6	G8- G20- BRICS	2		K3(Ap)	Flipped Classroom	Mind Map	BRICS, G20 websites	Mind Map Rubric, CIA I
IV	Brettonwoods Institutions								
	1	World Bank and IMF	3		K2(U)	Case-study method	Case study: IMF in India	World Bank & IMF official websites	Slip Test, CIA II
	2	UNCTAD	3		K2(U)	Narrative Pedagogy	Think-Pair-Share	UNCTAD reports (simplified extracts)	Open Book Test, CIA II
	3	North – South Dialogue	3		K2(U)	Flipped Classroom	Reflective Ideas	LMS	Slido, CIA II
	4	NIEO	3		K4(An)	Lecture Method	Flow Chart	You Tube	Flow Chart rubric, CIA II
	5	GATT	2		K5 (E)	Blended Learning	Lateral Thinking, Seminar	PPT, LMS	Open Book Test, CIA II
	6	WTO	2		K4(An)	Comparative Teaching	Seminar	WTO videos	Seminar Presentation, CIA II
V	Nuclear Politics								
	1	IAEA	1		K2(U)	Concept Based Teaching	Think-Pair-Share	IAEA website	Open Book Test, CIA II
	2	NPT – CTBT	3		K2(U)	Comparative Teaching	Comparative Chart	LMS, You Tube	Comparative Table, CIA II

	3	Concepts - India's Nuclear Policy	3		K3(Ap)	Issue-based teaching	Seminar	You Tube, PPT	Seminar rubric, Oral Test, CIA II
	4	International Terrorism	2		K3(Ap)	Reflective Approach Learning	Brainstorming, Mind Mapping	UN counterterrorism portal	Peer Evaluation, CIA II
	5	Environmental Concerns	2		K5 (E)	Inquiry-Based Learning	Seminar	You Tube, LMS	Seminar Presentation, CIA II
	6	Rio – Kyoto	3		K5 (E)	Comparative Study	Environmental treaty comparison	Kyoto Protocol videos	Formative Quiz, CIA II
	7	Green Peace	2		K4 (An)	Issue-based teaching Pedagogy	Concept Mapping	You Tube	Slip Test, CIA II

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

Activities (Em / En /SD: **Debate on Terrorism Vs Peaceful means Achieving Goals, Mind Mapping on Achievements of UNO.**

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: **Debate on Terrorism Vs Peaceful means Achieving Goals, Poster Making on The Global Polycrisis -2026**

Assignment: **Mind Map-** UNO (Last date to submit - 23-03-2026)

Debate - Terrorism Vs Peaceful means Achieving Goals (Last date to submit - 30-03-2026)

Poster Making - The Global Polycrisis -2026 (Last date to submit – 02-04-2026)

Seminar Topic: **Cold War, NAM, SAARC, GATT, WTO, India's Nuclear Policy** (19-01-2026 to 30-01-2026)

Sample Questions

Part A (1 mark)

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)
- b) (i), (ii), and (iv)
- c) (iii) and (iv)
- d) All of the above **(K2-U, CO-1)**

2.Fill in the blanks:

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

- (a) Religious beliefs
- (b) Territorial claims
- (c) Oil resources
- (d) Political systems **(K1-R, CO-1)**

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. **(K4-An, CO-3)**

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. **(K4-An, CO-3)**

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) **(K1-R, CO-1)**

Part B

1. Discuss the differences between Idealist and Realist theories of international relations. **(K2-U, CO-1)**
2. Compile the key achievements of NAM and its relevance to India. **(KC-E, CO-5)**
3. Explain the role and functions of specialized agencies under the United Nations. **(K2-U, CO-1)**
4. Describe the objectives and functions of the World Bank and IMF. **(K2-U, CO-1)**
5. Evaluate the environmental impact of international agreements like the Kyoto Protocol. **(K5-E, CO-4)**

