

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

Re-accredited (3rd Cycle) with Grade **A+** & **CGPA 3.51** by NAAC

DEPARTMENT OF HISTORY



TANSICHE-CBCS with OBE

MASTER OF ARTS

PROGRAMME CODE - PH

COURSE STRUCTURE

(w.e.f. 2023 – 2024 Batch onwards)

E.M. GOPALAKRISHNA KONE YADAVA WOMEN'S COLLEGE

An Autonomous Institution –Affiliated to Madurai Kamaraj University

Re-accredited (3rd Cycle) with Grade A⁺ and CGPA 3.51 by NAAC

Department of History- PG

(w.e.f. 2023 – 2024 Batch onwards)

TANSCH- CBCS with OBE

Sem	Part	Course code	Title of the Course	Teaching hrs. (per week)	Duration of Exam (hrs)	Marks allotted			
						CIA	S.E	Total	Credits
I	III	23OPHI11	Core-I History of Ancient and Early Medieval India-Prehistory to 1206 Common Era (CE)	7	3	25	75	100	5
		23OPHI12	Core-II Socio Cultural History of Tamil Nadu up to 1565 CE	7	3	25	75	100	5
		23OPHI13	Core-III History of World Civilizations (Excluding India)	6	3	25	75	100	4
		23OPHIDSE1A	DSEC-I Indian Art and Architecture	5	3	25	75	100	3
		23OPHIDSE1C	DSEC-II Administrative History of Tamil Nadu	5	3	25	75	100	3
II	III	23OPHI21	Core-IV History of Medieval India-1206-1707 CE	6	3	25	75	100	5
		23OPHI22	Core- V Socio Cultural History of Tamil Nadu 1565 TO 1956 CE	6	3	25	75	100	5
		23OPHI23	Core- VI Historiography and Historical Methods	6	3	25	75	100	4
		23OPHIDSE2A	DSEC-III History of Journalism	5	3	25	75	100	3
		23OPHIDSE2C	DSEC-IV Indian Constitution	5	3	25	75	100	3
	IV	23OPHISEC21	SEC-I Introduction to Epigraphy	2	3	25	75	100	2
III	III	23OPHI31	Core- VII Colonialism and Nationalism in India	6	3	25	75	100	5
		23OPHI32	Core- VIII Intellectual History of India	6	3	25	75	100	5
		23OPHI33	Core- IX Economic History of India since 1857 CE	6	3	25	75	100	5
		23OPHI34	Core-X Tourism in Tamilnadu	6	3	25	75	100	4
		23OPHIDSE3A	DSEC- V Principles and Techniques of Archaeology	4	3	25	75	100	3
	IV	23OPHISEC3	SEC-II Communication Strategies for Leadership Success	2	3	25	75	100	2
IV	III	23OPHIN3	Internship/ Industrial Activity	-	-	-	-	-	2
		23OPHI41	Core-XI Contemporary India	6	3	25	75	100	5
		23OPHI42	Core-XII Peasant and Labour Movements in India	6	3	25	75	100	5
		23OPHIPR4	Core-XIII Project with Viva Voce (Project 80+20)	10	-	-	-	100	7
	IV	23OPHIDSE4A	DSEC –VI Women in India through the Ages	6	3	25	75	100	3
		23OPHISEC4	SEC-III Cargo and Logistics	2	3	25	75	100	2
		V	23OP5EA4	Extension Activity	-	-	-	-	-
									91

DSEC- Discipline Specific Course**DSEC (Discipline Specific Elective Course)****Semester-I (Choose any one)****DSEC-I**

1. Indian Art and Architecture
2. Freedom Struggle in Tamil Nadu

-23OPHIDSE1A
- 23OPHIDSE1B

DSEC-II (Choose any one)

1. Administrative History of Tamil Nadu
2. Cultural Heritage of India

-23OPHIDSE1C
-23OPHIDSE1D

Semester-II (Choose any one)**DSEC-III(Choose any one)**

1. History of Journalism
2. International Migrations and Diasporic Studies

-23OPHIDSE2A
-23OPHIDSE2B

DSEC-IV (Choose any one)

1. Indian Constitution
2. Environmental History of India

-23OPHIDSE2C
-23OPHIDSE2D

Semester-III (Choose any one)**DSEC-V**

1. Principles and Techniques of Archaeology
2. Studies in Human Rights

-23OPHIDSE3A
-23OPHIDSE3B

Semester-IV (Choose any one)**DSEC-VI**

1. Women in India through the Ages
2. Science and Technology in India since 1947 CE

-23OPHIDSE4A
-23OPHIDSE4B

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHI31	Core- VII Colonialism and Nationalism in India	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. To trace the process of colonization
2. To explain the rise of nationalism
3. To highlight the transition to self-rule
4. To examine the role of masses in the freedom struggle
5. To detail the process of transfer of power and the attainment of independence

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – British imperialism and its impact.	18	Upto K5	CLO1
II	Emergence of Nationalism in India: Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Socio-Religious Reform Movements: Brahmo Samaj- The Arya Samaj, Rama Krishna Mission – Theosophical Society- Aligarh Movement.	18	Upto K5	CLO2
III	Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919.	18	Upto K5	CLO3
IV	Era of Mass Movements: Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Growth of Communalism.	18	Upto K5	CLO4
V	Independence and Partition: Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.	18	Upto K5	CLO5

Books for Study

1. Annelett Sopitha Bai.W, History of India (up to 712 A.D.) Sharon Publications, Marthandam, 2006.
2. Aggarwal J.C, Ancient Indian History, S. Chand & company Pvt, Ltd., New Delhi, Reprint 2013.
3. Ramalingam .T.S, History of India, T.S.R. Publications, Madurai, 1991.
4. Raychoudhary.S.C., Social, Cultural & Economic History of India, Surjeet Publications.

