

<b>ARUL ANANDAR COLLEGE (AUTONOMOUS), KARUMATHUR – 625514</b>				
<b>Outcome based CBCS STRUCTURE for Department of History (2022-2023)</b>				
Part	Sub. Code	Course	Hours	Credits
<b>I Semester</b>				
I	22UTAL11/ 22UHNL11/ 22UFNL11	Tamil/ Hindi/French	06	4
II	22UENA11 22UENB11	English through Prose & Short Story - Stream – A English through Prose & Short Story - Stream – B	05	4
III	22UHSC11	Core : 1 History of Madurai	06	5
	22UHSC21	Core : 2 Heritage Tourism of India	06	5
	22UECB11	Allied – 1. General Economics	05	4
IV	22UFCE11	FC- Personality Development	01	01
	22UCSH12	Communication Skills	01	
	22UBRC11	Bridge Course	-	1
V	22UNCC/NSS/ PHY.EDU/YRC/ ROT/ACF/ NCB12	Extension Activities NCC/NSS /Phy.Edn. /YRC /ROTARACT/AICUF/Nature Club	-	-
			<b>30</b>	<b>24</b>
<b>II Semester</b>				
I	22UTAL22/ 22UHNL22/ 22UFNL22	Tamil /Hindi /French	06	4
II	22UENA22 22UENB22	English through Prose & Poetry - Stream – A English through Prose & Poetry - Stream – B	05	4
III	22UHSC32	Core : 3 History of India – I (Early Times to 712 CE)	06	5
	22UHSC42	Core : 4. History of Ancient Civilizations	06	4
	22UECB22	Allied – 2. Indian Economy	05	4
IV	22UFCH22	FC – Social Responsibility and Global Citizenship	01	1
	22UCSH12	Communication Skills	01	1
V	22UNCC/NSS/ PHY.EDU/YRC / ROT/ACF/ NCB12	Extension Activities NCC /NSS/Phy.Edn. /YRC /ROTARACT/AICUF/Nature Club	-	1
			<b>30</b>	<b>24</b>
<b>III Semester</b>				
I	22UTAL13/ 22UHNL13/ 22UFNL13	Tamil / Hindi / French	06	4
II	22UENG33	English through Literature – I	06	4
III	22UHSC53	Core: 5 – History of India – II (from 712 to 1707 AD)	05	4
	22UHSA33	Allied – 3. Social History of India	05	4
	22UHSE13	Core Elective – 1. History of Tamil Nadu-I (upto 1336 AD)	04	3
IV	22UHSN13	Basic Tamil/Advanced Tamil/Non-major Elective – 1. History of Freedom struggle in India	03	2
	22UFCE33	FC- Environmental Studies	01	01
V	22UNCC/NSS/ PHY.EDU/YRC/ ROT/ACF/ NCB24	Extension Activities NCC /NSS/Phy.Edn./YRC /ROTARACT/AICUF/Nature Club	-	-
	22UARE14	ARISE	-	-
			<b>30</b>	<b>22</b>

IV Semester				
I	22UTAL14/ 22UHNL14/ 22UFNL14	Tamil / Hindi / French	06	4
II	22UENG44	English through Literature – II	06	4
III	22UHSC64	Core: 6. History of India – III ( 1707 AD-1857 AD)	05	5
	22UHSA44	Allied – 4 Main Currents of Medieval Europe	05	4
	22UHSE24	Core Elective – 2. History of Tamil Nadu – II (1529 to Present day )	04	3
IV	22UHSN24	Basic Tamil/Advanced Tamil/Non-Major Elective –2. Constitution of India	03	2
	22UFCH44	FC. Religious Literacy and Peace Ethics	01	1
V	22UNCC/NSS/ PHY.EDU/YRC/ ROT/ACF/ NCB24	Extension Activities NCC /NSS/Phy.Edn. /YRC /ROTARACT/AICUF/Nature Club	-	1
	22UARE14	ARISE	-	1
			<b>30</b>	<b>25</b>
V Semester				
III	22UHSC75	Core: 7. India’s Struggle for Freedom	05	5
	22UHSC85	Core: 8. Principles and Methods of Archaeology	05	4
	22UHSC95	Core: 9. Main Currents of the Modern World I	05	4
	22UHSD05	Core: 10. Indian Polity	05	4
	22UHSD15	Core: 11. History of Science of & Technology	05	4
IV	22USBZ15	SBE – 1 Fundamentals of Computer, Internet and Office Automation	01	1
	22USBY15	SBE – 1 Fundamentals of Computer, Internet and Office Automation - Practical	02	1
	22USSI16	Soft Skills	02	-
	22UINT15	Internship	-	1
			<b>30</b>	<b>24</b>
VI Semester				
III	22UHSD26	Core: 12. India Since Independence	05	5
	22UHSD36	Core: 13. Historiography	05	4
	22UHSD46	Core:14. Main Currents of the Modern World II	05	4
	22UHSD56	Core:15. International Relations	05	4
	22UHSD66	Core:16. Human Rights	05	4
IV	22USBZ26	SBE – 2 Web Design	01	1
	22USBY26	SBE – 2 Web Design - Practical	02	1
	22USSI16	Soft Skills	02	2
			<b>30</b>	<b>25</b>

**ARUL ANANDAR COLLEGE (AUTONOMOUS), KARUMATHUR – 625 514**  
**DEPT OF HISTORY**

**PROGRAMME SPECIFIC OUTCOMES**

*Upon completion of the B.A History course the students would*

<b>PSO 1</b>	Correlate the general course of human history in multiple areas of the world.
<b>PSO 2</b>	Analyze the fundamental Social, Economic, Political and Religious institutions existed in India through the ages.
<b>PSO 3</b>	Acquire administrative and exhibit managerial skills, problem solving skills, critical thinking and reflective thinking to receive placements in any companies, firms and managerial positions.
<b>PSO 4</b>	Develop the skills needed to pursue competitive examination which enhances the job opportunities.
<b>PSO 5</b>	Develop the knowledge of the administrative system of various countries, governments and Public Administration which make the students to be social responsible citizen of India.

Class : I B.A. (History)

Part : III Core -1

Semester : I

Hours : 90

Sub-Code : 22UHSC11

Credits : 05

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HISTORY OF MADURAI

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students**

1. Recall the prehistory of Madurai.
2. Describe the Sangam Age.
3. Examine the First Pandian Empire and the second Pandian Empire.
4. Analyse the Nayak administration.
5. Appraise the cultural heritage of Madurai.

**Unit – I: Prehistory of Madurai**

**18 hours**

Etymology – Geographical Features – Sources: Archaeological and – prehistory and protohistory – The people.

**Unit – II: Sangam Age**

**18 hours**

Pandya Kings of the Sangam Age – Polity - Administration – Culture Art & Architecture – Learning and literature – Religious Life – Trade and Commerce – Socio – Economic condition.

**Unit – III: Pandyas and Kalabaras**

**18 hours**

The Kalabra Interregnum – The First Pandyan Empire – The Second Pandian Empire - Administration – Art & Architecture – Literature – Festival – Decline of Pandyas

**Unit - IV: The Nayaks of Madurai**

**18 hours**

Vijayanagar Expedition - Nayak Administration – Social Life – Dress and Ornaments – Literature – Fine Arts – Religion – Temple Architecture – Religion – Festivals.