Part C

1. Analyze the phases of the Cold War and their global implications. **(K4-An, CO-3)**
2. Examine the achievements and shortcomings of the United Nations. **(K4-An, CO-3)**
3. Assess the role of BRICS in reshaping the global economic order. **(K3- Ap, CO-2)**
4. Evaluate India's nuclear policy and its approach to international treaties like NPT and CTBT. **(K5-E, CO-4)**
5. Explain the significance of the Rio Summit in addressing environmental concerns. **(K2-U, CO-1)**

Head of the Department: Dr.S. Regi

Course Instructor: Dr. R. Suji

Department : History
Class : II M.A History
Title of the Course : Elective Course VI: C) Studies in Human Rights
Semester : IV
Course Code : HP234EC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234EC3	2	1	-	1	3	4	60	25	HP234EC3	2

Objectives

1. Explain the definition and characteristics, classification, scope and historical development of human rights
2. Examine the challenges to human rights protection and the constitutional safeguards for human rights

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the concepts and evolution of human rights	K2
2.	illustrate the role of UN in promoting human rights	K3
3.	analyse the status of human rights in India	K4
4.	assess the challenges to human rights	K5
5.	estimate the role of non-governmental organizations	K6

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E - Resources	Assessment/ Evaluation Method
I	Introduction to Human Rights								
	1	Definition and Characteristics, Nature	3	3	K1 (R)	Interactive Teaching	Concept Mapping	Interactive PPT, Gamma	Group Discussion, Observation Note, Sort summary, Peer Review
	2	Theories, Classification and Scope of Human Rights	3		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
	3	Historical Development of Human Rights	3		K6 (C)	Lecture with Short Video	Think-Pair-Share	Gamma, PPT, LMS,	Slip test, Chart Work, Album Making
	4	Ancient, Medieval	3		K1(R)	Mind Mapping	Assignment	Interactive PPT, ChatGPT, YouTube Video	MCQ, Peer Review, Short Summary
	5	Modern periods	3		K1(R)	Lecture with Visual images	Puzzles, Chart Work Quiz	PPT, Canva	Group Discussion, Peer Review
II	The Universal Declaration of Human Rights								
	1	The Universal Declaration of Human Rights, Preamble, The International Covenants on Civil and Political	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	Group Discussion, Observation Note, Surprise Test

		Rights							
	2	The International Covenants on Economic, Social and Cultural Rights	3		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles
	3	Optional Protocols I & II, Vienna Declaration	3		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4	Mexico Declaration on Human Rights	3		K5(E)	Brain Storming	Quiz	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
	5	Helsinki Declaration	3		K2 (U)	Lecture Method	Seminar	Interactive PPT	Seminar Presentation, MCQ
III	India and Human Rights								
	1	Indian Constitutional Guarantee on Human Rights	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes , Short Video	Puzzles, Oral Test Observation Note, MCQ,
	2	Fundamental Rights of Indian Constitution, Directive Principles of State Policy	3		K6 (C)	Power Point Presentation	Puzzles	Interactive PPT	Observation Note, MCQ, Concept explanations, Presentation
	3	Role of Judiciary, National	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
	4	and State Human Rights Commissions	3		K6 (C)	Interactive Teaching	Group Project, Seminar	PPT, Google Class Room	Preparation of Question, Open Book Test, Quiz, Short Summary
	5	Right to	3		K3 (Ap)	KWL	Brain	YouTube	Slip test, Time line

		Constitutional Remedies					Storming	Video	chart, Mind Map
IV	Contemporary Challenges in Human rights								
	1	Violation of the Rights of Women and Children Juvenile Delinquency	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	Chart Work, Observation Note, Model Making, Puzzles
	2	Dalits and Tribals, Refugees	3		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, YouTube Video	MCQ, Peer Review, Open book Test
	3	Displaced Persons, Transgender,	3		K2 (U)	Gamification	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Prisoners, Bonded Labour, Capital	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
	5	Punishment, Custodial Torture	3		K2 (U)	Flipped Classroom	Mind Mapping	Interactive PPT	Concept explanations, Presentation, MCQs
V	Organization for Human Rights								
	1	International, National, State Level Organizations	3	3	K6 (C)	Lecture Method	Inquiry Based Learning	YouTube Video, PPT	Peer Review, Short Summary
	2	Role of UNO, UNHCR: The UN Refugee Agency	3		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	Amnesty International, International Committee of the Red Cross	3		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room, Documentaries of International	Concept explanations, Puzzles, Oral Test

