

Teaching Plan

Department	: History
Class	: I M.A 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	4	1	-	1	5	6	90	25	75	100

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

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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Establishment of the Delhi Sultanate					
	1	Qutbuddin Aibak and Iltutmish - <i>Iqta</i> System -Centralised Monarchy	6	K2 (U)	Lecture with illustration	Asking questions, Evaluation through whatsapp poll
	2	Sultana Raziya and	2	K2 (U)	Group	Evaluation

		Period of Instability			Discussion	through Mentimeter
	3	Age of Balban- <i>Chihalgani</i> -Theory of Kingship – Reorganisation of the Government - Mongol Threat- Internal Restructuring and Territorial Expansion	6	K2 (U)	Lecture and Group discussion	Check knowledge in Discussion
	4	Jalaluddin and Alauddin Khalji's approaches to the State – Administrative Reforms –Conquest and Annexation.	4	K2 (A)	Lecture with illustration	Evaluation through Quizizz
II	Problems of a Centralized State					
	1	Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures– Economic and Agrarian Reforms– Token Currency Transfer of Capital	6	K5 (E)	Lecture with illustration	Evaluation through MCQ
	2	Firoz Tughlaq- Economic reforms – Military Expeditions	5	K5 (E)	Lecture using chalk and Talk	Evaluation through Slido
	3	Impact of Sayyids and Lodis	4	K5 (E)	Lecture using chalk and Talk	Evaluation through short summary
	4	Administration under the Delhi Sultanate	3	K5 (U)	Group Discussion	Formative Assessment - I
III	The Foundation of Mughal Empire: Expansion and Consolidation					
	1	Central Asian experience of Babur - India on the eve of Babur's invasion	2	K4 (A)	Lecture and discussion	Justify with pros and cons
	2	Struggle for empire building in North	4	K4 (A)	Mind Mapping	Mapping knowledge

		India –Rise of Sher Shah Sur				
	3	Political phase of Akbar; new imperial system and administration	3	K5 (E)	Lecture with illustration	Asking questions, Evaluation through short test
	4	the Mughal nobility, Mansabdari system- Jagirdari system	2	K2 (U)	Lecture using chalk and Talk	Evaluation through Presentations
	5	Nur Jahan Junta– Shah Jahan and his contribution	4	K2 (U)	Lecture with illustration	Evaluation through short seminar
	6	Aurangzeb- The Mughals and the North-Western frontier	3	K4 (A)	Lecture with PPT	Evaluation through Mind Mapping
IV	Ideology and State in Mughal India					
	1	Akbar’s imperial agenda-Suhl-i-kul– Akbar’s religion - Din ilahi	4	K2 (U)	Mind Mapping	Evaluation through MCQ
	2	Aurangzeb’s relation with religious groups and institutions	3	K2 (U)	Discussion	Evaluation through whatsapp poll
	3	Mughal- Rajput Relations–Mughal administration	2	K2 (U)	Lecture with illustration	Evaluation through mentimeter
	4	Aurangzeb- the Imperial elite- Deccan wars	3	K4 (A)	Lecture with PPT	Evaluation through overview
	5	Rise of Marathas under Shivaji- Popular revolts within the Mughal empire –Decline of the Mughal empire.	6	K5 (E)	Lecture using chalk and Talk	Evaluation through seminar
V	Economic and Socio-Cultural Life in Medieval India					
	1	Economy: Agricultural Production, Village Society and the Revenue System – Trade- relations with the Europeans	5	K4 (A)	Lecture using chalk and Talk	Evaluation through MCQ

	2	Society-Ruling Classes, Merchants, Artisans and Slaves–Caste, Customs and Women	4	K2 (U)	PPT	Album making
	3	Religious Ideas and Beliefs-The Sufi Movement–The Bhakti Movement in North India	4	K2 (U)	Lecture using chalk and Talk	Evaluation through short seminar
	4	Culture- Architecture – Literature – Fine Arts– Music	5	K4 (U)	Lecture with PPT and album making	Formative Assessment - II

Course Focusing on: Employability

Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues: Debate on position of women in medieval India

Assignment: Album Making, Mind Mapping

Seminar Topic: Akbar, Shah Jahan and Rise of Marathas under Shivaji,

Sample Questions

Part A

- The first Muslim Sultan who undertook the southern expedition was _____.
 (a) Muhammad bin Tughluq (b) Alauddin Khalji
 (c) Firoz Tughluq (d) Ibrahim Lodi
- Which sultan of Delhi established an employment bureau, a charity bureau and a charitable hospital?
 (a) Firoz Tughlaq (b) Mohammad Tughlaq
 (c) Alauddin Khalji (d) Balban
- Which of the following are correctly matched?
 1. First Battle of Panipat - 1526
 2. Battle of Kanwah - 1528
 3. Battle of Chanderi - 1527
 4. Battle of Ghagra - 1529
 (a) 1 and 4 (c) 2 and 3 (b) 1 and 3 (d) 2 and 4
- The two statements are given below, one labeled as Assertion (A) and the other labeled as Reason (R)
 Assertion (A) : Aurangzeb reimposed Jizya in 1679

Reason (R) : It was meant to be an economic pressure for forcing the Hindus to convert to Islam

In the above statements, which of the following is correct?

- a) Both (A) and (R) are true and (R) is the correct explanation of (A)
 - b) Both (A) and (R) are true and, but (R) is the not correct explanation of (A)
 - c) (A) is true, (R) is false
 - d) (B) is false, (R) is true
5. Which of the following was not one of the changes in the architectural technique brought about by Shah Jahan?
- a) Marble was substituted for red sandstone
 - b) He use of Indian decorative motifs reached its climax in his buildings
 - c) Rich decoration means of inlaid pattern.
 - d) There arose the carved lines instead of the rectangular character of the structures of previous age.

Part B

1. Assess the achievements of Iltumish.
2. Trace the policies of Muhamad bin Tughluq.
3. Recall the Mansabdari system.
4. Interpret the salient features of Din-i-lahi.
5. List out the causes for the decline and the disintegration of the Mughals.

Part C

1. Analyse the administrative reforms of Alauddin Khalji.
2. Examine the administration of the Sultans of Delhi.
3. Recognize the important features of the administration of Sher Shah.
4. Interpret the emperor Akbar is the greatest among the Mughal emperors.
5. Estimate the developments of arts and literature during the Mughal rule.

Head of the Department

Dr.I. Jalaja Kumari

Course Instructor

Dr. R. Suji

Teaching Plan

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

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

Learning 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

Total Contact hours: 90 (Including lectures, assignment and tests.