**Unit - V: Cultural Heritage of Madurai**

**18 hours**

Monuments of Madurai – Jain Monuments – Thirumalai Nayakar Mahal – Azhagar Kovil – Meenakshi Amman Temple – Gandhi Musuem – St. Mary' Church - Festivals – Performing Arts – Education: Learning and Literature, Missionary Activities.

**Books for Study**

1. Devakunjari, D. Madurai Through the Ages: From The Earliest Times To 1801 A.D. Madras: Society for Archaeological, Historical and Epigraphical Research, 1979.
2. Kandasamy, V. Madurai Varalarum Panpadum (Tamil). Madurai, Indira Publications, 1981.
3. Dr. Varghese Jeyaraj, S. Socio-Economic History of Tamil Nadu 1565-1967, Anns Publications, Uthamapalayam, 2017.

**Book for References**

1. B.S. Madras District Gazetteers, Part III. Madras: Govt. of Madras, 1960.
2. Devadoss, Manohar. Multiple Facets of My Madurai. Chennai: East West Books Pvt. Ltd., 2007.
3. Francis, W. Madura Gazetteer. New Delhi: Cosmo Publications, 2000.
4. Madras-DistrictGazetteers-Madura.pdf Gowri, K. Madurai under the English East India Company, 1801 – 1857. Madurai: Raj Publishers, 1987.
5. Jeyachandran, A.V. The Madurai Temple Complex. Madurai: Madurai Kamaraj University, 1985.

6. Kandasamy, V. ed. Madurai District: A General Knowledge Hand book. Madurai: MNUJAMHSS, 2008.
7. Nelson, J.H. The Madura Country: A Manual. Madras: Asian Educational Services, 1989.
8. Rajayyan, K. History of Madurai. Madurai: Madurai Kamaraj University, 1974.

### Teaching Learning Methods

- Class Lecture
- Power Point Presentation,
- Group Discussion,
- Seminar,
- Study Trip to Heritage Monuments,
- Assignment etc.,

### Course Outcome

The students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Classify the sources of Madurai	K2
CO2	Demonstrate the Pre Historic period and Sangam Age	K3
CO3	Asses the Kalabra interregnum in Tamil Country	K3
CO4	Analyze the Art and Architecture of Nayak	K4
CO5	Recognize the cultural heritage of Madurai	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of Co's with PSO's & POs
CO1	1	1				2	3	3	2	2	1			15
CO2	2	2				2	2	2	3	3	2			18
CO3	2	2	1	1	1	2	2	2	3	3	2	1	1	23
CO4	3	3	2	2	2	3	2		2	2	3	2	2	28
CO5	2	2	3	3	3	2	3		1	1	2	3	3	28
Grand Total of COs with PSO and POs														112
Grand total of COs with PSOs and POs = 112														
Mean Value of COs with PSO and POs = $\frac{112}{53} = 2.11$														
Number of COs relating with PSOs and POs = 53														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.11
Observation	COs of History of Madurai Strongly related with PSOs and POs		

Class : B.A. History

Part : III / Core - 2

Semester : I

Hours : 90

Subject Code : 22UHSC21

Credit : 05

**HERITAGE TOURISM OF INDIA**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students**

- Able to define the concept and Definition of heritage.
- Classify various Pilgrimage Centres in India.
- Generalize the richness of Fine Arts and Performing Arts in India.
- Generate the values of Fairs and Festivals of Indian.
- Appraise the rich natural and ancestral heritage of India.

**Unit – I: Tourism (18 hours)**

Meaning - Definition – Types - Richness of Indian Heritage – Incredible India.

ii) **Field visit to a local heritage monument**

**Unit – II : Places of Religious Importance (18 hours)**

**Buddhist-** Bodh Gaya - **Jain** – Dilwara Temple - **Hindu-** Kasi - Rishikesh - Haridwar - Puri - Konark - - Tiruvannamalai - **Muslim** - Nagore – Yerwadi - **Sikh** - Amritsar - **Christian** - Goa - Velankanni.

**Unit – III : Fine Arts and Performing Arts (18 hours)**

Classical Dances - Bharatham - Kathak – Kathakali – Kuchipudi - Odissi- Manipuri **Folkdances** – Karagam – Mohiniattam - Thullal - Oyil - Kummi - Thevarattam - **Music - Classical - Karnatic - Folk - Drama - Handicrafts .**

**Unit – IV : Fairs and Festivals (18 hours)**

**Religious festivals - Hindu Festivals** – Deepawali - Mahamaham - Dasarah – Kumba Mela - **Islamic and Christian Festivals** - Santhanakudu (Nagore) (Sufi influence) – Fr.Beschi’s Inculturation - **Secular festivals** - Onam - Baisaki - Pongal – Jallikkattu.

**Unit – V : Heritage Monuments (18 hours)**

Ajanta – Ellora - Qutbminar - Fatepursikri – Taj Mahal - Red Fort – Big Temple of Tanjore – Mahabalipuram – Madurai Meenakshi Temple.

**Book for Study**

1. Edith Tomori, History of Fine Arts in India & the West, Orient Black Swan, New Delhi, 2004.
2. Sharmin Khan, History of Indian Architecture: Buddhist, Jain and Hindu Period, CBS Publishers & Distributors, New Delhi, 2014.
3. Lakshmana Chettiyar, S.M., **Folklore of Tamil Nadu**, National Book Trust, New Delhi, 1997.

**Book for References**

1. Basham, A.L., **Wonder That was India**, Rupa & Co., Delhi, 1989.
2. Brown Percy, **Indian Architecture**, D. B. Tharapone Wala & Sons, Bombay, 1955.
3. Mahajan, V. D., **History of India** (Vol. 2), S. Chand & Co, New Delhi, 2003.
4. Nehru Jawaharlal, **Discovery of India**, Asia Publications, Delhi, 2004.
5. Thopar Romila, **History of India** (Vol. I), Penguin Books, New Delhi, 1966.

**Teaching Learning Methods**

- Class Lecture
- Power Point Presentation,
- Group Discussion,
- Seminar,
- Study Trip to Heritage Monuments,
- Assignment etc.,

### Course Outcome

The students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the basic concept and definition of heritage	K1
CO2	Justify the heritage significance of various Pilgrimage Centres in India.	K2
CO3	Differentiate the richness of Fine Arts and Performing Arts in India	K4
CO4	Synthesize the Glorious heritage values of Fairs and Festivals of Indian	K5
CO5	Recognize the values of Great Monuments and World Heritage Symbols of India and transform it into our future generations.	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs	
CO1					1	1	3	2	2	2			1	12	
CO2	2	2			3	2	3	3	2	2	2			21	
CO3	3	2	2	2	1	2	2	2	2	3	2	2	2	27	
CO4	2	2	3	3	3	3	2		2	2	2	1	1	26	
CO5	2	2	3	3	3	2	3		2	2	2	3	3	30	
<b>Grand Total of COs with PSO and POs</b>														<b>116</b>	
Grand total of COs with PSOs and POs											116				
Mean Value of COs with PSO and POs = -----											= -----	= 2.18			
Number of COs relating with PSOs and POs											53				

Strong – 3    Medium – 2    Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COS with PSO and POs</b>			<b>2.18</b>
<b>Observation</b>	<b>COS of Heritage Tourism of India Strongly related with PSOs and POs</b>		

Class : B.A. History

Part : III / Core - I

Semester : II

Hours : 90

Subject Code : 22UHSC32

Credit : 05

**HISTORY OF INDIA – I**

**(From earliest times to 712 AD)**

**(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)**

**Course Educational Objectives**

**To make the Students**

- Understand the evolution of human civilization of Ancient India.
- Distinguish the historical significance of the religions of Ancient India.
- Examine the political unity of India.
- Evaluate the cultural progress of various dynasties.
- Assess the importance of native empires in North India.