								Committee of the Red Cross	
	4	Asia Watch, International Commission of Jurist	3		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, LMS,	Open Book Test, Concept Map,
	5	Human Rights Watch, People's Union for Civil Liberties	3		K4 (An)	Lecture Method with Using visual images and video		YouTube Video, PPT	Short Summary

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

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

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

Activities related to Cross Cutting Issues: **Group discussion on The Universal Declaration of Human Rights**

Assignment : **Mind Map, Chart Work, Album Making (Last date to submit – 06.02.2026)**

Seminar Topics: **Prisoners, Bonded Labour, Capital, Role of UNO (Last date to complete –03.03.2026 to 09-03-2026)**

Sample questions

Part A (1 Mark)

1. **Assertion (A):** Human rights are universal and apply to all people regardless of nationality, caste, or religion. **(K4-An, CO-1)**

Reason (R): Human rights are inherent and inalienable, meaning they cannot be taken away except in specific legal circumstances.

Options:

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

2. Which of the following is **NOT** a characteristic of human rights? **(K1-R, CO-2)**

- a) Universal b) Inalienable c) Arbitrary d) Interdependent

3. Match the Following (**K3-Ap, CO-3**)

Column A

Column B

1. Article 14 - A. Right to Equality before law
2. Article 21 - B. Right to Life and Personal Liberty
3. Article 32 - C. Right to move Supreme Court for violation of Fundamental Rights
4. Article 46 - D. DPSP protecting the welfare of weaker sections

Options:

- a) 1–A, 2–B, 3–C, 4–D
b) 1–B, 2–C, 3–D, 4–A
c) 1–C, 2–D, 3–A, 4–B
d) 1–D, 2–A, 3–B, 4–C
4. The Supreme Court of India recognized transgender persons as a “third gender” in (**K2-U, CO-4**)
- a) Maneka Gandhi Case
b) Vishaka Case
c) NALSA v. Union of India
d) Kesavananda Bharati Case

Which of the following waterways connects the Arabian Sea to the Bay of Bengal? (**K2-U, CO-4**)

- a) Panama Canal b) Suez Canal c) Grand Canal d) Palk Strait

5. Consider the following statements: (**K1-R, CO-5**)

1. The General Assembly includes all member nations.
2. The Security Council has 10 permanent members.

Which of the statements given above is/are correct?

- a) 1 only b) 2 only c) Both 1 and 2 d) Neither 1 nor 2

Part B (6 Mark)

11. Describe any three characteristics of human rights with examples. (K2-U, CO-1)
12. List the purpose and importance of a Preamble.. (K1-R, CO-2)
13. Differentiate between **Fundamental Rights** and **Directive Principles** in two points. (K3-Ap, CO-3)
14. Analyze the role of the judiciary in the protection and promotion of human rights in India. (K4-An, CO-4)
15. Explain the role of the UNHCR in promoting and protecting human rights. (K2-U, CO-5)

Part C (12 Mark)

11. Analyse the Natural Rights Theory of human rights. (K4-An, CO-1)
12. Explain the Historical Development of Human Rights in the ancient, medieval and modern period. (K2-U, CO-2)
13. Evaluate the effectiveness of Fundamental Rights in India in protecting individual freedoms. (K5-E, CO-3)
14. Debate the issue of capital punishment from a human rights perspective. (K3-Ap, CO-4)
15. Explain the role of the UNHCR in promoting and protecting human rights. (K6-C, CO-5)

Head of the Department: Dr. S. Regi

Course Instructor: Dr.S.Mary Judit

Department : History
Class : II MA 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

Pre-requisite

The students should have knowledge about the communication strategies for leadership success

Learning Objectives

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

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	remember the basic definitions of communication and communication skills	K1
2.	classify the types of communication skills	K2
3.	illustrate the methods to improve communication	K3
4.	develop the requirements of effective communication in the workplace	K4
5.	evaluate the types of corporate skills	K5