Book for Reference

1. Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017
2. Dutt, R.P., *India Today*, Read Books, 2008
3. Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993
4. Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., 2007
5. Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935
6. Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947.

Web sources/ E. Books

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>

Pedagogy

Chalk and Talk, Group Discussion, Quiz, Spot test.

Rationale for nature of the Course

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.
3. Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxonomy)
CLO-1	Know the development of Colonization	Upto K5
CLO-2	Recognize the emergence of Nationalism in India	Upto K5
CLO-3	To explain the from representative politics to idea of self- rule	Upto K5
CLO-4	Give a detailed account of the era of Mass Movements	Upto K5
CLO-5	illuminate the reason of Independence and Partition.	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (90)	Mode
I	Colonialism: European Settlements in India:	6	18	Lecture Group Discussion PPT
	Portuguese – Dutch – French – English – Anglo-French Conflict	6		
	British imperialism and its impact.	6		
II	Emergence of Nationalism in India: Poligar Revolt – South Indian Rebellion	6	18	Lecture&Spot Test Chalk and Talk
	Vellore Revolt of 1806 - Revolt of 1857 - Socio-Religious Reform Movements: Brahma Samaj	6		
	The Arya Samaj, Rama Krishna Mission - Theosophical Society-Aligarh Movement.	6		Lecture Chalk and Talk
III	Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league	6	18	Chalk and Talk Group Discussion
	Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements	6		
	Montague-Chelmsford Reforms – Government of India Act 1919	6		
IV	Era of Mass Movements: Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression	6		
	The Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Growth of Communalism.	6		
V	Independence and Partition: Individual Satyagraha – Cripps' Mission – Quit India Movement	6	18	Lecture, Chalk and Talk, PPT & Spot test
	Indian National Army - Simla Conference	6		
	Cabinet Mission Proposal - Transfer of Power and Partition	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHI32	Core-VII Intellectual History of India	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Appreciate the intellectual contribution of socio-religious reformers.
2. Evaluate the contributions of economic nationalists.
3. To gain the knowledge about the Indian leaders
4. Examine the Gandhian views on political movements.
5. Appreciate the various contributions of prominent leaders

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant	18	UptoK5	CLO1
II	Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa	18	UptoK5	CLO2
III	BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah	18	UptoK5	CLO3
IV	Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar – M.N. Roy	18	UptoK5	CLO4
V	Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution	18	UptoK5	CLO5

Books for Study

1. Sonali Bansal, Snehil Tripathi, Modern Indian History, McGraw Hill Education (India) Private Limited, Chennai, 2019
2. Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.

3. Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 959.
4. Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999.

Book for Reference

1. C.P.Andrews : The Renaissance in India
2. P.K.Gopalakrishnan : Development of Economic Ideas in India.
3. V.Brodovo : Indian Philosophy of Modern Times

Web sources/ E.Books

- 1.[https://books.google.com/books/about/Makers_of_Modern_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Pedagogy

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course

To know the social and cultural condition of the ancient people in India.

Activities to be given

- 1.Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Know the intellectual contribution of socio-religious reformers	Upto K5
CLO-2	Distinguish the donations of economic nationalists	Upto K5
CLO-3	To explain the knowledge about the Indian leaders	Upto K5
CLO-4	To gain the importance of the Gandhian views on political movements.	Upto K5
CLO-5	describe the various contributions of prominent leaders	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (90)	Mode
I	Understanding Intellectual History and its impact – Indian Renaissance	6	18	Lecture Group Discussion PPT
	Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan	6		
	Vivekananda – Annie Besant	6		
II	Economic thought of Early Nationalists – Dadabhai Naoroji	6	18	Lecture & Spot Test Chalk and Talk
	R.C. Dutt – M.G. Ranade	6		
	J.C. Kumarappa	6		
III	Bala Gangadhar Tilak	6	18	Lecture Chalk and Talk
	Aurobindo Ghosh – Subramanya Bharati	6		
	M.A. Jinnah	6		
IV	Social Thinkers: Jyothi Rao Phule	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	-Periyar E.V. Ramasamy- B.R. Ambedkar	6		
	,Ayothi Das Pandithar — M.N. Roy	6		
V	Mahatma Gandhi and Nationalism	6	18	Lecture, Chalk and Talk, PPT & Spot test
	Jawaharlal Nehru and Nation Building	6		
	Jaya Prakash Narayan and Total Revolution	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHI33	Core- IX Economic History of India since 1857 CE	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Examine the agrarian condition and the impact of commercialization of agriculture.
2. Assess the impact of international linkages on the growth of industries in colonial India.
3. Explain the trade and monetary policy of colonial India.
4. Examine the development of various transport infrastructure and the growth of cities
5. Critique the ideas of the economic nationalists