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	The Nayaks of Madurai – Thirumalai Nayak	3	K2(U)	Introductory session, Lecture using chalk and talk	Short test
	2.	The Nayaks of Senji	4	K2(U)	Lecture using chalk and talk, PPT	MCQ
	3.	The Nayaks of Tanjore	4	K2(U)	Lecture using videos, PPT	slido
	4.	social and cultural condition under the Nayaks	4	K2(U)	Mind mapping, PPT	WhatsApp poll
	5	contribution of Nayaks to art and architecture and Tamil culture	5	K2(U)	Lecture using videos, PPT	Asking question
II Tamilagam under Marathas						
	1.	Society: caste system – status women	4	K5(Ev)	Lecture using chalk and talk, PPT	MCQ
	2.	Achievements of Raja Serfoji	3	K5(Ev)	Lecture using videos, PPT	Asking question
	3	Literature under the rule of Tanjore Marathas	3	K5(Ev)	Lecture using chalk and talk, PPT	Formative Assessment - I
	4	Saraswathi Mahal Library	2	K5(Ev)	PPT	Slido

	5	Development of Art and Architecture under the Marathas	5	K5(Ev)	Mind mapping, PPT	Differentiate between various ideas
III The Marava country and the Sethupathis of Ramnad						
	1.	society – cultural contribution	3	K4 (An)	Mind mapping, PPT	Differentiate between various ideas
	2.	Administration of the Nawabs	3	K4 (An)	Lecture using videos	Asking question
	3	village administration	3	K4 (An)	Lecture using videos	Whats app Poll
	4	society – famines and diseases –status of women –	3	K4 (An)	Lecture using chalk and talk, PPT	MCQ
	5	Economic and Religious life	3	K4 (An)	Lecture using videos, PPT	
	6	–Social Impact of the Europeans	3	K4 (An)	Lecture using PPT	Slip Test
	7	Religion: Saivism: St. Ramalinga-Vaishnavism	4	K4 (An)	Lecture using chalk and talk, PPT	MCQ
	8	The Schism	2	K4 (An)	Lecture using videos	Mentimeter
IV						
	1.	Christianity: Policy of the Company - growth and impact	4	K4 (An)	Mind mapping, PPT	Differentiate between various ideas
	2.	Introduction of Western education– Government education	4	K4 (An)	Lecture using chalk and talk, PPT	MCQ
	3.	Professional and Technical education– Female education	4	K4 (An)	Lecture using videos, PPT	Asking question

V						
	1.	Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement–	4	K2(U)	Lecture using chalk and talk, PPT	MCQ
	2.	E.V.R, a social reformer–Self Respect Movement	5	K2(U)	Lecture using chalk and talk, PPT	MCQ
	3.	Contribution of Dravidian Movement to social transformation	4	K2(U)	Mind mapping, PPT	Whatsapp Poll
	4.	socio- cultural impact of the Dravidian parties	4	K2(U)	Lecture using videos, PPT	Formative Assessment - II

Course Focusing on: **Employability**

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

Course Focusing on Cross Cutting Issues: Professional Ethics

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

Assignment: **1. Home Assignments** – E.V.R, a social reformer–Self Respect Movement

2. Test – contribution of Nayaks to art and architecture and Tamil culture

3. Group discussion – Introduction of Western education– Government education

Seminar Topic: Tamilagam under Marathas

Sample questions

Part-A

I. Answer the following questions:

1. Who laid the foundation of Vijayanagar rule in Tamil Nadu?

(i) Harihara I (ii) Bukka I (iii) Krishnadevaraya (iv) Kumarakampana

a) (i) and (iv) b) (i) and (ii) c) (iii) and (iv) d) (i) and (ii)

2. During who's rule, the Nayankara system was introduced?

(i) Vijayanagara rulers (ii) Bahmini rulers (iii) Chalukyas (iv) Cholas

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

3. Match the correct pairs:

(A) Venkoji (i) 1728-1736

(B) Shahji (ii) 1684-1712

(C) Serfoji (iii) 1712-1728

(D) Tukkoji (iv) 1676 -1684

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

4. True or False:

- i) Serfoji found more time to spend on literature.
- ii) He patronised scholars and fine artists.
- iii) He made a collection of books in all languages and housed them in the Saraswati Mahal Library at Tanjore.

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

5. True or False:

- (i) A territorial grant made by Chokkanatha Nayak, the ruler of Ramanathapuram contributed to the formation of the palayam of Pudukkottai.
- (ii) The state of Sivaganga was also a grant made by Chokkanatha Nayak to Periya . Wodaya Thevar a local chieftain
- (iii) The palayams of Sivaganga and Ramanathapuram formed the state of Maravas.
- a) (i) and (ii) are true, (iii) is false b) (i), (ii) and (iii) are true
- c) (i) and (ii) are false, (iii) is true d) (i), (ii) and (iii) are false

Part: B

II. Answer the following questions briefly:

1. Mention the importance of Nayankara System in Vijayanagar empire.
2. Write a short note on growth of Art in Nayak period.
3. Give a brief note about Venkoji.
4. Comparisize the Mahalwari and Mirasdari System.
5. Write about the Kaval system of Poligars.

Part: C

III. Answer the following questions in detail:

1. Explain the provincial administration of Vijayanagar rule.
2. Narrate the social condition of Vijayanagar and Nayak period.
3. Evaluate the Maratha administration of Tanjore.
4. Describe the Tenurial System which shaped the economic structure of Nawabs.
5. List out the administrative features of Palayam.

Head of the Department

Dr. I. Jalaja Kumari

Course Instructor

Dr. K.Baby

Teaching Plan

Department : History

Class : I M.A. History

Title of the Course: 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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:			
CO-1	Explain the meaning and scope of history	PSO-1	K2
CO-2	Outline the various theories and philosophical approaches to history	PSO-1	K2
CO-3	Undertake historical research	PSO-1	K2
CO-4	Analyze the contribution of western historians	PSO-1	K4
CO-5	Highlight the historical writings of important Indian historians	PSO-1	K4

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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Introduction					
	1	Meaning, Nature and Scope of History	3	K2 (U)	Lecture using chalk and Talk	Asking questions, Evaluation through short test
	2	Kinds of History and Allied Subjects	5	K2 (U)	Group discussion and album making	Check knowledge in discussion
	3	Lessons of History	3	K2 (U)	Lecture with illustration	Evaluation through short test
	4	Uses and Abuses of History	3	K2 (U)	Lecture with illustration	Evaluation through Quizizz
	5	Role of Individuals, Role of Institutions and Role of Ideas in History	4	K2 (U)	Lecture with illustration	Evaluation through short summary
II	Philosophy of History					
	1	Positivist History	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short test
	2	Marxist Interpretation of History	4	K2 (U)	Lecture with illustration	Evaluation through overview and Miro
	3	Annales Paradigm	3	K2 (U)	Lecture using chalk and Talk	Evaluation through short summary
	4	Subaltern History	4	K2 (U)	Group Discussion	Formative Assessment - I
	5	Subjectivity and Need	4	K2 (U)	Lecture	Critique with

		for Objectivity in History			using chalk and Talk	pros and cons
III	Historical Research:					
	1	Pre-requisites of a Researcher	3	K2 (U)	Lecture using chalk and Talk	Justify with pros and cons
	2	Choice of Topic & Review of Literature	3	K2 (U)	Mind Mapping	Mind Mapping knowledge
	3	Hypothesis & Sources of History	3	K2 (U)	Lecture with illustration	Asking questions, Evaluation through short test
	4	External and Internal Criticism of Sources	3	K2 (U)	Lecture using chalk and Talk	Evaluation through Presentations
	5	Collection of Data, Synthesis, Exposition and Writing	3	K2 (U)	Lecture with illustration	Evaluation through Prezi and short seminar
	6	Use of Footnotes and preparation of Bibliography	3	K2 (U)	Lecture with illustration	Evaluation through over summary
IV	Development of Historical writing in the West:					
	1	Herodotus	2	K4 (A)	Lecture with PPT	Evaluation through Quizizz
	2	Thucydides	2	K4 (A)	Lecture with illustration and Album Making	Evaluation through short summary
	3	St. Augustine	2	K4 (A)	Discussion	Evaluation through short seminar
	4	Ibn Khaldun	2	K4 (A)	Lecture with PPT	Evaluation through overview
	5	L.V.Ranke	2	K4 (A)	Lecture using chalk and Talk	Evaluation through Kahoot
	6	Arnold Toynbee	2	K4 (A)	Lecture with PPT	Evaluation through short summary
	7	E.H.Carr	2	K4 (A)	Lecture with PPT	Evaluation through short