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/Evaluation Methods
I	Methods of Communication:								
	1	Definition of communication	3	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Methods of communication	3		K2 (U)	Inquiry – Based Learning Lecturing	Guided Inquiry Worksheets.	Interactive PPT	Group Presentation
	3	communication skills	3		K3 (Ap)	Concept-based discussion,	Collaborative Learning, Concept Mapping,	Interactive PPT	Quizzes on important events.
II	Communication Skill:								
	1	Communication Skill	2		K1 (R) K2 (U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Listening, conciseness	2		K1(R)	Blended Learning, Integrative Teaching	Case Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1

	3	body language, confidence, Open mindedness	1	1	K2 (U)	Visual Teaching	er feedback	Interactive PPT	Open Book Exam CIA- 1
	4.	Use of Correct Medium, Volume and Clarity	1		K2 (U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Non-verbal cues, Responsiveness	2		K2 (U)	Group discussion	Peer Teaching	LMS	Class Test CIA- 1I
III	Improvement of Communication Skills:								
	1	Improvement of Communication Skills	2		K4 (An) & K2 (U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Readiness to seek and receive Constructive Criticism	2		K2 (U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I

	3	Practice, Attendance of classes and	2		K5 (Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I
	4	Workshop, effective usage of opportunities	2		K3 (Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
IV	Effective Communication:								
	1	Effective Communication in workplace	2	1	K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	Clarity and concise	2		K1 (R) & K5 (Ev)	Inquiry-Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	practice of empathy	2		K2 (U)& K3 (Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I

	4	Assertion, calm and consistence	2		K4 (An) & K5 (Ev)	Learning Traditional lecture & Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I
V	Corporate Communication:								
	1	Corporate communication, importance	2	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Types of skills, Writing skills, presentation and public speaking skills	2		K2 (U)& K3 (Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	communication with data, Research and critical thinking	2		K3 (Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Technical skills, usage of chat bots, block chain, virtual reality	2		K2 (U) & K5 (Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

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

Activities (Em / En /SD): **Types of Communication skills**

Course Focusing on Cross Cutting Issues: **Professional skills**

Activities related to Cross Cutting Issues: **Communication with data**

Assignment: **Effective Communication in workplace**

Seminar Topics: **Improvement of Communication Skills**

Sample questions

Part – A (1 Mark)

1. Communication is the process of _____ information from one person to another. **(K1-R, CO-1)**
 - a. hiding
 - b. transferring
 - c. avoiding
 - d. deleting
2. _____ communication refers to communication without words. **(K2-U, CO-2)**
 - a. Written
 - b. Oral
 - c. Non-verbal
 - d. Visual
3. Find out the correct pairs. **(K3-Ap, CO-3)**
 - a. Listening Skill – Ignoring speaker
 - b. Body Language – Non-verbal communication
 - c. Confidence – Fearfulness
 - d. Clarity – Confusion
4. Assertion: (1) Effective communication improves workplace relationships. **(K4-An, CO-4)**
Reason : (2) Empathy and responsiveness help in better understanding.
 - a. (I) and (II) are correct
 - b. (I) alone correct
 - c. (II) alone correct
 - d. (I) and (II) are incorrect
5. _____ is the ability to speak briefly and clearly. **(K5-Ev, CO-5)**

Part – B (5×6 = 30 Marks)

1. Define communication and explain the methods of communication. **(K1-R, CO-1)**
2. Explain the importance of listening skills in communication. **(K2-U, CO-2)**

3. What do you know about body language and non-verbal cues? **(K3-Ap, CO-3)**
4. Explain the ways to improve communication skills. **(K4-An, CO-4)**
5. Mention the importance of corporate communication. **(K5-Ev, CO-5)**

Part – C (5×12 = 60 Marks)