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy	18	Upto K5	CLO1
II	Industries: Traditional Industries in Transition – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development -	18	Upto K5	CLO2
III	Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank .	18	Upto K5	CLO3
IV	Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – Bombay - Chennai	18	Upto K5	CLO4
V	Nationalist Critique: Dadabhai Naoroji – Amartya Sen- Raja Chelliah – J.C. Kumarappa	18	Upto K5	CLO5

Books for Study

- 1.S.Sankaran, Indian Economy, Margham Publication, Chennai, 2019
- 2.Dutt, R.C., The Economic History of India, Vols. I & II, Publications Division, New Delhi, 2006
3. Dutt, R.P., India Today, Read Books, 2008
4. Roy, Tirthankar, The Economic History of India, 1857-1947, OUP India, New Delhi, 2010
5. Singh, V.B., Economic History of India, 1857-1956, Allied Pub. Pvt. Ltd., New Delhi, 19653.
6. Raychoudhary.S.C.,Social, Cultural & Economic History of India, Surjeet Publications.

Book for Reference

1. Rothermund, Dietmar, An Economic History of India: From Pre-Colonial Times to 1991,Routledge, 1993.
2. Kumar, Dharna, ed., The Cambridge Economic History of India, c. 1757-2003, Vol. II, Cambridge University Press, Cambridge, 2008.

Web sources/ E.Books

- 1.<http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>
2. <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxonomy)
CLO-1	Identify the agrarian condition and the impact of commercialization of agriculture	Upto K5
CLO-2	Know the effect of international linkages on the growth of industries in colonial India	Upto K5
CLO-3	To explain the trade and monetary policy of colonial India	Upto K5
CLO-4	Give a detailed account of the the development of various transportinfrastructure and the growth of cities	Upto K5
CLO-5	explain the ideas of the economic nationalists	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (90)	Mode
I	Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements	6	18	Lecture Group Discussion PPT
	Agricultural Indebtedness: Commercialization of Agriculture	6		
	Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy	6		
II	Industries: Traditional Industries in Transition – Small Scale Industries and Large Scale Modern Industries	6	18	Lecture & Spot Test Chalk and Talk
	Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries)	6		
	Impact of First World War and Industrial Development	6		Lecture
III	Trade, Finance and Banking: Internal Trade – External Trade	6	18	Chalk and Talk
	Trade and Monetary Policy	6		
	Banking: Origin, Growth and Development of Commercial Banks – Central Bank	6		Chalk and Talk Group Discussion
IV	Transportation: Railways – Roadways – Waterways.	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	Emergence and Growth of Cities and Ports	6		
	Development and Growth of Cities: Kolkata – Bombay - Chennai	6		
V	Nationalist Critique: Dadabhai Naoroji	6	18	Lecture, Chalk and Talk, PPT & Spot test
	Amartya Sen- Raja helliah	6		
	J.C. Kumarappa	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHI34	Core-X Tourism in Tamilnadu	4	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Explain the types of tourism in Tamil Nadu.
2. Describe the role of Tamil Nadu government in the promotion of Tourism.
3. List out the various training facilities.
4. Describe the tourist attractions in Tamil Nadu.
5. Examine the employment and entrepreneurial opportunities in Tamil Nadu.

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals	18	Upto K5	CLO1
II	Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions	18	Upto K5	CLO2
III	Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli	18	Upto K5	CLO3
IV	Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kannyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram	18	Upto K5	CLO4
V	Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides	18	Upto K5	CLO5

Books for Study

1. Abbas. R, *Tourism & Travel Management*, Izad publications, Madurai, 2006.
2. Batra. G.S, *Tourism product & Level*, Deep & Deep Publications Pvt.Ltd, New Delhi
3. Shantha Kumari, *Facts on TOURISM*, Shantha Publication, Chennai, 1996.

Book for Reference

1. Bhatia A.K, *Tourism Level-Principles and Practice*, Sterling Publications, New Delhi, 2009.
2. Jag Mohan Nogi, *Tourist Guide and Tour Operation*, Kanisha Publishers, New Delhi, 2007.
3. Jha.S.M, *Tourism Marketing*, Himalaya Publishing House, Mumbai, 2008.
4. Pran Nath Seth, *Successful Tourism*, Sterling Publishers Pvt, New Delhi, 2008.
5. Vikash Choudhary, *Educational Tourism*, Centrum Press, New Delhi, 2010.

Web sources/ E.Books

1. https://www.tutorialspoint.com/tourism_management/tourism_management_tutorial.pdf
2. http://tandfmedia.s3.amazonaws.com/catalogs/Tourism_textbooks_UK.pdf
3. [http://www.microlinkcolleges.net/elib/files/undergraduate/Tourism%20&%20Hotel%20Management/Tourism%20Management%20\(2007\).pdf](http://www.microlinkcolleges.net/elib/files/undergraduate/Tourism%20&%20Hotel%20Management/Tourism%20Management%20(2007).pdf)

Pedagogy

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course

To know the social and cultural condition of the ancient people in India.