						test
	8	Fern and Braudel	2	K4 (A)	Lecture with PPT	Evaluation through short summary
	9	E.P.Thompson	1	K4 (A)	Lecture with PPT	Evaluation through Slido
	10	Eric Hobsbawm	1	K4 (A)	Lecture with PPT	Evaluation through short seminar
V	Historians of India:					
	1	V.A.Smith	2	K4 (A)	Lecture using chalk and Talk	Evaluation through Quizizz
	2	D.D.Kosambi	2	K4 (A)	Lecture with PPT	Evaluation through short seminar
	3	RomilaThapar	2	K4 (A)	Lecture with PPT	Evaluation through overview
	4	Jadunath Sarkar	1	K4 (A)	Lecture with PPT	Evaluation through short seminar
	5	Bipin Chandra	1	K4 (A)	Lecture with PPT	Evaluation through Kahoot questions
	6	Ranajit Guha	1	K4 (A)	Lecture with PPT	Evaluation through overview
	7	K.A. Nilankanta Sastri	2	K4 (A)	Lecture with PPT	Evaluation through short summary
	8	R.Sathianatha Ayyar	1	K4 (A)	Lecture with PPT	Evaluation through short seminar
	9	S.Krishnaswami Ayyangar	2	K4 (A)	Lecture with PPT	Evaluation through presentations
	10	C.S.Srinivasachari	2	K4 (A)	Lecture with PPT	Asking questions
	11	K.K. Pillai	2	K4 (A)	Lecture with PPT	Formative Assessment - II

Course Focusing on: Skill Development

Activities related to Cross Cutting Issues: Professional Ethics and Human Values

Activities related to Cross Cutting Issues: Group discussion on Historical Research

Assignment: Album Making, Mind Mapping

Seminar Topic: Historians of India

Sample Questions

Part A

2. What is the meaning of historiography?
3. What is Annalex Paradigm?
4. How do you choose the research topic?
5. Name the books written by Herodotus.
6. Who wrote 'The Cholas'?

Part B

6. Assess the uses and abuses of History.
7. Compare the positivist and Marxist interpretation of history.
8. Trace the historical importance of synthesis.
9. Explain the contribution of Thucydides to historiography.
10. Analyze the role of Arnold Toynbee to the development of historical writing in the west.

Part C

6. Analyze the kinds of History and allied subjects.
7. Narrate the need of subjectivity and objectivity in history.
8. Enumerate the external and internal criticism of sources.
9. Examine the contribution of K.A.Nilakanta Sastri to Indian Historiography.
10. Appraise the importance of K.K.Pillai in the field of Historiography

Head of the Department
Dr. I. Jalaja Kumari

Course Instructor
Dr. C.R. Siva Kala

Teaching Plan

Department : History
Class : I M.A. History
Title of the Course: Elective III – History of Journalism
Semester : II
Course Code : HP232EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC1	2	1	-	1	3	4	60	25	75	100

Learning Objectives:

1. To explain the role of press in social awakening and the prominent personalities for the growth of journalism.
2. To present the role of the press in the freedom movement.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	Explain the origins and the role of press in social awakening	K1
2.	Analyze the present role of the press in the freedom movement at the national level	K4
3.	Apply the government reaction to the role of the press	K3
4.	Assess the role of prominent personalities for the growth of journalism	K5
5.	Understand the contribution of various newspapers	K2

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

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	The Origin of Press:					
	1	Invention of Printing Press	2	K1 (R)	Lecture using chalk and Talk	Asking questions, Evaluation through short test
	2	Gutenberg Press	1	K1 (R)	Group discussion and album making	Check knowledge in Discussion
	3	Role of Printing in evolution of modern newspapers	3	K1 (R)	Lecture with illustration	Evaluation through short test
	4	Growth of newspapers in India	2	K1 (R)	Lecture with illustration	Evaluation through Quizizz
	5	Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies	4	K1 (R)	Lecture with illustration	Evaluation through short summary
II	Growth of Press and Indian Independence Movement					
	1	Role of Newspapers in Indian Freedom struggle	4	K4 (An)	Lecture using chalk and Talk	Evaluation through short test
	2	Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India	4	K4 (An)	Lecture with illustration	Evaluation through overview
	3	Role and responsibility of press in Modern	4	K4 (An)	Lecture using chalk and Talk	Formative Assessment – I

		India				
III	Government and the press:					
	1	Government and the press: reaction and regulation	6	K3 (Ap)	Lecture using chalk and Talk	Justify with pros and cons
	2	Press laws	6	K3 (Ap)	Mind Mapping	Evaluation through Quizizz
IV	Contribution of Eminent Personalities to Indian Journalism:					
	1	Bala Gangadhara Tilak	2	K5 (E)	Lecture with PPT	Evaluation through Kahoot
	2	Gandhi	2	K5 (E)	Lecture with illustration and Album Making	Evaluation through short summary
	3	S. Sadanand	1	K5 (E)	Discussion	Evaluation through short seminar
	4	Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer	2	K5 (E)	Lecture with PPT	Evaluation through overview
	5	Periyar	2	K5 (E)	Lecture with PPT	Evaluation through short summary
	6	Aditanar	1	K5 (E)	Lecture using chalk and Talk	Evaluation through Slido
	7	Kalaignar	2	K5 (E)	Lecture with PPT	Evaluation through asking questions & short test
V	Contribution of Important News Papers:					
	1	Amrit Bazar Patrika	1	K2 (U)	Lecture using chalk and Talk	Evaluation through Miro
	2	The Timesof India	1	K2 (U)	PPT	Evaluation through short seminar
	3	The Hindu	2	K2 (U)	PPT	Evaluation through overview

	4	Contemporary News Papers in Tamil- Dinamani	1	K2 (U)	Lecture with PPT	Evaluation through short test
	5	Dhina Thanthi	2	K2 (U)	Lecture with PPT	Evaluation through short summary
	6	Dinamalar	1	K2 (U)	Group discussion	Asking questions
	7	Dinakaran	1	K2 (U)	Lecture with PPT	Evaluation through Quizizz
	8	Viduthalai	1	K2 (U)	Lecture with PPT	Evaluation through short test
	9	Murasoli	2	K2 (U)	Lecture with PPT	Formative Assessment – II

Course Focusing on: Employability and Skill development

Activities related to Cross Cutting Issues Professional Ethics

Activities related to Cross Cutting Issues: Group discussion on contribution of important newspapers

Assignment: Album Making, Mind Mapping

Seminar Topic: Contemporary Newspapers in Tamil

Sample Questions

Part : A

7. Who introduced Gutenberg press?
8. Which is the first newspaper introduced in India?
9. Name any one press law.
10. What is the contribution of Bala Gangadhar Tilak to Indian Journalism?
11. When did Amrit Bazar Patrika came into existence?

Part : B

11. Summarize the role of printing in evolution of Modern newspapers.
12. Describe the role of newspapers in Indian Freedom Struggle.
13. What are the reactions and regulations passed by the government towards the press?

14. 'Periyar is one of the eminent personalities in Indian Journalism' - Justify.
15. Discuss the emergence of 'The Hindu' newspaper.

Part : C

11. Analyze the growth of newspapers in India.
12. Evaluate the contribution of Anglo-Indian and Nationalist press to the field of Journalism in India.
13. List out the Press Laws.
14. Assess the role of Gandhi in Indian Journalism.
15. Narrate the significance of Muraloli.