1. Explain the communication skills required for effective communication. **(K1-R, CO-1)**
2. Discuss the importance of effective communication in the workplace. **(K2-U, CO-2)**
3. Explain the role of empathy, assertion, and consistency in workplace communication. **(K3-Ap, CO-3)**
4. Analyse the different types of corporate communication skills. **(K4-An, CO-4)**
5. Evaluate the importance of modern technical skills such as chatbots, blockchain, and virtual reality in corporate communication. **(K5-Ev, CO-5)**

Course Instructor: Dr. K.Baby

Head of the Department: Dr. S. Regi

Department : History
Class : II M.A History
Title of the Course : ELECTIVE COURSE VII: c) SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE
Semester : IV
Course Code : HP234EC6

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP234EC6	2	1	-	1	3	4	60	25	75	100

Objectives

1. To describe the evolution of India's Science and Technology Policy and its advancements in atomic and space research.
2. To describe the evolution of India's Science and Technology Policy and its advancements in atomic and space research.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	recall the evolution of India's Science & Technology Policy	K1
2.	describe the contribution of Green, White and Blue Revolutions	K2
3.	illustrate the advancements in the field of atomic and space research	K3
4.	analyse the India's progress in the frontier areas of scientific research	K4
5.	estimate the social and economic impact of scientific advancements.	K5

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E - Resources	Assessment/ Evaluation Method
I	Establishment of Science and Technology								
	1	Ministry Scientific Research Institutions	3	3	K1 (R)	Interactive Teaching	Concept Mapping	Interactive PPT, Gamma	Group Discussion, Observation Note, Sort summary, Peer Review
	2	CSIR, BARC, AIIMS, ICAR, IITs	3		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
	3	Evolution of Government of India's Science and Technology	2		K1(R)	Mind Mapping	Assignment	Interactive PPT, ChatGPT, YouTube Video	MCQ, Peer Review, Short Summary
	4	Policy Frameworks since Independence	2		K1(R)	Lecture with Visual images	Puzzles, Chart Work Quiz	PPT, Canva	Group Discussion, Peer Review
	5	Science and Technology Policy Documents, 1958, 1983, 2003, 2013	2		K6 (C)	Lecture with Visual images	Inquiry Based Learning	Interactive Notes, Canva	Short summary, Mind Map, Assignment, MCQs
II	Development of Agricultural Science								
	1	Green Revolution M.S. Swaminathan	3	3	K2(U)	Interactive Teaching	Quiz	LMS, PPT	Group Discussion, Observation Note, Surprise Test

	2	White Revolution Verghese Kurien	3		K2(U)	Lecture Method	Debate	PPT, Gamma, YouTube Video	Observation Note, Model Making, Puzzles
	3	Blue Revolution	3		K5(E)	Story Telling	Interactive Classroom Games	Google Class Room, ChatGPT	Peer Review, Discussion
	4	Hiralal Chaudhuri and Arun Krishnan	3		K5(E)	Brain Storming	Quiz	YouTube Video, PPT	Seminar, Discussion, Slip test, Chart Work, Quiz
III	Atomic Energy and Nuclear Power Generation Programme								
	1	Homi Bhabha Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India	3	3	K3 (Ap)	Context Based	Team Teaching	Online Quizzes , Short Video	Puzzles, Oral Test Observation Note, MCQ,
	2	Space Research: ISRO Development of INSAT system	3		K6 (C)	Power Point Presentation	Puzzles	Interactive PPT	Observation Note, MCQ, Concept explanations, Presentation
	3	Remote Sensing Applications, PSLV , Chandrayaan Mangalyaan Space Applications	3		K2 (U)	Lecture using Back board	Interaction in the Classroom, Seminar	LMS, Canva	Formative Assessment –I, Group Project
	4	DRDO India's Missile Programmes	3		K6 (C)	Interactive Teaching	Group Project, Seminar	PPT, Google Class Room	Preparation of Question, Open Book Test, Quiz, Short Summary
	5	A.P.J. Abdul Kalam – India's Ballistic Missile	2		K3 (Ap)	KWL	Brain Storming	YouTube Video	Slip test, Time line chart, Mind Map