**Unit – I: Pre and Proto- Historic India**

**(18 Hours)**

Geographical Settings – Sources Pre and proto- Historic culture – Paleolithic, Neolithic, Chalcolithic – The Harappan Culture – Vedic Civilization – Early and Later Vedic Age – Epic period- State Formation

**Map:** Important sites of Harappan Culture.

**Unit – II: Age of Religious Movements and Foreign Invasions.**

**(18 Hours)**

Birth of new religions –Mahavira and his Principles –Gautama Buddha and his principles – Impact of new religions – Persian and Greek Invasions – Impact of Foreign Invasions.

**Map:** The important places related to Jainism and Buddhism.

**Unit- III: Birth of Empires in India.**

**(18 Hours)**

Rise of Magadha – Urbanization – The Mauryan Empire – Asoka's achievements and his contribution to Buddhism – Social Development - Cultural Development and Mauryan's Administration – Decline of the Mauryas – the Minor Dynasties – Satavahanas, Sungas, Kanvas, Kalingas.

**Map:** Extent of the Maurya King Asoka, the great.

**Unit – IV: The Great Empires of India.**

**(18 Hours)**

The Rise of Kushanas – Kanishka's achievements, Mahayana Buddhism – Cultural Development under Kushanas – Gandhara School of Art – Rise and Fall of Gupta Empire – Administrations, Art and Cultural development under the Guptas –decline of Empire.

**Map:** 1. Kanishka's Empire, 2. Samudra Gupta's Southern Expedition.

**Unit –V: The Last Native Empire of India.**

**(18 Hours)**

The Age of Harsha – Harsha and Buddhism – Triparta's struggle – The Arab conquest of Sindh – Impact of Arab conquest – Origin of Rajputs and their culture – Causes for the End of Empire.

**Map:** Harsha's Empire.

**Book for Study**

1. Luniya, B. L., Evolution of Indian Culture, Lakshmi Narain Agarwal Publication, Agra, 2020
2. Luniya. B. L., Life and Culture in Ancient India, Lakshmi Narain Agarwal Publication, Agra, 2016

**Book for Reference**

1. Jha, D. N., Ancient India: In Historical Outlines, Manohar, New Delhi, 2004.
2. Basham, A. L., Wonder that was India Vol.I, Picador India, 2019.
3. Fergusson., History of Indian & Eastern Architecture, Nabu Press, South Carolina, 2011
4. Mahajan, V. D., Ancient India, S.Chand Publishing, Delhi, 2019
5. Majumdar, R. C. Ancient India, 10<sup>th</sup> Edition, Motilala Banarsidass Publication, New Delhi, 2017
6. Tripathi., History of Ancient India, 10<sup>th</sup> Reprint Edition, Exotic India, Delhi, 2014
7. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, 7<sup>th</sup> Reprint Edition, Motilala Banarsidass Publication, New Delhi, 2015



8. Thapar, Romila., Early India, 1<sup>st</sup> Edition, Penguin, New Delhi, 2003.  
 9. DD Kosambi, The Culture and Civilization of Ancient India, 1<sup>st</sup> Edition, Vikas Publishing House, Chennai, 1997

### Teaching Learning Methods

1. Field visit to nearby pre-historic site.
2. Visit to Museums.

### Course outcome

Students can able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the historical evolution of Indian Culture	K1
CO2	Illustrate the values of Ancient Indian Religions	K2
CO3	Explain the cultural and political achievements of the Mauryan Kingdom	K3
CO4	Point out the significance of the Indian culture	K4
CO5	Recognize the native Empires of Ancient India.	K5

**K1 – Remember , K2 – Understand , K3-Apply , K4- Analyse, K5-Evaluate K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	1	2			1	3	3	3				1	1	15
CO2	2	2	1			3	3	3	2	2				18
CO3	2	2				1	2	2	3	3	2	1	1	19
CO4	3	3	2	2	2	2	2		2	2	3	2	2	27
CO5	2	2	3	3	3	2	3		2	2	2	3	3	30
Grand Total of COs with PSO and POs														109
Grand total of COs with PSOs and POs = 109														
Mean Value of COs with PSO and POs= ----- = 2.18														
Number of COs relating with PSOs and POs = 50														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COS with PSO and POs			2.18
Observation	COS of History of India I Strongly related with PSOs and POs		

Class : B.A. History

Part : III / Core - 4

Semester : II

Hours : 90

Subject Code : 22UHSC42

Credit : 04

**HISTORY OF ANCIENT CIVILIZATIONS**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

The course will help the students

1. To be familiar with the oldest civilization of the world and identify its major contributions.
2. To recognise the major socio, cultural, political and economic contributions of the Asian civilizations to the contemporary world.
3. To illustrate the role of geography in the origin of the American civilizations.
4. To evaluate the contributions of the people who laid the foundations of European civilizations.
5. To analyze the teachings of the ancient world religions.

**Unit – I Egyptian Civilizations**

**(18 hours)**

Egyptian Civilization Features Contribution to world civilization.

**Unit – II Asian Civilizations**

**(18 hours)**

Mesopotamian Civilizations - Babylonian - Sumarian - Assyrian –Society, Economy and culture - Indus Valley Civilization- significant features – Chinese civilization - Contribution to the world civilization.

**Unit – III European Civilizations**

**(18 hours)**

Legacy of Greece - Hellenistic phase. The legacy of Roman Civilization - Downfall of the Roman Empire – causes

**Unit - IV American Civilizations**

**(18 hours)**

South America - Mayas and Incas - Salient features.

**Unit – V Ancient Religions**

**(18 hours)**

Jainism - Buddhism –Confucianism- Judaism - Zoroastrianism - Christianity –Islam - Hinduism – Sikhism - Rise and Spread- Principles.

**Maps: (Hours for Map Study included in the respective unit hour allocation.)**

- 1) Indus Valley Sites
- 2) Mesopotamian Civilization Sites
- 3) Extent of the Roman Empire.

**Books for Study**

1. Rao, B.V., World History, Sterling Publications, New Delhi, 1988.
2. Swain, J.E., History of World Civilizations, Publishing House, New Delhi, 1997.

**Books for Reference**

1. Clark.G., World – Pre History, Cambridge University Press.
2. Darling Kinder Sley, History of the World, O.K. Publications, London, 1994.
3. Durant Will, Story of Civilizations, Simon & Shuster, New York, 1975.