Activities to be given

2. Enhancing the quality of writing on research perception
3. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	Discuss about the types of tourism in Tamil Nadu.	Upto K5
CLO-2	To Know the role of Tamil Nadu government in the promotion of Tourism socio-economic life	Upto K5
CLO-3	Classify the various training facilities.	Upto K5
CLO-4	Give a detailed account of the tourist attractions in Tamil Nadu	Upto K5
CLO-5	Study the employment and entrepreneurial opportunities in Tamil Nadu.	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

		PO1	PO2	PO3	PO4	PO5	PO6
CLO-1		3	3	3	2	2	3
CLO-2		3	2	3	3	3	3
CLO-3		3	3	3	2	3	2
CLO-4		2	2	3	3	3	3
CLO-5		3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hou rs	Total Hours (90)	Mode
I	Geography of Tamil Nadu – Types of Tourism in Tamil Nadu	6	18	Lecture Group Discussion PPT
	– Holiday Tourism – Religious Tourism – Heritage Tourism	6		
	Health Tourism – Fairs and Festivals	6		
II	Role of Government in promotion Tourism	6	18	Lecture & Spot Test Chalk and Talk
	Guiding Principles of Tourism Promotion	6		
	Tamil Nadu Tourism Development Corporation – Functions	6		Lecture Chalk and Talk
III	Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai	6	18	Chalk and Talk Group Discussion
	State Institute of Hotel Management and Catering Technology, Tiruchirappalli	6		
		6		
IV	Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	Kutralam – Kanniyakumari – Kanchipuram – Madurai	6		
	Kumbakonam – Thanjavur – Mahabalipuram	6		
V	Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travelers	6	18	Lecture, Chalk and Talk, PPT & Spot test
	Employment Opportunities - entrepreneurial opportunities in Tourism Industry	6		
	Tourist Guides	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHIDSE3A	DSEC-V Principles and Techniques of Archaeology	3	4	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Explain the meaning of archaeology and the importance of its relations with allied disciplines.
2. Describe the development of archaeology in India and the West.
3. Describe the methods and techniques of excavation.
4. List the Archaeological study centers
5. Classify the excavated materials and explain the methods of interpretation

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Definition of Archaeology - Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, Archaeology – Its relation with other Subject.	10	Upto K5	CLO1
II	Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,	10	Upto K5	CLO2
III	Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Stratigraphy : Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.	10	Upto K5	CLO3
IV	Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia	15	Upto K5	CLO4
V	Tamil Nadu Archaeological excavation Sites: Marungur- Poompugar, Tranquebar (Under Water Archaeology) – Vembakottai- Ellanthakarai.	15	Upto K5	CLO5

Books for Study

- 1.Rajan. K, *Understanding Archaeology*, ManooPathippakam, Thanjavur, 2016.
2. Raman .K. V, *Principles and Methods in Archaeology*, Madras, 1976.
- 3.Venkatraman. R, *Indian Archaeology (A survey)*, Udumalpet,1999.

Book for Reference

1. Agarwal D.P, *Archaeology in India*, Delhi, 1982.
2. Chakrabarthi. Dilip. K, *India AnArchaeological History*, New Delhi, 1999.
3. Ghosh .A, *Encyclopedia of Indian Archaeology*, New Delhi, 1990.
4. Sankhalia. H.D, *Indian Archaeology Today*, Bombay, 1962.

Web sources/ E.Books

- 1.https://ignca.gov.in/Asi_data/76267.pdf
2. <http://keezhadi.tamilheritage.co.in/wp-content/uploads/2018/06/Amarnath- keezhadi- excavation-p2.pdf>
3. <file:///C:/Users/Admin/Downloads/Lewis-IndiaHistoricalArch.pdf>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

- 1.Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	To Know the importance of its relations with allied disciplines	Upto K5
CLO-2	To Knowledge about the development of archaeology in India and the West	Upto K5
CLO-3	Detail the methods and techniques of excavation	Upto K5
CLO-4	Give a detailed account of the Archaeological study centers.	Upto K5
CLO-5	To explain the excavated materials and explain the methods of interpretation	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level**2 - Intermediate Level****3- Advanced Level****Lesson Plan**

Unit	Content	Hours	Total Hours (60)	Mode
I	Definition, of Archaeology - Different kinds of Archaeology	4	12	Lecture Group Discussion PPT
	Marine Archaeology, Aerial Archaeology ,New Archaeology etc.,	4		
	Archaeology – Its relation with other Subject	4		
II	Beginnings in Archaeology from Antiquarianism to Archaeology	4	12	Lecture & Spot Test Chalk and Talk
	Process of Archaeology in the West - Growth of Archaeology in India	4		
	Development of Archaeological Survey of India,	4		Lecture Chalk and Talk
III	Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy	4	12	Chalk and Talk Group Discussion
	Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements	4		
	Dating Methods: Relative Dating and Scientific Dating.	4		
IV	Archaeological Studies in Universities and State Department of Archaeology and other Institutions	5	15	Lecture Peer Group Teaching Chalk and Talk & PPT
	University of Madras, Tamil University Tanjore	5		
	Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia	5		
V	Tamil Nadu Archaeological excavation Sites: Sivakalai – Gangaikondacholapuram-	8	15	Lecture, Chalk and Talk, PPT & Spot test
	Mayiladumparai – Vembakottai	7		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	III	23OPHIDSE3B	DSEC-V Studies in Human Rights	2	2	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Explain the definition and characteristics of human rights
2. Examine the challenges to human rights protection
3. Outline the constitutional safeguards for human rights
4. Describe the contemporary challenges
5. Evaluate the contribution of human rights organizations

Course Content:

Unit	Course Contents	Hours/Week	K Level	CLO
I	Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.	6	Upto K5	CLO1
II	The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration.	6	Upto K5	CLO2
III	India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies.	6	Upto K5	CLO3
IV	Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners – Bonded Labour – Capital Punishment – Custodial Torture.	6	Upto K5	CLO4
V	Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch – International Commission of Jurist – Human Rights Watch – People's Union for Civil Liberties	6	Upto K5	CLO5

Books for Study

1. Ishay, Micheline R., The History of Human Rights: From Ancient Times to the Globalization Era, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, The United Nations and Human Rights: A Critical Appraisal, OUP, Oxford, 2020
3. Nirmal, C.J., Human Rights in India: Historical, Social and Political Perspectives, OUP, New Delhi, 2008

Book for Reference

1. Cushman, Thomas, ed., Handbook of Human Rights, Routledge, New York, 2012
2. Forsythe, David P., et. Al., The International Committee of the Red Cross: A Neutral Humanitarian Actor, Routledge, New York, 2007
3. Human Rights Watch, World Report, Human Rights Watch, New York (Relevant Years)

Web sources/ E. Books

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

4. Enhancing the quality of writing on research perception
5. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	understand the concepts and evolution of human rights	Upto K5
CLO-2	appreciate the role of UN in promoting human rights	Upto K5
CLO-3	understand the status of human rights in India	Upto K5
CLO-4	analyse the challenges to human rights	Upto K5
CLO-5	assess the role of non-governmental organizations.	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level**2 - Intermediate Level****3- Advanced Level****Lesson Plan**

Unit	Content	Hours	Total Hours (30)	Mode
I	Introduction to Human Rights: Definition and Characteristics.	2	6	Lecture Group Discussion PPT
	Nature – Theories – Classification and Scope of Human Rights	2		
	Historical Development of Human Rights: Ancient, Medieval and Modern periods	2		
II	The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights	2	6	Lecture & Spot Test Chalk and Talk
	The International Covenants on Economic, Social and Cultural Rights	2		
	Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration	2		
III	India and Human Rights: Indian Constitutional Guarantee on Human Rights	2	6	Chalk and Talk Group Discussion
	Fundamental Rights of Indian Constitution – Directive Principles of State Policy	2		
	Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies	2		
IV	Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency	2	6	Lecture Peer Group Teaching Chalk and Talk & PPT
	Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners	2		
	Bonded Labour – Capital Punishment – Custodial Torture.	2		
V	Organization for Human Rights: International, National, State Level Organizations	2	6	Lecture, Chalk and Talk, PPT & Spot test
	Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross	2		
	– Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties	2		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
III	IV	23OPHISEC3	SEC-II Communication Strategies for Leadership Success	2	2	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. To explain the basic definitions of communication and communication skills
2. To list the types of communication skills
3. To detail the methods to improve communication
4. To explain the requirements of effective communication in the workplace
5. To detail the types of corporate skills

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Definition of communication-methods of communication- Definition of communication skills	6	Upto K5	CLO1
II	Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness	6	Upto K5	CLO2
III	Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism-Practice- Attendance of classes and workshop – effective usage of opportunities	6	Upto K5	CLO3
IV	Effective Communication in workplace- Clarity and concise-practice of empathy- Assertion- calm and consistence-	6	Upto K5	CLO4
V	Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- Technical skills.	6	Upto K5	CLO5

Books for Study

1. Prepared By our Department of History Faculties
2. Paul A. Argenti, Corporate communication
3. Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

Book for Reference

1. Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,
2. Andrew Sobal and Jerold Panas, 10 skills for effective Business communication.

Web sources/ E.Books

<https://www.rock.so/blog/communication-strategies>

<https://www.revechat.com/blog/effective-customer-service-communication/>

<https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	To Know basic definitions of communication and communication skills	Upto K5
CLO-2	To gain the Knowledge about the types of communication skills	Upto K5
CLO-3	To Know the methods to improve communication	Upto K5
CLO-4	Describe the requirements of effective communication in the workplace.	Upto K5
CLO-5	To clarify the types of corporate skills	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level**2 - Intermediate Level****3- Advanced Level****Lesson Plan**

Unit	Content	Hours	Total Hours (30)	Mode
I	Definition of communication	2	6	Lecture Group Discussion PPT
	methods of communication	2		
	Definition of communication skills	2		
II	Communication Skill -Listening	2	6	Lecture & Spot Test Chalk and Talk
	conciseness- body language- confidence- Open mindedness- Use of Correct Medium	2		
	Volume and Clarity- Non verbal cues- Responsiveness	2		
III	Improvement of Communication Skills	2	6	Lecture Chalk and Talk Chalk and Talk Group Discussion
	Readiness to seek and receive Constructive Criticism- Practice	2		
	Attendance of classes and workshop – effective usage of opportunities	2		
IV	Effective Communication in workplace	2	6	Lecture Peer Group Teaching Chalk and Talk& PPT
	Clarity and concise- practice of empathy	2		
	Assertion- calm and consistence	2		
V	Corporate communication- Importance	2	6	Lecture, Chalk and Talk, PPT& Spot test
	Types of skills- Writing skills	2		
	presentation and public speaking skills- Technical skills.	2		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
IV	III	23OPHI41	Core-XI Contemporary India	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. Evaluate the contribution of different governments.
2. Assess the impact of government's policy on scientific advancements in India.
3. Describe the India's economic development and foreign policy.
4. Explain the uniqueness of Indian Education Systems.
5. Examine the culture and Arts in Independent India