		Defence System							
IV	Ocean Sciences								
	1	Indian National Centre for Ocean Information Services	3	3	K4 (An)	Flipped Classroom	Group Discussion	Gamma, Google Class Room	Chart Work, Observation Note, Model Making, Puzzles
	2	Ocean Forecasts Tsunami warning system	2		K4 (An)	Lecture Method with Using visual images and models	Inquiry Based Learning	PPT, YouTube Video	MCQ, Peer Review, Open book Test
	3	Biotechnology Department of Bio Technology	2		K2 (U)	Gamification	Interactive Classroom Games	LMS, ChatGPT	Album Preparation, Concept explanations, Presentation
	4	Biotechnology Parks and Incubators	3		K4 (An)	KWL	Making Model	Canva Presentation	Overview, Debate, Short Summary, Seminar
	5	Biotechnology Industrial Research Assistance Council.	3		K2 (U)	Flipped Classroom	Mind Mapping	Interactive PPT	Concept explanations, Presentation, MCQs
V	IT Revolution								
	1	New thrust on Knowledge Economy, Basic scientific research	3	3	K6 (C)	Lecture Method	Inquiry Based Learning	YouTube Video, PPT	Peer Review, Short Summary
	2	In frontier areas like Nano and Biotechnology, and Innovation	2		K4 (An)	Brain Storming	Skit	PPT, Short Video	Formative Assessment –II, Chart Work
	3	Eco-systems	2		K2 (U)	Interactive Teaching	Paper Presentation	Google Class Room, Documentaries of	Concept explanations, Puzzles, Oral Test

								International Committee of the Red Cross	
	4	Social and Economic Impact of Scientific advancements	2		K4 (An)	Lecture Method with Using visual images and models	Quiz	PPT, LMS,	Open Book Test, Concept Map,

Course Focussing on: **Employability**

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

Course Focusing on Cross Cutting Issues (**Gender Equity**):

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

Assignment : **Mind Map, Album Making (Last date to submit – 08.01.2026)**

Seminar Topics: **A.P.J. Abdul Kalam (Last date to complete – 20-03-2026)**

Sample questions

Part A

1. Assertion and Reason (K3-Ap, CO-1)

Assertion (A): The Council of Scientific and Industrial Research (CSIR) was established to promote scientific research in India.

Reason (R): CSIR supports industrial and technological development through research laboratories.

Choose the correct answer:

- a) Both A and R are true and R explains A
- b) Both A and R are true but R does not explain A
- c) A is true but R is false
- d) A is false but R is true

2. Match the Following (K2-U, CO-2)

List I

List II

- A. M.S. Swaminathan 1. White Revolution
B. Verghese Kurien 2. Blue Revolution
C. Hiralal Chaudhuri 3. Green Revolution
D. Arun Krishnan 4. Fisheries Development

Options:

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

3. Consider the Following Statements (K2-U, CO-3)

1. ISRO is responsible for India's space research programmes.
2. Chandrayaan was India's mission to Mars.
3. PSLV is used for launching satellites into space.

Which of the statements given above are correct?

- a) 1 and 3 only
b) 2 and 3 only
c) 1 and 2 only
d) 1, 2 and 3

4. Match the Following (K1-R, CO-4)

List I

1. INCOIS
2. DRDO
3. Biotechnology Parks
4. BIRAC

List II

- a) Missile Development
- b) Tsunami Warning System
- c) Innovation and Research
- d) Ocean Information Services

Options:

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

5. Consider the Following Statements regarding IT Revolution (K2-U, CO-5)

1. IT Revolution contributed to the growth of the knowledge economy.
2. Nanotechnology and biotechnology are frontier areas of research.
3. Scientific advancements have no impact on society and economy.

Which of the statements given above is/are correct?