Head of the Department

Dr. I. Jalaja Kumari

Course Instructor

Dr. C. R. Siva Kala

Teaching Plan

Department : History
Class : I M.A History
Title of the Course : Elective: IV a): Indian Constitution
Semester : II
Course Code : HP232EC4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232EC4	2	1	0	1	3	4	60	25	75	100

Objectives:

1. To understand the salient features of the Indian Constitution.
2. To illustrate the structure and functions of the various components of Government.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the salient features of the Indian Constitution.	K2
2.	remember the rights and duties of Citizens and Aliens.	K1
3.	evaluate the nature of Indian federalism and the rationale for emergency provisions.	K5
4.	analyze the powers and functions of the various units of the government.	K4
5.	apply the structure at the state level	K3

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

Teaching Plan

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

Unit	Section	Topics	Lecture Hours	Learning outcome	Pedagogy	Assessment/ Evaluation
I						
	1	Historical background	1	K2 (U)	Introductory session	Evaluation through short summary
	2	Constitutional Development- Making of Constitution	5	K2 (U)	You Tube Video	Evaluation through Whatsapp poll

	3	Sources of the Indian Constitution	2	K2 (U)	Seminar	Evaluation through Seminar
	4	Preamble of the Constitution	2	K1 (R)	PPT	Evaluation through short test
	5	Citizenship	2	K2 (U)	Lecture using chalk and talk	Evaluation through Slido
II						
	1	Fundamental Rights	3	K4 (R)	Mind Mapping	Evaluation through MCQ and mind map
	2	Directive Principles of State Policy- meaning and purpose	2	K1 (R)	PPT	Evaluation through Quizizz
	3	Fundamental Duties- significance	3	K1 (R)	Mind Mapping	Evaluation through MCQ and Mind map
	4	Important amendments to the Constitution	4	K2 (U)	Lecture using chalk and talk	Formative Assessment - I
III						
	1	Indian Federalism: Its Features - Unitary Features	4	K5 (E)	Lecture using chalk and talk	Evaluation through short test
	2	Distribution of powers: Legislative- Administrative and Financial relation	4	K5 (E)	PPT	Evaluation through MCQ
	3	Emergency Provisions	4	K2 (U)	Lecture using chalk and talk	Evaluation through Slido
IV						
	1	Union Government	1	K2 (U)	Lecture using videos	Evaluation through whatsapp poll
	2	President: Election- Powers and Functions – Cabinet	3	K5 (E)	Lecture using videos	Evaluation through sort summary

	3	Prime Minister– Parliament Composition, Powers and functions	2	K5 (E)	PPT	Evaluation through MCQ
	4	Process of law making	2	K5 (E)	PPT	Evaluation through Mentimeter
	5	Speaker– Parliamentary Committees	2	K5 (E)	Lecture using chalk and talk	Evaluation through Slido
	6	Supreme Court of India: Composition, powers and functions	2	K4 (A)	Lecture using chalk and talk	Evaluation through MCQ
V						
	1	State Government: Role of the Governor	3	K1 (R)	Review	Evaluation through Quizizz
	2	Chief Minister- Council of Ministers- Cabinet	3	K5 (E)	PPT	Evaluation through MCQ
	3	State Legislature: Legislative Assembly- Legislative Procedure	4	K2 (U)	PPT	Evaluation through short summary
	4	High Courts- Jurisdiction and powers	2	K2 (U)	Lecture using chalk and talk	Formative Assessment - II

Course Focusing on: Employability

Activities related to Cross Cutting Issues: Human Values and Gender Equity

Activities related to Cross Cutting Issues: Discussion on Human Rights

Assignment: Fundamental Rights and Duties

Seminar Topic: Sources of the Indian Constitution

Sample Questions

Part : A

1. Match List I (Item in the Indian Constitution) with List II (Country from which it was

derived) and select the correct answer using the codes given below the lists:

List-I

(Item in the Indian Constitution)

- A. Directive Principles of State Policy
- B. Fundamental Rights
- C. Concurrent List in Union-State Relations
- D. India as a Union of States with greater powers to the Union

List-II

(Country from which it was derived)

- i. Australia
- ii. Canada
- iii. Ireland
- iv. United Kingdom
- v. United States of America

Codes:

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

2. The purpose of the inclusion of Directive Principles of State Policy in the Indian Constitution is to establish
 - (a) political democracy
 - (b) social democracy
 - (c) Gandhian democracy
 - (d) social and economic democracy
3. Which one of the following determines that the Indian Constitution is federal?
 - (a) A written and rigid Constitution
 - (b) An independent Judiciary
 - (c) Vesting of residuary powers with the Centre
 - (d) Distribution of powers between the Centre and the States
4. What is the provision to safeguard the autonomy of the Supreme Court of India?
 1. While appointing the Supreme Court Judges, the President of India has to consult the

Chief Justice of India.

2. The Supreme Court Judges can be removed by the Chief Justice of India only.
 3. The salaries of the Judges are charged on the Consolidated Fund of India to which the legislature does not have to vote.
 4. All appointments of officers and staff of the Supreme Court of India are made by the Government only after consulting the Chief Justice of India.
- Which of the statements given above is/are correct?

(a) 1 and 3 only

(b) 3 and 4 only

(c) 4 only

(d) 1, 2, 3 and 4

5. Which of the following is not correctly matched?

- | | |
|-----------------|-----------------------------------|
| (a) Article 153 | - Office of the Governor |
| (b) Article 156 | - Term of the Governor |
| (c) Article 154 | - Executive authority of Governor |
| (d) Article 155 | - Removal of Governor |

Part : B

1. Point out the significance of the Preamble in the constitution of India.
2. Trace the six fundamental rights guaranteed by the Indian Constitution.
3. Mention the features of Indian federalism.
4. List the powers of the president of India.
5. Narrate the role of cabinet in a state.

Part : C

1. Explain the evolution and drafting of Indian Constitution.
2. Discuss the significance of the 42nd amendment to the constitution.
3. Describe the provisions related to the imposition of President's rule in a state.
4. Explain the process of law making in the parliament.
5. Analyse the role of governors in a state.

Head of the Department
Dr. I. Jalaja Kumari

Course Instructor
Dr. R. Suji

Teaching Plan

Department : History
Class : I M.A History
Title of the Course : Skill Enhancement Course- 1: Research and Report Writing
Semester : II
Course Code : HP232SEC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
HP232SEC1	2	1	-	1	2	4	60	25	75	100

Objectives:

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

Course Outcomes

CO	On the successful completion of the course, student will be able to:	PSO addressed	Cognitive level
CO 1	To tell the importance of report Writing	PSO 2	K1
CO 2	To analyze the method of research writing	PSO 2	K4
CO 3	To explain the methods of writing research proposals	PSO 3	K2
CO 4	To evaluate the importance of ethics in research	PSO 3	K5
CO 5	To highlight the best practices	PSO 2	K4

Teaching Plan

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

Unit	Section	Topics	Lecture Hours	Learning outcome	Pedagogy	Assessment/ Evaluation
I	Introduction:					
	1	Significance of Report Writing in academics and research	2	K2 (U)	Introductory session	Evaluation through short summary
	2	Requirement of report writing	2	K4 (A)	Lecture with PPT	Justify with pros and cons
	3	Research goals. Various kinds of Reports and its	3	K5 (E)	Lecture using chalk and talk	Slip test

		presentations				
	4	Characteristics of Academic and Research Reports	3	K2 (U)	Lecture using chalk and talk	Evaluation through overview
	5	Presentations	2	K4 (A)	PPT	Critique with pros and cons
II	Research Writing					
	1	Types of Research Papers	3	K4 (A)	Group discussion	Mentimeter
	2	Structure of research papers	2	K4 (A)	PPT	Justify with pros and cons
	3	Research Paper Formats	2	K4 (A)	Lecture using chalk and talk	Evaluation through Seminar
	4	Abstract writing-Methodology	2	K1 (R)	Lecture using chalk and talk	Observation notes
	5	Results and discussions	1	K4 (A)	Lecture using videos	Evaluation through presentations
	6	Uses of plagiarism detection tools.	2	K1 (R)	Mind Mapping	Formative Assessment - I
III	Report Writing:					
	1	Writings project proposals	3	K4 (A)	PPT	Quiz
	2	Lecture notes	2	K1 (R)	Lecture using chalk and talk	Recall points
	3	Progress reports-Utilization reports	3	K1 (R)	Lecture using chalk and talk	Evaluation through short test
	4	Scientific Reports	2	K1 (R)	Lecture using videos	Slip Test
	5	Analyse One Government report from the library	2	K2 (U)	PPT	Concept explanations
IV	Research					
	1	Ethics and research	3	K2 (U)	Lecture using videos	Evaluation though short test