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Reorganisation of States on Linguistic bases – Separation of Andra Pradesh- Gujarath- Punjab Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during BharathiyaJanata Party –	18	Upto K5	CLO1
II	Science and Technology –Atomic and Nuclear Policy – Space Research - ISRO – DRDO -Transport and Communications – Railways – Roads –Civil aviation – Postal, Telegraph – Telecommunication –Landline – internet, Communication satellites – Mobile communication.	18	Upto K5	CLO2
III	Planning Commission –Five Year plans –The Foreign policy- Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia.	18	Upto K5	CLO3
IV	Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education.	18	Upto K5	CLO4
V	Culture and the Arts : Society – Religion – Family – Festivals – Cuisine –Sports -Arts – Drama and Cinema- Folk Arts.	18	Upto K5	CLO5

Books for Study

1. Ishay, Micheline R., The History of Human Rights: From Ancient Times to the Globalization Era, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, The United Nations and Human Rights: A Critical Appraisal, OUP, Oxford, 2020
3. Nirmal, C.J., Human Rights in India: Historical, Social and Political Perspectives, OUP, New Delhi, 2008

Book for Reference

- S.C. Dube (Ed) : India since Independence (1947-1977)
- S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
- M.J. Akbar : The Siege within: Problems of Modern India
- A. Appadurai : Foreign policy (Consumer Library)
- V.D. Mahajan : History of Modern India up to 1980's

Web sources/ E. Books

1. <https://www.ddutkal.ac.in>
2. [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	understand the contribution of different governments	Upto K5
CLO-2	appreciate the role of scientific advancements in India	Upto K5
CLO-3	understand the status of human rights in India	Upto K5
CLO-4	To Know the India's economic development and foreign policy	Upto K5
CLO-5	evaluate the role of culture and Arts in Independent India.	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (90)	Mode
I	Reorganisation of States on Linguistic bases – Separation of Andhra Pradesh	6	18	Lecture Group Discussion PPT
	Gujarath- Punjab, Political parties – From Sastri to Indira Gandhi	6		
	Rajiv years – changes during Bharathiya Janata Party	6		
II	Science and Technology – Atomic and Nuclear Policy – Space Research - ISRO – DRDO	6	18	Lecture & Spot Test Chalk and Talk
	-Transport and Communications – Railways – Roads – Civil aviation – Postal, Telegraph	6		
	Telecommunication – Landline – internet, Communication satellites – Mobile communication	6		Lecture Chalk and Talk
III	Planning Commission – Five Year plans – The Foreign policy	6	18	Chalk and Talk Group Discussion
	Basic principles of Indian Foreign Policy – India and China	6		
	India and Pakistan – India and USA – India and Russia.	6		
IV	Education – Indian Education Commission – University Grants Commission	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	Kothari Commission – Progress of women education-	6		
	growth of science education	6		
V	Culture and the Arts : Society – Religion – Family –	6	18	Lecture, Chalk and Talk, PPT & Spot test
	Festivals – Cuisine – Sports - Arts.	6		
	Arts – Drama and Cinema- Folk	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
IV	III	23OPHI42	Core- XII Peasant and Labour Movements in India	5	6	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

- 1 Explain the impact of the agrarian change brought about by colonial government.
- 2 Evaluate the nature of peasant struggles in India.
- 3 Describe the rise of industries and the emergence of working class in India.
- 4 Evaluate the contribution of trade unions towards the amelioration of the working class.
- 5 Assess the significance of labour laws and various recommendations.

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour - Plantation labour.	18	Upto K5	CLO1
II	Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising - Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.	18	Upto K5	CLO2
III	Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class.	18	Upto K5	CLO3
IV	Trade Unionism & Labour Movement: Trade Unionism - Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism - Unorganized Sector.	18	Upto K5	CLO4
V	Labour Laws and Legislations: Constitutional Rights and Directives - Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour.	18	Upto K5	CLO5

Books for Study

1. Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
2. Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
3. Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
4. Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
5. Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983.

Book for Reference

1. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.
2. Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
3. Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
4. Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.
5. Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.

Web sources/ E. Books

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/stable/27768140>

Pedagogy

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	understand the impact of the agrarian changes brought about by colonial government.	Upto K5
CLO-2	trace the nature of peasant struggles in India.	Upto K5
CLO-3	Detail the rise of industries and the emergence of working class in India.	Upto K5
CLO-4	Evaluate the contribution of trade unions towards the amelioration of the working class.	Upto K5
CLO-5	Assess the significance of labour laws and various recommendations	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (90)	Mode
I	Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari	6	18	Lecture Group Discussion PPT
	Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness -	6		
	Wage Labour -Bonded labour-Plantation labour	6		
II	Peasant Uprising and Movements: Peasant struggles in the pre- colonial period.	6	18	Lecture & Spot Test Chalk and Talk
	Peasant Struggles in the Colonial Period -PhulaguriDawa - Pabna Agrarian League	6		
	Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur	6		Lecture Chalk and Talk
III	Industrial Society: Rise of Industries - Migration to Cities -	6	18	Chalk and Talk Group Discussion
	Labour Mobility - Condition of Workers in Factories -	6		
	Rise of Working Class	6		
IV	Trade Unionism & Labour Movement: Trade Unionism - Development of Trade Unionism in India -	6	18	Lecture Peer Group Teaching Chalk and Talk & PPT
	Types of Trade Unions - Left wing Trade Unionism - Problems of organizing Union in India - Unorganized Sector	6		
	Problems of organizing Union in India - Unorganized Sector	6		
V	Labour Laws and Legislations: Constitutional Rights and Directives	6	18	Lecture, Chalk and Talk, PPT & Spot test
	-Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act -	6		
	Malviya Commission on Labour Welfare - National Commission on Labour	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
IV	III	23OPHIDSE4A	DSEC-VI Women in India through the Ages	3	4	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