**Teaching Learning Methods**

1. Lecture Method

2. Power Point Presentation
3. Seminar
4. Quiz
5. Case study
6. Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Illustrate the cause and effect in the development of African Civilization.	K2
CO2	Compare the relationship between economics, politics, cultural and social structure in different Asian Civilization.	K4
CO3	Point out the salient features of the Mayan and Inca's civilization	K4
CO4	Combine the significance of the places, people, events and developments of the European civilizations.	K5
CO5	Evaluate the values of secularism	K5

K1 – Remember , K2 – Understand , K3-Apply , K4- Analyse, K5-Evaluate K6-Create

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	3	3	2	2	2			18
CO2	3	3	2	2	2	3	2		2	2	3			24
CO3	3	3	2	2	2	2	3		2	2	3			24
CO4	2	2	3	3	3	2	1	1	2	2	2	3	3	29
CO5	2	2	3	3	3	3	1	1	2	2	2	3	3	30
<b>Grand Total of COs with PSO and POs</b>														<b>127</b>
Grand total of COs with PSOs and POs 127														
Mean Value of COs with PSO and POs = ----- = 2.39														
Number of COs relating with PSOs and POs 53														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.39
Observation	<b>COs of History of Ancient Civilization Strongly related with PSOs and POs</b>		

Class : B.A.

Part : III / Core -5

Semester : III

Hours : 75

Subject Code : 22UHSC53

Credit : 04

**History of India – II**

**(From 712 to 1707 AD)**

**(Students admitted from the Academic Year 2022 – 2023 onwards)**

**Course Educational Objectives**

**To make the students**

1. To understand the establishment of Turkish rule in India.
2. To evaluate the Administration of the Delhi Sultanate.
3. To analysis the administration of Mugals
4. To evaluate the contribution of Regional Kingdoms
5. To substantiate the Bhakthi Movement's historical importance in India

**Unit – I: Foreign Invasion**

**(15 Hours)**

Sources – Arab conquests of Sindh – Muhamud of Ghazni – Muhamud of Ghor – Impact  
Map: Invasion of Muhamud of Ghazni

**Unit- II: Delhi Sultanate.**

**(15 Hours)**

Sources – Slave dynasty – Khilji dynasty – Tughlaq dynasty – Sayyid dynasty – Lodydynasty – Administration – Art and Architecture – Society - Economy – Decline of the Delhi Sultanate

Map: Empire of Ala-ud-din Khilji, Mohammad-bin-Tughluq

**Unit – III: The Mughal Empire**

**(15 Hours)**

Sources – Babur – Humayun – Sur Interregnum – Sher Shah's Administration – Akbar – Jahangir - Shahjahan – Aurangzeb – Administration – Society – Economy - Religious life– Art and Architecture – Decline of the Empire .

Map: Mughal Empire under Aurangzeb

**Unit – IV: Regional Kingdoms**

**(15 Hours)**

Bahmini kingdom – Mohammad Gawan – Vijaya Nagar Empire – Krishnadeva Raya – Administration – Society – Culture - Rise of the Marathas – Shivaji – Maratha's Administration

**Unit – V: Bhakti movement in India**

**(15 Hours)**

Origin of Bhakthi Movement in India - Ramanuja – Ramanandha – Kabir - Tukaram– Mirabai –Sikh Movement - Guru Nanak

**Book for Study**

1. Khurana, K.L. History of India 1526-1947 A.D. Lakshmi NaraniAgarwal Educational Publishers, Agra, 1994.
2. Sharma, S.R. Mughal Empire in India. Lakshmi NaraniAgarwal Educational Publishers, Agra, 1971.
3. Majumdar, T. C. Medieval India, Motilal Barsidars Publishers, Banaras, 1952.

**Books for Reference**

1. Mehta, J. L., An Advanced Study in the History of Medieval India (3 Vol.), Sterling, New Delhi, 2002.
2. Burton Stein, Vijayanagara, New Delhi, 2002.
3. Burton Stein, History of India, OUP, 2002.
4. Jackson, Peter, The Delhi Sultanate, Cambridge University Press, 1997.
5. Kumar, Sunil, The Emergence of the Delhi Sultanate, Permanent Black 2007.
6. Habib and Nizami, The Delhi Sultanate, Comprehensive History of India, Vol. V.
7. Mehta,J.L., **An Advanced Study in the History of Medieval India**, Sterling, New Delhi, 2000.
8. Burton Stein, **History of India**, OUP, 2002.
9. Majumdar, R.C et al., **An Advanced History of India**, Macmillan, New Delhi, 2002.
10. Vincent A. Smith, **The Oxford History of India**, OUP, New Delhi, 2002.

## Teaching Learning Method

PPT, Seminar, Assignment, Quiz Programme

## Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the Turkish rules in India	K1
CO2	Illustrate the Political and administrative system of Delhi Sultanate	K2
CO3	Assess the administrative and Economic reforms of Mugal Empire	K3
CO4	Identify the impact of the Regional Kingdom	K4
CO5	Summarize the social contribution of the Bhakthi Movement	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

## Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	3	3	2	1	3	3	2	1	2	1				21
CO2	2	3	2	3	3	3	2	3	2	2	2	1	2	30
CO3	2	3	1	3	3	3	3	3	1	3	3	1	2	31
CO4		2		2	2	2	1	2	1	3	3	1	1	20
CO5		3		1	1	2	1		3	1	1			13
<b>Grand Total of COs with PSO and POs</b>														<b>115</b>
Grand total of COs with PSOs and POs											115	$\text{Mean Value of COs with PSO and POs} = \frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{115}{55} = 2.09$		
Mean Value of COs with PSO and POs =											55			

Strong – 3    Medium – 2    Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.09</b>
<b>Observation</b>	<b>COs of History of India II Strongly related with PSOs and POs</b>		

Class	: II B.A (History)	Part	: III Allied -3
Semester	: III	Hours	: 75
Sub .Code	: 22UHSA33	Credits	: 04

**SOCIAL HISTORY OF INDIA**

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Course Objectives: To make the students to**

1. understand the fundamental social institutions of India.
2. Classify the marriage and family life of Ancient and Medieval India.
3. Critically analyze the evolution of educational progress in India.
4. Examine the status of women through the ages.
5. Review the age of social reforms in India.

**Unit – I**

**15 Hours**

**People and Races of India** – Unity in Diversity - Varnas – Origin – varnasamskara – Account of Fahien.

**Unit – II: Marriage and Family**

**15 Hours**

Vedic society – Patriarchy– Four Ashrams – Marriage – Vedic period – Rig and Later Vedic – Eight type of Marriages – Anuloma – Pratiloma– Endogamy in Muslim India – Muslim India – Husbands’ Obligations Towards Wives.

**Unit – III: Education**

**15 Hours**

Vedic Period – Early Centers: Taxila – Kasi – Nalanda – Vikramashila – Kanchi – Jain’s Contributions - Education under the Guptas- HarshaVardhana – I-tsing’s Account –Hindu and Muslim education – British Education – Woods Despatch – Hunter Commission – Macaulay’s Minute - Wardha System.

**Unit – IV: Women through Ages**

**15 Hours**

Brief Survey – Women – Rig Vedic Period – Unprivileged Women folk between 6<sup>th</sup> Century B.C to 4<sup>th</sup> Century B.C – Privileged Mauryan Women – Gupta Period- Sridhana- Honoured Rajput Women folk - Sufferings – Jauhar – Seclusion – Widowhood – Devadasi – Muslim Women – Polygamy – Child Marriage – Sati through ages - Property Rights.