	2	Fabrication	3	K5 (E)	Lecture using videos	Evaluation though short test
	3	Plagiarism	3	K5 (E)	PPT	Slido
	4	Misrepresentation	3	K5 (E)	PPT	Over view
V						
	1	Best practices	3	K1 (R)	Review	Evaluation through overview
	2	Formulating the focus of the research	3	K5 (E)	PPT	Mentimeter
	3	Possess and Develop cultural knowledge	3	K2 (U)	Lecture using chalk and talk	Evaluation through seminar
	4	Importance of socially beneficial research.	3	K2 (U)	Group discussion	Formative Assessment - II

Course Focusing on: Skill Development

Activities related to Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues: Discussion on Human Values

Assignment: Report Writing-Writings project proposals

Seminar Topic: Uses of plagiarism detection tools.

Sample Questions

Part : A

6. What is research?
7. What is meant by abstract?
8. What is the benefit of class notes?
9. Define misrepresentation of research?
10. What are the steps in formulating research?

Part : B

6. What is research planning and report writing?

7. Classify the types of methodology.
8. Define the Library research.
9. Difference between fabrication and research.
10. Highlight the best practices of research.

Part : C

6. Point out the significance of report writing in academics and research.
7. Explain the uses of plagiarism detection tools.
8. Inspect the developing effective research proposals.
9. Mention the types of plagiarism and the tips to avoiding it.
10. Illustrate the importance of socially beneficial research.

Head of the Department
Dr. I. Jalaja Kumari

Course Instructor
Dr. S. Mary Judit

Teaching Plan

Department : History
Class : II M.A History
Title of the Course : Major Core XII : Constitutional History of India from 1773 A.D. to 1950 A.D
Semester : IV
Course Code : PH2041

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PH2041	4	1	-	1	5	6	90	40	60	100

Objectives

1. To trace the constitutional development in India
2. To evaluate the functioning of various administrative departments in the central and state level in India.

Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	Explain the formation of the English East India Company in India.	PSO - 2	An
CO- 2	Identify the provisions of Parliamentary acts of government	PSO - 2	U
CO- 3	Describe the Constitutional developments in India	PSO - 2	R
CO- 4	Evaluate the salient features of Government of India Act of 1935.	PSO - 2	Ev
CO- 5	Discuss the framing of the Constitution of India	PSO - 2	U

Teaching Plan

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

Unit	Section	Topics	Lecture Hours	Learning outcome	Pedagogy	Assessment/ Evaluation
I						
	1	Formation of English East India Company: Its Arrival	2	K2 (U)	Introductory session	Evaluation through short summary
	2	Establishment of Bombay Resul	2	K4 (A)	Lecture with PPT	Justify with pros and cons
	3	Calcutta and Madras Presidencies	2	K5 (E)	Lecture using chalk and talk	Mentimeter
	4	Regulating Act of 1773	2	K2 (U)	Lecture using chalk and talk	Evaluation through overview
	5	Board of Directors- Its significance	3	K4 (A)	PPT	Critique with pros and cons
	6	Pitt's India Act of 1784	2	K4 (A)	PPT	Evaluation through Seminar
	7	Board of Control	2	K2 (U)	PPT	Peer Review
	8	Dual Government	2	K4 (A)	Discussion	Concept explanation
	9	Robert Clive and Act of 1786.	3	K2 (U)	Lecture using chalk and talk	Class Test- I
II						
	1	Parliamentary Acts: Charter Acts of 1793, 1813, 1833, 1853	4	K1 (R)	Group discussion	Quiz
	2	Queen's Proclamation	3	K4 (A)	Group discussion	Justify with pros and cons
	3	End of Company's Rule	4	K4 (A)	Lecture using chalk and talk	Evaluation through Seminar
	4	The Government of India Act of 1858	3	K1 (R)	Lecture using chalk and talk	Slido

	5	Council Acts of 1861 and 1892.	3	K4 (A)	Lecture using videos	Formative Assessment - I
III						
	1	Constitutional Developments	2	K4 (A)	PPT	Evaluation through short test
	2	Phase I: Minto-Morley Reforms Act of 1909-	3	K1 (R)	Lecture using chalk and talk	Recall points
	3	Communal Electorate	2	K1 (R)	Lecture using chalk and talk	Slip test
	4	Montague Chelmsford Reforms Act of 1919	3	K2 (U)	Lecture using videos	Suggest concept with examples
	5	Governor General and his Executive	2	K2 (U)	PPT	Evaluation through Seminar
	6	Central Legislature-Dyarchy in Provinces	4	K1 (R)	Mind Mapping	Online Quiz
	7	Critical Analysis – Election – Working of Dyarchy	4	K4 (A)	PPT	Class Test- II
IV						
	1	Constitutional Developments - Phase II: Mudiman Committee	4	K2 (U)	Lecture using videos	Evaluation through short test
	2	Simon Commission	2	K5 (E)	Lecture using videos	Evaluation through short test
	3	Nehru Report	1	K2 (U)	PPT	Suggest concept with examples
	5	Jinnah's Fourteen Points- White Paper	3	K5 (E)	PPT	Mentimeter

	7	Government of India Act of 1935-Salient features	3	K5 (E)	Lecture using chalk and talk	Evaluation through short summary
	8	All India Federation- Dyarchy in the Centre	3	K4 (A)	Lecture using chalk and talk	Slido
	9	Provincial Autonomy	2	K2 (U)	Lecture using chalk and talk	Evaluation through overview
V						
	1	Framing of the Constitution: Cripps Mission	3	K1 (R)	Review	Evaluation through overview
	2	CR Formula – Cabinet Mission- Simla Conference –	3	K5 (E)	PPT	Creative Writing
	3	Wavell Plan - Interim Government	3	K2 (U)	Lecture using chalk and talk	Class Test- III
	4	Mount Batten Plan- Independence Act of 1947	2	K2 (U)	Group discussion	Evaluation through discussion
	5	Constituent Assembly	2	K2 (U)	PPT	Evaluation through MCQ
	6	Indian Constitution- Salient Features	2	K4 (A)	Group discussion	Formative Assessment - II

Course Focusing on: Employability

Activities related to Cross Cutting Issues: Professional Ethics

Activities related to Cross Cutting Issues: Discussion on Professional Ethics

Assignment: Nehru Report

Seminar Topic: All India Federation

Sample Questions

Part A

11. What is meant by Dual Government?
12. What was the impact of Queen's proclamation.
13. What is meant by Dyarchy?

14. What do you know about White Paper?
15. When did the Indian constitution come into force on?

Part B

1. Write a short note on Robert Clive.
2. Write a note on the council Act of 1861.
3. What were the causes for the passing of the Act of 1919?
4. What do you know about White Paper?
5. Mention the Significance of Mountbatten plan.

Part C

1. List out the provisions of the Regulating Act of 1773.
2. Discuss about the Charter Act of 1813.
3. Make a critical analysis about the Minto-Morley reforms Act.
4. Analyse the important features of Jinnah's Fourteen points.
5. Evaluate the significance of the Charter Act of 1793 and 1813.