- a) 1 and 2 only
- b) 1 and 3 only
- c) 2 and 3 only
- d) 1, 2 and 3

Part B (6 Mark)

1. Discuss the role of CSIR and IITs in the development of science and technology in India. **(K2-U, CO-1)**
2. Explain the significance of the Green Revolution **(K1-R, CO-2)**
3. Describe the growth of India's space research programme under ISRO. **(K2-U, CO-3)**
4. Explain the functions of INCOIS and the Tsunami Warning System in India. **(K4-An, CO-4)**
5. Mention the social and economic impact of the IT Revolution in India. **(K1-R, CO-5)**

Part C (12 Mark)

1. Explain the evolution of India's Science and Technology Policy frameworks since Independence. **(K2-U, CO-1)**
2. Evaluate the role of Green Revolution in the development of India's economy. **(K4-An, CO-2)**
3. Analyze the growth of India's atomic energy and space programmes **(K4-An, CO-3)**
4. Discuss the development of biotechnology and ocean sciences in India. **(K3-Ap, CO-4)**
5. Evaluate the impact of scientific and technological advancements on India's social and economic development. **(K5-E, CO-5)**

Head of the Department: Dr. S. Regi

Course Instructor: Dr.V.Pradeepa

Department : History
Class : II MA 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

3. To explain the basic definitions of communication and communication skills
4. To list the types and methods of communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	remember the basic definitions of communication and communication skills	K1
2.	classify the types of communication skills	K2
3.	illustrate the methods to improve communication	K3
4.	develop the requirements of effective communication in the workplace	K4
5.	evaluate the types of corporate skills	K5

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/Evaluation Methods
I	Methods of Communication:								
	1	Definition of communication	3	1	K1 (R)	Flipped Classroom.	Inquiry-Based Learning	Video Clips	Oral Quiz CIA- 1
	2	Methods of communication	3		K2 (U)	Inquiry – Based Learning Lecturing	Guided Inquiry Worksheets.	Interactive PPT	Group Presentation
	3	communication skills	3		K3 (Ap)	Concept-based discussion,	Collaborative Learning, Concept Mapping,	Interactive PPT	Quizzes on important events.
II	Communication Skill:								
	1	Communication Skill	2		K1 (R) K2 (U)	Flipped Classroom Visual teaching	Peer Instruction Group discussion	YouTube Lectures Google Scholar	Assignments Oral quiz CIA- 1
	2	Listening, conciseness	2		K1(R)	Blended Learning, Integrative Teaching	se Study Simulation-Based learning	You Tube link Slido	Peer discussions Oral viva CIA- 1
	3	body language, confidence,	1	1	K2 (U)	Visual Teaching	er feedback	Interactive PPT	Open Book Exam CIA- 1

		Open mindedness							
	4.	Use of Correct Medium, Volume and Clarity	1		K2 (U)	Integrative Teaching	Group Work and Presentations	Digital Library	Oral Questions CIA- 1I
	5.	Non-verbal cues, Responsiveness	2		K2 (U)	Group discussion	Peer Teaching	LMS	Class Test CIA- 1I
III	Improvement of Communication Skills:								
	1	Improvement of Communication Skills	2		K4 (An) & K2 (U)	Lecture with discussion Interactive class Context based Teaching	Group discussion Think-pair-share Case study	Video clips You Tube link E-Journals	Oral presentation Collective one-mark questions Assignment CIA- 1I
	2	Readiness to seek and receive Constructive Criticism	2		K2 (U)	Core Conceptual Approach, Case study Story telling	Peer - field back Seminar Think-pair-share Formulating one-mark questions	Interactive PPT E – notes Video clips	Oral Quiz. Slip test Assignments CIA- 1I
	3	Practice, Attendance of classes and	2		K5 (Ev)	Interactive class room Story telling	Group activities Mock interviews	E- Books Video LMS	Oral quiz Assignments CIA- 1I