**Unit – V:**

**15 Hours**

**Age of Social Reforms** – Abolition of Infanticide – Legislation of 1793 and 1804 – Abolition of sati – William Bentinck – Abolition of Slavery (1843) - Widow remarriage Act (1856) - Child Marriage – Native Marriage Act(1872) – Age of Consent Act – (1891) – Infant Marriage Prevention Act – (1901) – Sharda Act (1930) – Upper garment agitation in Trancore- Abolition of Untouchability – Mahatma Jothi Ba Phule.

**Books for Study:**

1. Chandra Satish, **Medieval India**, NCERT, New Delhi, 1978.
2. Chopra P.N., Puri, B.N. Das – **A Social, Cultural and Economic History of India, 3 – Vols.** Macmillan India, Madras1974.
3. Mahajan, V.D. **Ancient India**, chand & Co., Delhi 1975.
4. SarkarSmit, **Modern India**, Macmillan India, New Delhi 1986.
5. Sharma. R.S. **Ancient India**, NCERT, New Delhi 1977.

**Books for References:**

1. Kosambi, D.D. **Culture and Civilization of Ancient India**, Vom Education Boos, Delhi 1986.
2. Mahajan, V.D. **Medieval India**, Chand & Co., 1982.
3. Mahajan, V.D. **India since 1526**, Chand & Co., Delhi 1978.
4. Spear Percival, **History of India, vol II**, Pengin Books, Delhi, 1985.
5. ThaparRomila, **History of India vol- 1**, Pengium Books New Delhi, 1966.

**Teaching Learning Methods**

Lecture Method

Power Point Presentation

Group Discussion

Seminar

Assignment

Quiz

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the People and Races of India.	K1
CO2	Summarize the social life of Ancient India.	K2
CO3	Point out the growth of education in India.	K4
CO4	Discover the condition of Indian women in different periods.	K3
CO5	Summarize the social evil practices and its legal remedies.	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Outcome	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1						3	2	2	2	2				11
CO2	2	2				2	3	3	2	2	2			18
CO3	3	3	2	2	2	3	2	2	2	2	3	2	2	30
CO4	2	2	2	2	2	2	2	2			2	2	2	22
CO5	2	2	3	3	3	2	3		2	2	2	2	3	29
<b>Grand Total of COs with PSO and POs</b>														<b>110</b>
Grand total of COs with PSOs and POs 110														
Mean Value of COs with PSO and POs = ----- = 2.24														
Number of COs relating with PSOs and POs 49														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.24
Observation	<b>COs of History of Social History of India Strongly related with PSOs and POs</b>		

Class	: II B.A (History)	Part	: Core Elective - I
Semester	: III	Hours	: 60
Sub .Code	: 22UHSE13	Credits	: 03

**HISTORY OF TAMILNADU I ( UPTO 1336 AD)**

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Programme Specific Objectives**

**To make the students**

1. Understand the socio, economic and cultural condition of the Sangam Age.
2. Identify the contribution of Pallavas to art and architecture
3. Describe the cultural contribution of Pandyas
4. Evaluate the socio, economic condition of Tamil Nadu under the rule of Cholas
5. Explain the advent of Islam in Tamil Nadu.

**Unit – I: Sangam Age**

**12 Hours**

Physical features of Tamil Nadu and their influence on the course of history – Survey of various sources – Thinaï Social order – Economic Condition – Sangam Literature- Cultural Contribution of Chera, Chola, Pandya.

**Map:** Archaeological sites in Ancient Tamil Country.

**Unit - II: Kalabhras and Pallavas**

**12 Hours**

Kalabhras –Pallavas – Social and Economic conditions– Art and Architecture– Bhakti Movement

**Map:** Cultural centers of the Pallavas

**Unit - III: Pandyas**

**12 Hours**

Early Pandyas – Later Pandyas – CholaPandya conflicts - Art and Architecture – Administration and Social life

**Unit - IV: Imperial Cholas**

**12 Hours**

Rajaraja – I and Rajendra – I – Polity - Socio and Economic conditions – Growth of Literature - Art and Architecture – Religion -. Administration.

**Map:** Important sites of Imperial Cholas

**Unit - V: Madurai Sultanate**

**12 Hours**

Invasion of the Malik Kafur – Fall of Pandyan Empire – Founding of Sultanate of Madurai - Art and Architecture.

**Books for Study:**

1. Pillai, K. K., **Social History of Tamils**, University of Madras, 1975.
2. Subramanian, N., **History of Tamil Nadu Upto 1336 AD**, Madurai, 2002.
3. Rajayyan, K., **History of Tamil Nadu**, Madurai, 1982.
4. Jeyabalan, N. **An Outline History of Tamil Nadu Till 1987**, M. S.Publication, Madras, 1986.

**Books for Reference:**

1. Srinivasan, K. R., **Temples of South India**, NBT, Delhi, 1995.
2. Mahalingam, T. V., **Administration and Social Life under Vijayanagar**, University of Madras, 1951.
3. Mangala Murugesan, N. **Social Cultural History of Tamil Nadu**, M. S.Publication, Madras, 1986.
4. Srinivasalyengar, P.T. **History of the Tamils**, Asian Educational Services, New Delhi, 1982.
5. Champakalakshmi, R., **Urbanisation in South India**, Oxford, Delhi, 2003.

**Teaching Learning Methods**

Lecture Method, ICT, Seminar, Quiz



**Course Outcome**

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Illustrate the Geography of Tamil country and about Sangam Age	K2
CO2	Assess the role of Pallavas in Bakthi Movement	K3
CO3	Analyse about Second Pandya Empire and the	K4
CO4	Generalize the Empire and Art of Cholas	K5
CO5	Evaluate the Establishment of Madurai Sultanate	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

**Mapping Course Outcome with PSO and PO**

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	3	3	2	2	2			18
CO2	2	2				1	2	2	3	3	2			17
CO3	3	3	2	2	2	2	2		2	2	3			23
CO4	2	2	3	3	3	2	3		2	2	2	3	3	30
CO5	2	2	3	3	3	3	2		2	2	2	3	3	30
Grand Total of COs with PSO and POs														118
Grand total of COs with PSOs and POs														118
Mean Value of COs with PSO and POs = $\frac{118}{50} = 2.36$														2.36
Number of COs relating with PSOs and POs														50

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.36
Observation	COs of History of Tamil Nadu I Strongly related with PSOs and POs		

Class : UG Other Science

Part : III NME-1

Semester : III

Hours : 45

Sub-Code : 22UHSN13

Credits : 02

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**HISTORY OF FREEDOM STRUGGLE IN INDIA**

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Course Objectives: To make the students to**

1. Recall the emergence of the National Movement in India.
2. Describe the values of Socio-Religious-Reforms Movement.
3. Evaluate the role of Gandhi in the Indian Freedom Struggle.
4. Appraise the last stage of the Indian Independence.
5. Criticize the impact of communalism in the Indian National Movement.

**Unit – I**

**9 hours**

**Rise of Nationalism** – Causes for National Awakening – Early uprisings in North - South Indian Rebellion – Vellore Mutiny.

**Unit – II**

**9 hours**

**1857 Mutiny** – Indian National Congress – Muslim League – Surat split – Moderates – Extremist - Swadeshi Movement – Rise of Revolutionary Terrorism – Impact of Socialism and Communism.