- 1 –Explain the various perspectives on women’s issues
- 2 - Appreciate the contribution of social reformers to women’s cause
- 3 –Outline the constitutional safeguards for women
- 4 –Examine the position of women in society
- 5 –Examine the women welfare organisations and its schemes

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Perspectives on Women’s Issues: Liberal – Radical – Socialist – Marxist – Historical Aspects: Women in Ancient India – Women in Medieval India – Women in Modern India	12	Upto K5	CLO1
II	Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, , Periyar E.V. Ramasamy, – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar	12	Upto K5	CLO2
III	Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance– Hindu Code Bill.	12	Upto K5	CLO3
IV	Women’s Welfare Organizations and Schemes: Women’s Indian Association – National Commission for Women and State Commission for Women – women welfare Schemes of the Government of India	12	Upto K5	CLO4
V	Women and Economy: Women and Economic Growth — Women Entrepreneurs – Self Help Groups – Women and Media.	12	Upto K5	CLO5

Books for Study

1. Ishay, Micheline R., The History of Human Rights: From Ancient Times to the Globalization Era, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, The United Nations and Human Rights: A Critical Appraisal, OUP, Oxford, 2020
3. Nirmal, C.J., Human Rights in India: Historical, Social and Political Perspectives, OUP, New Delhi, 2008

Book for Reference

1. Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable 2. Development", UN Women, 2019
3. Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing 4. Women's Lives", Kindle Edition, 2014.
5. Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in 6. India" Educreation Publishing House, New Delhi, 2016.
7. Rao, Pulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.

Web sources/ E. Books

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>
2. <https://www.sociologydiscussion.com>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

1. Enhancing the quality of writing on research perception
2. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxonomy)
CLO-1	Explain the various perspectives on women's issues	Upto K5
CLO-2	Appreciate the contribution of social reformers to women's cause	Upto K5
CLO-3	Outline the constitutional safeguards for women	Upto K5
CLO-4	Examine the position of women in society	Upto K5
CLO-5	Examine the women welfare Organisations and schemes	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (60)	Mode
I	Perspectives on Women's Issues: Liberal – Radical – Socialist – Marxist	6	12	Lecture Group Discussion PPT
	Historical Aspects: Women in Ancient India – Women in Medieval India: Women in Modern India	6		
II	Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Periyar E.V. Ramasamy, Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar	6	12	Lecture & Spot Test Chalk and Talk
		6		Lecture Chalk and Talk
III	Constitution, Laws and the changing status of women: Women and Political Participation in India,	6	12	Chalk and Talk Group Discussion
	Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance,			
	Hindu Code Bill	6		
IV	National Commission for Women and State Commission for Women	6	12	Lecture Peer Group Teaching Chalk and Talk & PPT
	women welfare Schemes of the Government of India	6		
V	Women and Economy: Women and Economic Growth –	6	12	Lecture, Chalk and Talk, PPT & Spot test
	Women Entrepreneurs –: Self Help Groups	6		
	Women and Media			

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
IV	III	23OPHIDSE4B	DSEC-VI Science and Technology in India since 1947 CE	3	4	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

- 1 –Describe the evolution of India’s Science & Technology Policy
- 2 –Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- 3 –Examine the advancements in the field of atomic and space research
- 4 –Outline India’s progress in the frontier areas of scientific research
- 5 -Examine the social and economic impact of scientific advancements.

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India’s Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.	12	Upto K5	CLO1
II	Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution	12	Upto K5	CLO2
III	Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications – PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India’s Missile Programmes – A.P.J. Abdul Kalam – India’s Ballistic Missile Defence System	12	Upto K5	CLO3
IV	Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.	12	Upto K5	CLO4
V	IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.	12	Upto K5	CLO5

Books for Study

- 1.Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.
- 2.Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
- 4.Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

Book for Reference

- 1.Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
- 2.Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.
- 3.Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
- 4.Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.