	4	Workshop, effective usage of opportunities	2		K3 (Ap)	Concept based learning, Story Telling	Group discussions Formulating questions	Interactive PPT Virtual Tours	MCQ Asking question CIA- 1I
IV	Effective Communication:								
	1	Effective Communication in workplace	2	1	K2 (U)	Blended Classroom Interactive class room Concept based lecture	In – Class discussions Case discussion Formulating questions	You tube link Interactive PPT Video clips	Group project Viva voce MCQ CIA- 1I
	2	Clarity and concise	2		K1 (R) & K5 (Ev)	Inquiry- Based Learning, Visual Pedagogy Story telling Traditional Lecture	Role play Group discussion Activities Involving pairs and small groups	Interactive PPT E- Notes LMS	Conceptual quiz Assignments Quizzes CIA- 1I
	3	practice of empathy	2		K2 (U)& K3 (Ap)	Case study Inquiry Based Learning Story Telling	Case discussion Peer feedback Activities	E – notes You tube link LMS	assignment Peer review Open book Test CIA- 1I
	4	Assertion, calm and consistence	2		K4 (An) & K5 (Ev)	Learning Traditional lecture Concept based learning	Cooperative activities Peer Feedback	E – notes Interactive PPT	MCQ Class presentation CIA- 1I

V	Corporate Communication:								
	1	Corporate communication, importance	2	1	K5 (Ev)	Active based Lecture Visual learning Story Telling	Case discussion, Peer feedback Case Study	YouTube Videos E- Books Video clips	Assignment Peer review Open book Test CIA- 1I
	2	Types of skills, Writing skills, presentation and public speaking skills	2		K2 (U)& K3 (Ap)	Analytical Learning, Story Telling	Think – Pair – Share Formulating questions Seminar	Interactive PPT E- Notes	Oral Presentation Open book test CIA- 1I
	3	communication with data, Research and critical thinking	2		K3 (Ap)	Concept based learning, Story Telling	Collaborative Learning, Concept Mapping	E- Journals Google Scholar	Conceptual quiz Viva CIA- 1I
	4	Technical skills, usage of chat bots, block chain, virtual reality	2		K2 (U) & K5 (Ev)	Case study Inquiry Based Learning	Group Discussions Cooperative activities	Peer Learning, Data collection,	Assignments, Open Book Test CIA- 1I

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

Activities (Em / En /SD): **Types of Communication skills**

Course Focusing on Cross Cutting Issues: **Professional skills**

Activities related to Cross Cutting Issues: **Communication with data**

Assignment: **Effective Communication in workplace**

Seminar Topics: **Improvement of Communication Skills**

Sample questions

Part – A (1 Mark)

6. Communication is the process of _____ information from one person to another. **(K1-R, CO-1)**
 - a. hiding
 - b. transferring
 - c. avoiding
 - d. deleting
7. _____ communication refers to communication without words. **(K2-U, CO-2)**
 - a. Written
 - b. Oral
 - c. Non-verbal
 - d. Visual
8. Find out the correct pairs. **(K3-Ap, CO-3)**
 - a. Listening Skill – Ignoring speaker
 - b. Body Language – Non-verbal communication
 - c. Confidence – Fearfulness
 - d. Clarity – Confusion
9. Assertion: (1) Effective communication improves workplace relationships. **(K4-An, CO-4)**
Reason : (2) Empathy and responsiveness help in better understanding.
 - a. (I) and (II) are correct
 - b. (I) alone correct
 - c. (II) alone correct
 - d. (I) and (II) are incorrect
10. _____ is the ability to speak briefly and clearly. **(K5-Ev, CO-5)**

Part – B (5×6 = 30 Marks)

6. Define communication and explain the methods of communication. **(K1-R, CO-1)**
7. Explain the importance of listening skills in communication. **(K2-U, CO-2)**
8. What do you know about body language and non-verbal cues? **(K3-Ap, CO-3)**
9. Explain the ways to improve communication skills. **(K4-An, CO-4)**
10. Mention the importance of corporate communication. **(K5-Ev, CO-5)**

Part – C (5×12 = 60 Marks)

6. Explain the communication skills required for effective communication. **(K1-R, CO-1)**
7. Discuss the importance of effective communication in the workplace. **(K2-U, CO-2)**
8. Explain the role of empathy, assertion, and consistency in workplace communication. **(K3-Ap, CO-3)**
9. Analyse the different types of corporate communication skills. **(K4-An, CO-4)**
10. Evaluate the importance of modern technical skills such as chatbots, blockchain, and virtual reality in corporate communication. **(K5-Ev, CO-5)**

Course Instructor: Dr. K.Baby

Head of the Department: Dr. S. Regi