**Unit – III**

**9 hours**

**Gandhian Era** – Coming of Gandhi – Ideals and Practices - Non-Co-operation Movement – Swaraj Party – Simon Commission – Birth of Communist Party of India – 1928 All Party Congress – Poorna Swaraj 1929 – Civil Disobedience Movement - Round Table Conferences

**Unit – IV**

**9 hours**

**Towards Independence** – Subash Chandra Bose – INA – Cripps Mission – Quit India Movement – Cabinet Mission Plan - Jinnah – Two Nation Theory – Mountbatten Plan - Partition – Independence.

**Unit – V**

**9 hours**

**Communalism and National Movement** – Early Ideologies – Revival of Communal Practices – Ganesh Festival – Durga - Shivaji Festival – Hindu Maha Sabha – Muslim reaction – Communal Holocaust.

**Books for Study**

1. Arora Prem, **Constitutional Development and National Movement in India**, Book Hives, Delhi, 2005.
2. Bipan Chandra, **India's Struggle for Independence**, Penguin, New Delhi, 1999.
3. Sen. S.N, **History of the Freedom Movement of India, 1857-1947**, New Delhi, 1989.
4. Sumit Sarkar, **Modern India (1885-1974)**, Macmillian, New Delhi, 1986.
5. Venkatesan, G., **History of Freedom Struggle in India**, V.C. Publication, Rajapalayam, 2006.

**Books for References**

1. Jagannath Sarkar and A.B. Baradhan, **India's Freedom Struggle—Several Streams**, Peoples Publishing House, New Delhi, 1999.
2. Jim Maselos, **Indian Nationalism An History**, Sterling Publication, Delhi, 1991.
3. *Krishna Mohan*. Encyclopaedic History of Indian *Freedom Movement*, . 4vols, Anmol Publications, New Delhi 1999.
4. Maulana Azad, **India Wins Freedom**, Orient Longman, Madras, 1988.
5. Rajkumar, **Essays on Indian Freedom Movement**, Discovery Publication House, Delhi, 2003.

**Teaching Learning Methods**

Lecture Method

Power Point Presentation

Group Discussion

Seminar

Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the concept of nationalism and causes for the national awakening	K1
CO2	Classify the ideas and practices of the Moderates and Extremists	K2
CO3	Point out the significance of the Gandhian Era	K4
CO4	Summarize the role Subash Chandra Bose and Indian National Army	K6
CO5	Evaluate communalism and National Movement	K6

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1						3	2	2	1	1	1			10
CO2	2	2	2	2	2	2	3	3	2	2	2			24
CO3	3	3	2	3	3	3	2	2	2	2	3	2	2	32
CO4	2	2	2	2	3	2	2		3	2	2	3	2	27
CO5	2	2	3	3	3	2	3		2	2	2	2	2	28
Grand Total of COs with PSO and POs														121
Grand total of COs with PSOs and POs														121
Mean Value of COs with PSO and POs = ----- = 2.24														2.24
Number of COs relating with PSOs and POs														54

Strong – 3    Medium – 2    Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.24
Observation	COs of History of Freedom Struggle in India Strongly related with PSOs and POs		

**ARUL ANANDAR COLLEGE (AUTONOMOUS), KARUMATHUR – 625 514**  
**DEPARTMENT OF HISTORY**

Class	: U.G. (Aided)	Part	: Self Learning Course
Semester	: III	Hours	: --
Sub. Code	: 22UHSSL3	Credits	: 03

**HISTORY OF ANCIENT SCIENCE AND TECHNOLOGY**  
**(Students admitted from the Academic Year 2022 – 2023 onwards)**

**Objective** : 1. To make the students understand the development of Ancient Science and Tech in the World.  
2. To enable the students prepare for Competitive Examinations

**UNIT – I**

Hellenic Science and Technology, Thales, Pythagoras, Hippocrates, Eratosthenes, Euclid, Archimedes.

**UNIT – II**

Roman Science & Technology - Galen, Roman roads and Transportation (Bridges & Aqueducts).

**UNIT – III**

Indian contribution – Ancient and Medieval Indian Science and Technology – Astronomy and Medicine etc.

**UNIT – IV**

Ancient Chinese Technology – Porcelain – Lacquering – Paper and Printing – Maps – Navigation – Causes for Decline.

**UNIT – V**

Arab medicine and Alchemy – Avicenna.

**Books for Study**

1. **Sampathkumar, V.S., Sundaraman, T., - A Textbook on History of Science, M.S. University, Tirunelveli, 1995.**
2. **Varghese Jeyaraj - History of Science and Technology, 2<sup>nd</sup> Ed., Anns Publications, Uthamapalayam, 2004.**
3. **Venkatraman, R., - History of Science and Technology, Ennes Publication, 1988.**
4. **Sanjay Sen, History of Science & Technology, NL Publishers, Asam, 2016.**

**Book for References**

1. **Jain, N.K., - History of Science and Scientific Method, Oxford, Delhi, 1982.**
2. **Kuppuram, G., Kumudamani, K., - History of Science & Technology in India (12 Vols.), Sundeep Prakashan, Delhi, 1990.**
3. **Nadkarni, K.M.,-Indian MateriaMedica, Popular Prakashan, Bombay, 1976.**
4. **AriviyalKalanjiam (Tamil) (9 Vols.), Tanjore Tamil University, Tanjore, 1986.**
5. **Encyclopedia of Science and Technology (9 Ed.), 20 Vols., McGraw Hill, New York, 2002.**
6. **The New Book of Knowledge – The Children’s Encyclopaedia Publication, Grolier Incorporated, New York, 1968.**
7. **James E. MC Clellan Science & Technology in World History: An Introduction, John Hopkins University Press, 2015.**

**Teaching Learning Methods**

- Class Lecture
- Power Point Presentation,
- Group Discussion,
- Seminar,
- Study Trip to Heritage Monuments,
- Assignment etc.,

### Course Outcome

The students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recognise the ancient Greece inventions	K1
CO2	Explain the Roman Technology	K2
CO3	Assess the Ancient and Indian Science	K3
CO4	Compare the Science of Chinese into Science of Indians	K4
CO5	Evaluate the Scientific achievements of Arabs	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	1	2				3	3	3	1	1				14
CO2	2	2				3	3	3	2	2				17
CO3	2	2				1	2	2	3	3	2	1	1	19
CO4	3	3	2	2	2	3	3		2	2	3	2	2	29
CO5	2	2	3	3	3	2	3		2	2	2	3	3	30
Grand Total of COs with PSO and POs														109
Grand total of COs with PSOs and POs												109	2.27	
Mean Value of COs with PSO and POs= ----- = ----- = 2.27												48		

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.27
Observation	COs of History of Science and Technology Strongly related with PSOs and POs		

Class : II B.A (History)

Part : III/Core - 6

Semester : IV

Hours : 75

Sub .Code : 22UHSC64

Credits : 05

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HISTORY OF INDIA – III

(From 1707 – 1857 AD)

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Programme Specific Objectives**

**Make the students**

- ❖ To recall the political significance of Later Mughals
- ❖ To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- ❖ To appreciate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- ❖ To examine the causes of the various wars and to understand the various tactics and diplomacy of the British to win the Indian rulers.
- ❖ To inculcate the poverty of Indian Economy under the British Rule

**Unit- I: Later Mughals and After**

**15 Hours**

Later Mughal – The Rise of Autonomous States: Hyderabad – Bengal – The Carnatic – Mysore – Punjab – Maratha Power under the Peshwas – The Afghans

**Unit- II: Advent of the Europeans**

**15 Hours**

Portuguese, Dutch and the Danish settlement – French settlements – Dumas and Duplex – British settlement – Anglo – French Rivalry – Carnatic Wars – Battle of Plassey, Battle of Buxar – Robert Clive.