Web sources/ E. Books

<https://dst.gov.in/>

<https://www.india.gov.in/topics/science-technology>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

- 1.Enhancing the quality of writing on research perception
- 2.Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxonomy)
CLO-1	Describe the evolution of India's Science & Technology Policy	Upto K5
CLO-2	Evaluate the contribution of Green,White,and Blue Revolutions	Upto K5
CLO-3	understand the advancements in the field of atomic and space research	Upto K5
CLO-4	Outline India's progress in the frontier areas of scientific research	Upto K5
CLO-5	Examine the social and economic impact of scientific advancements.	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (60)	Mode
I	Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs –	6	12	Lecture Group Discussion PPT
	India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.	6		
II	Development of Agricultural Science – Green Revolution – M.S. Swaminathan	6	12	Lecture & Spot Test Chalk and Talk
	White Revolution – Verghese Kurien – Blue Revolution	6		
III	Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO	6	12	Lecture Chalk and Talk
	– Development of INSAT system – Remote Sensing Applications – PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System	6		Chalk and Talk Group Discussion
IV	Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology.	6	12	Lecture Peer Group Teaching Chalk and Talk & PPT
	– Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council	6		
V	IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and	6	12	Lecture, Chalk and Talk, PPT & Spot test
	Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.	6		

DEPARTMENT OF HISTORY				II M.A				
Sem	Part	Course Code	Title of the Course	Credits	Contact Hours/week	CIA	SE	Total
IV	IV	23OPHISEC4	SEC-III Cargo and Logistics	2	4	25	75	100

Nature of the Course		
Knowledge and Skill Oriented	Employability oriented	Entrepreneurship oriented
✓	✓	-

Course Objectives

1. List the definitions of cargo and logistics and its evolutions
2. Describe the cargo handling in the ports and airports
3. Describe the functions of logistics management
4. Describe provision and carriage of loading accessories.
5. Discuss the challenges in logistics management

Course Content:

Unit	Course Contents	Hours/Week	KLevel	CLO
I	Definition of Cargo and Logistics- History and Evolution – Objectives – Elements	6	Upto K5	CLO1
II	Ports- Handling of Cargo in Major and Minor – The cargo handling organisations in Ports - Types of Cargo in Shipping - Types of Air Cargo .	6	Upto K5	CLO2
III	Logistics Management- Definition - Role of Tourism Logistics management - Functions of Logistics Management	4	Upto K5	CLO3
IV	Formation of IATA - Concept of IATA cargo agent – Recognition – Agents – Duties & Responsibilities – Payment Procedures	7	Upto K5	CLO4
V	Logistic management challenges-Customer Service- Transportation cost Control-Planning and Risk Management- supplier/partner relationship- Governmental and environmental regulations	7	Upto K5	CLO5

Books for Study

1. Ishay, Micheline R., The History of Human Rights: From Ancient Times to the Globalization Era, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, The United Nations and Human Rights: A Critical Appraisal, OUP, Oxford, 2020
3. Nirmal, C.J., Human Rights in India: Historical, Social and Political Perspectives, OUP, New Delhi, 2008

Book for Reference

1. Cushman, Thomas, ed., Handbook of Human Rights, Routledge, New York, 2012
2. Forsythe, David P., et. Al., The International Committee of the Red Cross: A Neutral Humanitarian Actor, Routledge, New York, 2007
3. Human Rights Watch, World Report, Human Rights Watch, New York (Relevant Years)

Web sources/ E. Books

3. <https://nhrc.nic.in>
4. <https://www.un.org/en/global-issues/human-rights>

Pedagogy:

Chalk and Talk, Group Discussion, Quiz, Spot test

Rationale for nature of the Course:

To know the social and cultural condition of the ancient people in India.

Activities to be given

6. Enhancing the quality of writing on research perception
7. Train the students for applying tools in research papers and presented in seminars.

Course Learning Outcomes (CLOs)

On the completion of the course, behind the students would be able to:

CLO	Course Learning Outcome	K level (According to Bloom's Taxnomy)
CLO-1	List the definitions of cargo and logistics and its evolutions	Upto K5
CLO-2	Describe the cargo handling in the ports and airports	Upto K5
CLO-3	Describe the functions of logistics management	Upto K5
CLO-4	Describe provision and carriage of loading accessories explain the role of IATA	Upto K5
CLO-5	Discuss the challenges in logistics management	Upto K5

K1 – Remembering and Recalling the specific answers

K2- Basic understanding of stating main ideas and general answers.

K3 – Level oriented classify and identify concepts.

K4- Examining, analyzing presentation and make inferences with evidence

K5- Evaluating, making Judgments based on criteria

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO-1	3	3	3	2	2	3
CLO-2	3	2	3	3	3	3
CLO-3	3	3	3	2	3	2
CLO-4	2	2	3	3	3	3
CLO-5	3	3	3	3	3	3

1-Basic Level

2 - Intermediate Level

3- Advanced Level

Lesson Plan

Unit	Content	Hours	Total Hours (30)	Mode
I	Definition of Cargo and Logistics	3	6	Lecture Group Discussion PPT
	History and Evolution: Objectives – Elements	3		
II	Ports- Handling of Cargo in Major and Minor – The cargo handling organisations in Ports -	2	6	Lecture & Spot Test Chalk and Talk
	Types of Cargo in Shipping -	2		
	Types of Air Cargo	2		
III	Logistics Management- Definition	2	4	Lecture Chalk and Talk Chalk and Talk Group Discussion
	Role of Tourism Logistics management - Functions of Logistics Management	2		
IV	Formation of IATA -Concept of IATA cargo agent –	2	7	Lecture Peer Group Teaching Chalk and Talk& PPT
	Recognition – Agents –	3		
	Duties & Responsibilities – Payment Procedures	2		
V	Logistic management challenges-Customer Service-	2	7	Lecture, Chalk and Talk, PPT& Spot test
	Transportation cost Control-			
	Planning and Risk Management- supplier/partner relationship-	3		
	Governmental and environmental regulations	2		