Head of the Department:
Dr.I. Jalaja Kumari

Course Instructor:
Dr. S. Mary Judit

Teaching Plan

Department : History
 Class : II M.A.
 Title of the Course : **Major Core –XIII: Contemporary History of India since Independence**
 Semester : IV
 Course Code : PH2042

Hours/Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To estimate the development of India after independence.
2. To develop the knowledge about the internal and external policies of India.

Course Outcomes

CO.NO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Review the functioning democracy in India	PSO-1	U
CO-2	Analyze the internal and external policy of Prime Minister Indira Gandhi.	PSO -1	An
CO-3	Evaluate the emergence of various political parties in India.	PSO-1	Ev
CO- 4	Discuss the international and national disputes of India.	PSO-1	Ev
CO-5	Generalize the Five Year plan and its impacts.	PSO-1	R

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

Unit	Module	Topics	Lecture hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1	Independent India: Riots on the eve of Independence- Integration of Indian States - Death of Gandhiji	3	K2(U)	Introductory session, Lecture using chalk and talk	Evaluation through short test
	2	Shaping of India's Foreign Policy-Nehru-Panchasheel- NAM	3	K5(E)	Lecture using chalk and talk, PPT	Multiple choice question
	3	General Election - State Reorganization -	3	K5(E)	Lecture using videos, PPT	Multiple choice question

	4	War with China (1965) - Causes and Results -	3	K5(E)	Story telling & Mind mapping, PPT	Quiz
	5	Split in the Congress - Emergence of Indira Gandhi- Abolition of Privy Purses - Nationalization of Banks	3	K2(U)	Discussion method	Class Test – I
	6	Indo- Pakistan War (1972)	3	K2(U)	Lecture using videos, PPT	Multiple choice question
	7	Emergence of Bangladesh - Indo - Soviet Treaty- India and Disarmament	3	K2(U)	Story telling & Mind mapping, PPT	Quiz
II						
	1	Emergency - Rise of Janatha Government - Morarji Desai - Charan Singh	3	K5(E)	Lecture using chalk and talk, PPT	Evaluation through short test
	2	Indira Gandhi's return to power - Sikh problem –Death of Indhira Gandhi	3	K5(E)	Lecture using videos, PPT	Short test
	3	Emergence of Rajiv Gandhi- Assassination	3	K5(E)	Mind mapping, PPT	MCQ
	4	Janatha Dal- V.P. Singh	3	K5(E)	Lecture using chalk and talk, PPT	Explain - questions
	5	UPA – NDA	4	K5(E)	Discussion method	Differentiate between various ideas
III						
	1	Assam Accord - Bodo Problem - Mizoram Accord - Indo - Srilanka agreement - -	4	K4(An)	Story telling & Lecture using videos, PPT	Slido
	2	Babur Masjid - Rama Janmaboome problem	4	K2(U),	Mind mapping, PPT	Class Test -II
	3	The Reservation policy and problems	4	K5(E)	Story telling & Lecture using chalk and talk, PPT	MCQ

	4	Interstate water disputes.	4	K2(U),	Lecture using videos, PPT & Discussion method	Formative Assessment – I
IV						
	1	Indian Agriculture - Green Revolution - M.S. Swaminathan - Dairy Development - White Revolution - Blue Revolution	3	K2(U),	Lecture using chalk and talk	Short test
	2	Five-year plans	4	K5(E)	Story telling & Lecture using videos, PPT	MCQ, Recall, True/False - questions
	3	India and the World Bank. New Economic Reform	4	K5(E)	Mind mapping, PPT	Explain - questions
	4	GATT – WTO	4	K5(E)	Story telling & Lecture using videos, PPT	Quiz
	5	Policy of privatization	4	K2(U)	Discussion method with PPT	WhatsApp Poll
V						
	1	Growth of Education - UGC	3	K5(E)	Lecture using chalk and talk, PPT	Asking questions
	2	NCERT	3	K4(An)	Lecture using videos, PPT	Multiple choicequestion
	3	ICHR	3	K2(U)	Story telling & Discussion	Evaluation through short test
	4	ICSSR	3	K5(E)	Lecture method with PPT	Class Test - III
	5	Development of Science - AEC - ISRO - DRDO – H.J. Bhaba	3	K2(U)	Lecture Method withPPT illustration	Quiz
	6	APJ. Abdul Kalam	3	K2(U)	Group discussion	Formative Assessment – II

Course Focussing on: **Employability**

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

Course Focussing on Cross Cutting Issues: **Professional Ethics**

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

Assignment: **1. Home Assignments** - War with China (1965) - Causes and Results

2. Assignments - Development of Science - AEC - ISRO - DRDO – H.J. Bhabha-

3. Group discussion - Indira Gandhi's return to power - Sikh problem –Death
of Indira Gandhi

Seminar Topic: **Green Revolution**

Sample questions

Part: A

I. Answer all the Questions:

1. Which among the following Decade is designated by SAARC as the SAARC Decade of the Rights of the Child

(i) 1991-2000 (ii) 2001-2010 (iii) 2011-2020 (iv) 2006-2015

(a) (ii) only (b) (iii) only (c) (iv) only (d) (i) only

2. India conducted its first Nuclear Test in the year

(i) 1974 (ii) 1978
(iii) 1998 (iv) 1996

3. Which one of the following provisions is not true in Janata Party

(i) When NDA was formed, Vajpayee became the Prime Minister for the Third Time

(ii) NDA, a New Coalition led by the BJP gained a majority to form the Government on 13th Oct 1999.

(a) (i) and (ii) are true (b) (i) is true but (ii) is false

(c) (i) and (ii) are false (d) (i) is false but (ii) is true

4. Which one of the following provisions is not true in Janata Party

(i) Charn Singh founded the Janata Party in 1979.

(a) true (b) false

5. Mizoram peace Accord declared in the Year.....

Part - B

II. Write short notes for the following questions:

1. Write a short account about Pancha Sheel Principle.
2. Give brief notes on framing of Indian Constitution
3. Write about the Birth of Bangladesh.
4. Give notes on India and Disarmament.
5. Briefly mention the importance of Rolling plan

Part – C

III. Write the answer in detail:

1. Assess the role played by Sardar Patel in the Integration of Princely States in India.
2. Analyse the Non-Aligned Policy and its Impacts
3. Examine the causes and the results of Indo- China War.
4. Discuss about the Indo-Pak War of 1971.
5. Explain the Rise of Janatha Government and its developments.

Head of the Department

Dr. I. Jalaja Kumari

Course Instructor

Dr. K.Baby

Teaching Plan

Department : History
Class : II M.A. History
Title of the Course : Major Core- XIV - Intellectual History of India
Semester : IV
Course Code : PH2043

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PH2043	4	1	-	1	5	6	90	40	60	100

Objectives

1. To create the knowledge of social reformers of India.
2. To understand the ideologies of liberal and secular thinkers.

Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO Addressed	CL
CO- 1	Trace the emergence of western education and its impacts.	PSO-1	U
CO- 2	Evaluate the role of North Indian social reformers.	PSO-1	Ev
CO- 3	Explain the role of social reformers of South India.	PSO-1	An
CO- 4	Discuss the ideologies of liberal thinkers.	PSO-1	U
CO- 5	Describe the important secular ideologists.	PSO-1	U

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Background					
	1	Modernization and Western Education	5	K2 (U)	Introductory Session	Evaluation through overview
	2	Social Legislations - Printing	5	K4 (U)	Lecture using chalk and talk	Critique with pros and cons, Asking questions
	3	Emergence of Associations	4	K4 (U)	Lecture with PPT	Evaluation through

						whatsapp poll
	4	Socio- political and economic transition	4	K1 (A)	Lecture using chalk and talk	Class Test - I
II	Social Perspective					
	1	Raja Ram Mohan Roy- Thinker, Philosopher and Social Reformer	4	K4 (A)	PPT	Evaluation through Quizizz
	2	M.N. Roy - Militant Activist	4	K2 (U)	PPT	Evaluation through Metimeter
	3	Radical Humanism - Periyar E.V. Ramasamy	4	K5 (E)	Discussion	Evaluation through MCQ
	4	Self-Respect Movement	4	K5 (E)	Lecture using chalk and talk	Evaluation through short test
	5	Dravida Kazhagam	3	K5 (E)	Discussion	Evaluation through whatsapp poll
	6	Rationalist Thought - Jaya Prakash Narayan	4	K1 (R)	Lecture using chalk and talk	Evaluation through short test
	7	Total Revolution and Sarvodaya Movement	5	K5 (E)	Lecture using chalk and talk	Evaluation through Slido
III	Liberal Perspective					
	1	Gopala Krishna Gokhale –Servants of India Society	5	K1 (R)	Lecture using chalk and talk	Evaluation through Google forms
	2	Sir Syed Ahmed Khan- Contribution to Muslim Education	5	K4 (A)	PPT	Class Test - I
	3	Aligarh Movement	3	K1 (R)	Lecture using chalk and talk	Evaluation through short test
	4	Rabindranath Tagore- A Political Social Theorist-Philosopher	4	K4 (A)	Lecture using PPT	Formative Assessment- I
IV	Secular Perspective					
	1	B.R. Ambedkar and Making of the	4	K1 (R)	Group Discussion	Evaluation through

		Indian Constitution				Mentimeter
	2	B.R. Ambedkar, leader of the Oppressed- Neo Buddhism	4	K5 (E)	Lecture using videos PPT	Evaluation though MCQ
	3	J.N. Nehru- Ideas of Democracy- Secularism- Socialism	5	K2 (U)	PPT	Evaluation though short test
V						
	1	M.K. Gandhi- Non-Violence and Satyagraha	6	K1 (R)	Review	Class Test - I
	2	Wardha Education	3	K1 (A)	PPT	Evaluation through overview
	3	Concept of Truth	2	K1 (A)	PPT	Evaluation through short test
	4	Concept of Rural Reconstruction	3	K2 (U)	PPT	Formative Assessment- II

Course Focusing on: Employability

Activities related to Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues: Discussion on Human Values

Assignment: B.R. Ambedkar and Making of the Indian Constitution

Seminar Topic: M.K. Gandhi and his ideas of Non- Violence and Satyagraha

Sample Questions

Part A

- What is the correct chronological sequence of the Following?
 - Wood's Education Despatch
 - Macaulay's Mission of Education
 - The Sargeant Education Report

4. Indian Education (Hunter Commission)

Codes

- a. 2,1,4,3
 - b. 2,1,3,4
 - c. 1,2,4,3
 - d. 4,3,1,2
2. Given below are two statements, one labeled as statement (1) and another labeled as statement (2)

Statement (1) : Periyar is known as the Father of the Dravidian Movement

Statement (2) : Periyar was an Indian social activist politician who started the Self-Respect Movement and Dravidar Kazhagam

In the context of the above two statements which of the following is correct

- a. Statement (1) and (2) are true
 - b. Statement (1) and (2) are false
 - c. Statement (1) is true Statement (2) is false
 - d. Statement (1) is false Statement (2) is true
3. "Santiniketan" was established in 1901 by _____.
4. Which one of the following journals/newspaper, is not associated with Dr. B.R. Ambedkar?
- a. Jagruti
 - b. Mooknayak
 - c. BahiskritBharat
 - d. Janata

5. Match List I with List II and select the correct answer from the code given below

List I

- A. Jallianwalla Bagh Massacre
- B. Khilafat Movement
- C. Non Coperation Movement
- D. Swaraj Party

List II

- 1. October 17, 1919
- 2. 1 January 1923
- 3. April 13, 1919
- 4. 1 September 1920

Codes:

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

Part B

- 1. Trace the impact of the modernization in India.
- 2. Assess significance Brahmo Samaj.

3. State the importance of Rabindranath Tagore and his philosophy.
4. Recall the Neo Buddhism.
5. Mention the importance of Wardha Scheme of Basic Education.

Part C

1. Discuss the steps taken by social reformers to improve the western education.
2. Examine the role of E.V.R. in the Self Respect Movement.
3. Analyze the liberal ideas of Gopala Krishna Gohale in constructing Indian Society.
4. Discuss the Nehru, the Maker of Modern India.
5. Analyze the idea of Non-Violence and Satyagraha of M.K. Gandhi and its impact on Indian Freedom Movement.

Head of the Department
Dr.I. Jalaja Kumari

Course Instructor
Dr. R. Suji

Teaching Plan

Department : History
Class : II M.A History
Title of the Course : Major Core XV: Archives Keeping
Semester : IV
Course Code : PH2044

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PH2044	4	1	-	1	4	6	90	40	60	100

Objectives

1. To understand about the history of Archives Keeping
2. To acquire the knowledge of preservation and conservation of Archives.

Course Outcomes

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Trace the historical background of Archives Keeping	PSO- 1	U
CO - 2	Explain the creation of Archives and its administration	PSO- 1	C
CO - 3	Analyze the various steps for the preservation and conservation of Archives	PSO - 1	An
CO - 4	Evaluate the origin and development of National Archives and State Archives in India	PSO- 1	Ev
CO - 5	Discuss the organization of Archives and various commissions	PSO- 1	U

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Sources					
	1	Definition, Scope and basic concepts	3	K2 (U)	Lecture using chalk and Talk	Asking questions, Evaluation through short test
	2	Types of Archives	2	K2 (U)	Group	Check

					discussion	knowledge in Discussion
	3	Characteristic Features of Archives	2	K2 (U)	Lecture with illustration	Evaluation through short test
	4	History of Archives Keeping in the World in ancient and medieval period	5	K2 (U)	Lecture with illustration	Evaluation through Slido
	5	Archives Keeping in India	4	K2 (U)	Lecture with illustration	Evaluation through short summary
	6	Importance of Archives	2	K2 (U)	Lecture with illustration	Class Test - I
II	Creation of Archives					
	1	Palm Leaves, Birch Bark and Papyrus	2	K6 (C)	Lecture using chalk and Talk	Evaluation through Miro
	2	Parchment and Vellum	2	K6 (C)	Lecture with illustration	Evaluation through overview
	3	Leather and Textile	2	K6 (C)	Lecture using chalk and Talk	Evaluation through short summary
	4	Filing System of Records and management	3	K6 (C)	Group Discussion	Check knowledge in Discussion
	5	Organization of Archives	3	K6 (C)	Lecture using chalk and Talk	Critique with pros and cons
	6	Functions of Archives	3	K6 (C)	Lecture using chalk and Talk	Evaluation through Prezi
	7	Administration of Archives	3	K6 (C)	Lecture using chalk and Talk	Evaluation through short test
III	Preservation and conservation					
	1	Agents of Deterioration	2	K4 (A)	Lecture using chalk and Talk	Justify with pros and cons
	2	Preventive Measures	3	K4 (A)	Lecture using chalk and Talk	Evaluation through short summary
	3	Biological Deterioration	4	K4 (A)	Mind Mapping	Mapping knowledge