Map Study: Important centres of Carnatic Wars.

**Unit-III: Governor Generals of India**

**15 Hours**

Warren Hastings – Rohilla War – Reforms – Impeachment – Cornwallis – Permanent Revenue Settlement – Lord Wellesley – Subsidiary system – Lord William Bentinck – Lord Dalhousie – Doctrine of Lapse.

Map Study: Lord Wellesley's Empire in India.

**Unit-IV: Expansion of the British Empire in India**

**15 Hours**

Anglo-Maratha Wars and decline of Peshwas – Anglo-Mysore wars – Anglo-Burmese wars – Anglo-Sikh Wars – Anglo-Afghan Wars.

Map Study: Important places of Anglo-Maratha Wars.

**Unit-V: Economic Impact of British Raj**

**15 Hours**

De-Industrialization – Decline of Indian Handicrafts – Impoverishment of Peasantry – Commercialization of Indian Agriculture – New Land Tenures and Land Revenue Policy – The Drain of Wealth – Growth of Landless labour – Rise of Modern Industry

**Teaching Learning Methods**

Lecture Method, ICT, Seminar, Quiz

**Books for Study**

1. Bhattacharya, Sabyasachi.ed., **Rethinking 1857**, Orient Longman, Delhi, 2007.
2. Guha, Ranajit, **Elementary Aspects of Peasant Insurgency in Colonial India**, New Delhi, Oxford 2003.
3. Ghosh Suresh Chandra, **The History of Education in Modern India 1757-2012**, , Orient Blackswan, 4th Edition ,Delhi, 2013.
4. Sinha, N.K.ed, **The history of Bengal 1757-1905**, Calcutta University Press , Calcutta, , 1967

**Books for Reference**

1. Smith, V. A., **Oxford History of India**, OUP, New Delhi, 2002.
2. Majumdar, R. C. Et al., **An Advanced History of India**, Macmillan, New Delhi, 2002.
3. Grover, B. L. And Grover, S., **A New Look at Modern Indian History**, S. Chand & Co., New Delhi, 2004.
4. Sumit Sarkar, **Modern India**, Macmillan, New Delhi, 2004.

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recognize the prominence of Regional Kingdoms of India	K2
CO2	Illustrate the advent for the Europeans and their settlements	K3
CO3	Demonstrate the administrative developments in India during British Period	K4
CO4	Analyse about the tactics and diplomacy of the British to win the Indian rulers.	K5
CO5	Evaluate Drain of wealth in India by the British	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	1	1				2	3	3	2	2	1			15
CO2	2	2				2	2	2	3	3	2			18
CO3	3	3	2	2	2	1	2		2	2	3	2	2	26
CO4	2	2	3	3	3	2	1	1	2	2	2	3	3	29
CO5	2	2	3	3	3	2	1	1	2	2	2	3	3	29
<b>Grand Total of COs with PSO and POs</b>														117
Grand total of COs with PSOs and POs 117														
Mean Value of COs with PSO and POs = ----- = 2.16														
Number of COs relating with PSOs and POs 54														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.16
Observation	COs of History of India IV Strongly related with PSOs and POs		

Class : II B.A (History)

Part : III Allied -4

Semester : IV

Hours : 75

Sub .Code : 22UHSA44

Credits : 04

**MAIN CURRENTS OF MEDIEVAL EUROPE**

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Programme Specific Objectives****Make the students**

1. To identify the Cultural Heritage of Byzantine Empire
2. To analyse the Problems between Roman Empire and Papacy
3. To Criticize the Events of Hundred Years War
4. To Evaluate the Rise and Spread of Islam
5. To Examine the Emerge of Parliament, Monasteries and Universities

**Unit: I****15 Hours**

**Byzantine Empire** – Constantine I - Justinian – Cultural Heritage – **Frankish Kingdom** – Charlemagne – Carolingian Renaissance.

**Unit: II****15 Hours**

**Holy Roman Empire** – Struggle between Papacy and Empire – Causes – Course- Result

**Unit: III****15 Hours**

**Hundred Years War** – Causes – Course - Results – Joan of Arc.

**Unit: IV****15 Hours**

**Rise and spread of Islam** – Legacy – Crusade – Causes – Course - Result

**Unit: V Positive Trends: Laying Foundation of Democracy****15 Hours**

- a. Genesis of Parliament – England – Witan – Magnum Concilium – Magna Carta – Provisions – Model and Good Parliament – Apprenticeship under the Tudors.
- b. Education and Arts – Monasteries – Universities in Medieval Europe.

**Books for Study:**

1. Jeyapalan. N, **History of Europe**, Mohan Publishers, Madurai, 1987.
2. Ramalingam. T.S., **History of Europe**, (476 - 1485), T.S.R. Publications, Madurai, 1980.

**References:**

1. Durant Will, **Story of Civilization**, Caesar, Christ and Age of Faith, Will Durant Foundation, USA, 2002.
2. Fisher. H.A.L, **History of Europe**, Vol.I, Surjeet, New Delhi, Fisher Hall, 1986.
3. Swain J.E, **History of World Civilization**, Eurasia Pub, II Ed, New Delhi, 1994.

**Teaching Learning Methods**

Lecture Method, ICT, Seminar, Quiz

**Course Outcome**

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Classify the Culture and the Emerge of Renaissance movement in Medieval Europe	K2
CO2	Illustrate the Causes of Papacy and Empire	K2
CO3	Analyse the Hundred Years War	K4
CO4	Organise the Rise and Spread of Islam in Europe	K4
CO5	Criticise the Genesis of Parliament, Monasteries and Universities	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**



### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	3	3	2	2				16
CO2	2	2				2	3	3	2	2				16
CO3	3	3	2	2	2	2	2	1	2	2	3	2	2	28
CO4	3	3	2	2	2	2	2	1	2	2	3	2	2	28
CO5	2	2	3	3	3	2	1	1	2	2	2	3	3	29
Grand Total of COs with PSO and POs														117
Grand total of COs with PSOs and POs 117														
Mean Value of COs with PSO and POs = ----- = 2.20														2.20
Number of COs relating with PSOs and POs 53														

Strong – 3      Medium – 2      Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.20</b>
<b>Observation</b>	<b>COs of Main Currents of the Medieval Europe Strongly related with PSOs and POs</b>		

Class : II B.A (History)

Part : Core Elective - 2

Semester : IV

Hours : 60

Sub .Code : 22UHSE24

Credits: 03

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**HISTORY OF TAMILNADU II (FROM 1336 to present day)**

**(Students admitted from the Academic Year 2022 – 2023 onwards)**

**Programme Specific Objectives**

**Make the students**

1. To study the social and political contribution of Vijayanagar rule in Tamil Country.
2. To understand the changes after the British Acquisition of Tamil Nadu.
3. To Criticise the Colonial Economy and Revenue Policy in Tamil Nadu.
4. To analyze the relevance of socio – religious movements of the 19<sup>th</sup> century.
5. To study the Dravidian Movement and its impact in Tamil Nadu

**Unit I: Vijayanagar rule in Tamil Country**

**12 Hours**

Tamil Country under Vijayanagar – Conquests of Kumara Kampana in Tamil Nadu – Art and Architecture – Nayankara system – Economic and Cultural contributions of Vijayanagar in Tamil Country.