	4	Chemical Deterioration	3	K4 (A)	Lecture with illustration	Class Test - II
	5	Causes and Control	2	K4 (A)	Lecture using chalk and Talk	Evaluation through Presentations
	6	Principle of Repair	2	K4 (A)	Lecture with illustration	Evaluation through short seminar
	7	Special problems in the restoration of documents	2	K4 (A)	Lecture with illustration	Formative Assessment - I
IV	Archival Organisation					
	1	Problems of Archives Keeping	2	K5 (E)	Lecture with PPT	Evaluation through short summary
	2	Uses of Archives	3	K5 (E)	Album Making	Evaluation through Mentimeter
	3	International Commission on Archives (ICA)	4	K5 (E)	Lecture with illustration	Evaluation through overview
	4	Indian Historical Records Commission (IHRC)	4	K5 (E)	Lecture with illustration	Evaluation through Kahoot
	5	The British Records Association	3	K5 (E)	Group Discussion	Evaluation through short seminar
	6	The Historical Manuscripts Commission	2	K5 (E)	Lecture Method	Class Test - III
V	National Archives of India					
	1	Growth and Development of National Archives after Independence	5	K2 (U)	Lecture using chalk and Talk	Evaluation through Quizizz
	2	Regional Centre of National Archives	3	K2 (U)	Lecture Method	Evaluation through short seminar
	3	School of Archival Studies	2	K2 (U)	Lecture Method	Evaluation through overview
	4	Origin and Growth of Tamil Nadu Archives	4	K2 (U)	Lecture with PPT	Evaluation through short seminar

	5	Private Archives and its Kinds	3	K2 (U)	Group Discussion	Evaluation through short summary
	6	Field Trip	1	K2 (U)	Album making	Formative Assessment - II

Course Focusing on: Skill Development

Activities related to Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues: Group Discussion on Tamil Nadu Archives

Assignment: Album Making, Mind Mapping

Seminar Topic: National Archives of India

Sample Questions

Part A

12. From which word, the term 'Archives' originate?
13. What is called papyrus?
14. Name the method used for preservation of records in Archives.
15. When did the International Commission on Archives established?
16. When did the Imperial Record Office came into existence?

Part B

1. Describe the types of Archives.
2. Narrate the functions of Archives.
3. Discuss the special problems in the restoration of documents.
4. Explain the features of Indian Historical Records Commission.
5. Generalize the Private Archives and its kinds.

Part C

16. Analyze the history of Archives keeping in the world in ancient and medieval period.
17. Enumerate the creation of Archives.
18. Examine the preservation methods followed in Archives.
19. Assess the uses of Archives.
20. Appraise the growth and development of Tamil Nadu Archives.

Head of the Department
Dr.I. Jalaja Kumari

Course Instructor
Dr. C. R. Siva Kala

Teaching Plan

Department : History
Class : II M.A History
Title of the Course : Major Elective - IV: International Relations Since 1945 A.D
Semester : IV
Course Code : PH2045

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PH2045	4	1	-	1	4	6	90	40	60	100

Objectives:

1. To understand the formation of two Super Powers and their action and reaction.
2. To study the importance of various International Organizations.

Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Define the International Relations and its theories.	PSO-3	R
CO-2	To acquire the knowledge of various treaties of the world	PSO-3	U
CO-3	Illustrate the effects of Cold war.	PSO-3	Ap
CO-4	To evaluate the various Regional Associations.	PSO-3	Ev
CO-5	To analyze the causes for the world disputes.	PSO-3	An

Teaching Plan

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

Unit	Section	Topics	Lecture Hours	Learning outcome	Pedagogy	Assessment/Evaluation
I						
	1	Definition of International Relations	3	K2 (U)	Introductory session	Evaluation through short summary
	2	Theories	3	K4 (A)	Lecture with PPT	Justify with pros and cons
	3	Diplomacy	4	K5 (E)	Lecture using chalk and talk	Evaluation through short test
	4	Kinds of Diplomacy	4	K2 (A)	Mind Mapping	Check knowledge in Discussion
	5	Collective	3	K4 (A)	PPT	Class Test - I

		Security system of 1830 and 1848				
II						
	1	International Law and disarmament under UNO	4	K4 (A)	Group discussion	Slido
	2	Test Ban Treaty 1963	3	K4 (A)	Group discussion	Justify with pros and cons
	3	Non-Proliferation Treaty 1968	4	K4 (A)	Lecture using chalk and talk	Evaluation through Seminar
	4	Strategic Arms Limitation Treaty, SALT (1972) START 1991	3	K2 (U)	Lecture using chalk and talk	Suggest concept with examples
	5	START 1991	4	K4 (A)	Lecture using videos	Evaluation through presentations
	6	Comprehensive Test Ban Treaty, CTBT 1996.	4	K1 (R)	Review	Evaluation through overview
III						
	1	Cold War: Causes	2	K4 (A)	PPT	Slip test
	2	Truman Doctrine - Marshall Plan	2	K1 (R)	Lecture using chalk and talk	Recall points
	3	ANZUS Pact- NATO –SEATO- CENTO	3	K1 (R)	Lecture using chalk and talk	Evaluation through short test
	4	Warsaw Pact- Various Phases of Cold War	2	K2 (U)	Lecture using videos	Class Test - II
	5	Korean problem Cuban Crisis- Vietnam problem	2	K2 (U)	PPT	Evaluation through Seminar
	6	U2 incident-End of Cold War	2	K1 (R)	Mind Mapping	Mentimeter
	7	Demolition of Berlin Wall	2	K4 (A)	PPT	Evaluation through Seminar
	8	Consequences of Cold War	1	K2 (U)	Lecture using videos	Formative Assessment- I

IV						
	1	Regional Associations: Non – Alignment Movement	3	K2 (U)	Lecture using videos	Slip test
	2	Doctrine – Growth – Achievements	2	K5 (E)	Lecture using videos	Evaluation through short test
	3	South Asian Association for Regional Co-Operation (SAARC) - Origin– Aims – Achievements	4	K5 (E)	PPT	Evaluation through short summary
	5	BRICS – ASEAN	3	K2 (U)	PPT	Concept explanations
	7	Common Wealth	2	K5 (E)	Lecture using chalk and talk	Evaluation through short summary
	8	The role of Common Wealth in International politics - G-7, G-8, G-12, G-20.	4	K4 (A)	Lecture using chalk and talk	Class Test - III
V						
	1	Fall of Communism in USSR	2	K1 (R)	Review	Evaluation through overview
	2	Dismemberment of the U.S.S.R and its Consequences	4	K5 (E)	PPT	Mentimeter
	3	CIS - WTO	3	K2 (U)	Lecture using chalk and talk	Evaluation through seminar
	4	GATT	2	K2 (U)	Group discussion	Evaluation through discussion
	5	European Union - The Formation of Israel- Zionism	2	K2 (U)	PPT	Slido

	6	The Palestinian Problem	2	K4 (A)	Group discussion	Evaluation through discussion
	7	Gulf War - Afghan War.	2	K5 (E)	PPT	Formative Assessment- II

Course Focusing on: Employability

Activities related to Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues: Discussion on Human Values

Assignment: South Asian Association for Regional Co-Operation

Seminar Topic: Fall of Communism in USSR

Sample Questions

Part A

16. What is meant by Informal Diplomacy?
17. What is Non- Proliferation Treaty.
18. What is meant by the SEATO?
19. What is the aim of Common Wealth of Nations.
20. What is the full form of WTO?

Part B

11. Identify the types of Realism.
12. Compare Test Ban and Non- Proliferation Treaty.
13. Write a brief account about the WARSAW pact.
14. Write an essay on origin of Non- Aligned Movement.
15. Write about the European parliament.

Part C

11. Analyze the various treaties signed by the world powers for collective security.
12. Explain the role of Strategic Arms Limitation Treaty in world peace.
13. Explain the origin and growth of the cold war.
14. Trace the origin, growth and the achievements of the SAARC.
15. Narrate the issues of Palestine problem.

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