**Unit II: Nayaks Marathas and Carnatic Nawabs**

**12 Hours**

Nayaks of Tanjore and Gingee Polity – Socio – Cultural conditions – Marathas of Tanjore – Polity – Socio – Cultural contributions – Carnatic Nawabs – Polity – Socio – Cultural conditions.

**Maps:** Identify the following places and write a short note on - Tirunelveli, Tanjore, Kumbakonam, Gingee, Arcot.

**Unit III: Tamil Nadu under British**

**12 Hours**

Colonial Economy – Revenue Policy-Jamindari-Ryatwari – Judicial Administration – Police Administration - Western Education.

**Maps:** Salem, Chennai.

**Unit IV: Reform Movements and National Movement**

**12 Hours**

Vaikundaswamy – Ramalinga Adigal – Role of Press-Devadasi System – Freedom Struggle – Political and Social awakenings – National Movement – Role of Tamilagam

**Maps:** Identify the following places and write a short note - Kanyakumari, Vadalur.

**Unit V: Self – Respect Movement and Present Tamil Nadu**

**12 Hours**

Struggle for Social equality – Justice Party and Self Respect Movement –Congress Government after Independence - Kamaraj's Contribution to Society – Dravidian Parties - Agricultural and Industrial Developments – Educational and Social Developments.

**Books for Study:**

1. Anil Seal, **The emergence of Indian Nationalism**, New Delhi, 1980.
2. Yesudhasan, V. & Issac Jeyadhas, **History of Tamil Nadu: Society and Culture since 1936**, Oxford University Press, New Delhi, 1990.
3. Rajayyan, K., **Real History of Tamil Nadu**, Madurai, 2005.

**Books for Reference:**

1. David Arnold, **The Congress in Tamil Nadu (1919 - 1937)**, New Delhi, 1977.
2. Eugene, F. Irschick, **Politics and Social Conflict in South India**, Bombay, 1964.
3. Herd Grave, Robert, L., **The Nadars of Tamil Nadu: The Political Culture of a Community in Change**, California, 1969.
4. Sundharalingam, **Politics and Nationalist Awakening in South India**, New Delhi, 1980.

**Teaching Learning Methods**

Lecture Method, ICT, Seminar, Quiz

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Explain the Nayaks of Madurai, Tanjore and Senji	K2
CO2	Demonstrate the establishment of the British rule in Tamil Nadu and Vellore mutiny.	K3
CO3	Analyse the Economy under British rule in Tamil Nadu	K4
CO4	Identify the socio- religious reform movements in Tamil Nadu.	K4
CO5	Summarise the Socio, Economy and Educational Development in Tamilnadu after Independence	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	3	3	2	2	2			18
CO2	2	2				1	2	2	3	3	2			17
CO3	3	3	2	2	2	2	2		2	2	3	2	2	24
CO4	3	3	2	2	2	2	3		2	2	3	2	2	28
CO5	2	2	3	3		3	2	2	2	2	2	3	3	29
Grand Total of COs with PSO and POs														116
Grand total of COs with PSOs and POs 105 Mean Value of COs with PSO and POs = $\frac{105}{50} = 2.32$ Number of COs relating with PSOs and POs 50														2.32

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.32
Observation	COs of History of Tamil Nadu II Strongly related with PSOs and POs		

Class	: UG OTHER ARTS	Part	: IV NME-2
Semester	: IV	Hours	: 45
Sub .Code	: 22UHSN24	Credits	: 02

**CONSTITUTION OF INDIA**

(Students admitted from the Academic Year 2022 – 2023 onwards)

**Course Objectives: To make the students to**

1. Understand the basic concepts of the art of governing the states.
2. Describe the powers and functions of the Union Executive.
3. Examine the functioning of the Council of Ministers.
4. Critically analyze the exercises of the parliament of India.
5. Assess the powers and functions of the Supreme Court.

**Unit – I**

**9 Hours**

**Brief History** –Constitution –Definition-Types- Salient Features of the Indian Constitution – Preamble – Amendment Procedure –Fundamental Rights and Duties – Directives Principle of state Policy – Election Commission – Political Parties – Pressure Groups.

**Unit –II**

**9 Hours**

**Union Executive:** President – Powers –Functions –Privileges – Vice – President – Powers and Functions.

**Unit – III**

**9 Hours**

**Prime Minister:** Powers and Functions – Cabinet –Bureaucracy.

**Unit – IV**

**9 Hours**

**Union Legislatives:** Lok Sabha – Rajya Sabha –Powers –Functions – process of law making – speaker of Lok Sabha and his functions.

**Unit -V**

**9 Hours**

**Indian Judiciary:** Powers and Functions – Judicial Review

**Books for Study:**

1. Badi R.V., **Indian Constitution**, Vrindha pub, Delhi, 2005.
2. Competitive Success, **Constitution of India – At a Glance**, New Review, Delhi, 13<sup>th</sup> Ed., 2002.
3. Kasthuri, J., **Modern Governments**, I ed, Ennes Publication, Udumalpet, 1998.
4. Laxmikanth. M, **Indian Polity (for UPSC)**, TATA McGraw Hill, Delhi, 2004.
5. Mahajan. V.D., **Select Modern Governments**, S. Chand & Co., New Delhi, 1984.

**Books for References:**

1. Agarwal, R.C., **Modern Indian Constitution and Administration**, S. Chand & Co., New Delhi, 6<sup>th</sup> Ed., 1994.
2. Basu Durga Das, **Introduction to the constitution of India**, 19<sup>th</sup>ed, Wadhwa & Company, Delhi, 2005.
3. Bhagwan Vishoonand BhushanV idya, **World Constitutions**, III Revised, 19<sup>th</sup>ed , Sterling Publication, Bangalore, 1987.
4. Raj Hans, **Constitution of India**, Surjeet Publication, Delhi, 1990.
5. Rajaram Kalpana (ed), **Indian Policy**, Revised ed, Spectrum Books New Delhi, 2003.

**Teaching Learning Methods**

Lecture Method

Power Point Presentation

Group Discussion

Quiz

Seminar

Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the salient features of the Indian Constitution	K1
CO2	Classify the powers and functions of the President and Vice President of India.	K2
CO3	Examine the powers and functions of the Union Executives	K3
CO4	Point out the process of law making	K4
CO5	Summarize the functioning of the Indian Judiciary	K5

**K1 = Knowledge, K2 = Understanding, K3 = Application, K4 = Analysis and K5 = Synthesis and Evaluation**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1						3	2	2	2	2				11
CO2	2	2				2	3	3	2	2				16
CO3	2	2				1	2	2	3	3	2	2		19
CO4	3	3	2	2	2	3	2		2	2	3	2	2	28
CO5	2	2	3	3	3	2	1		2	2	2	3	3	28
Grand Total of COs with PSO and POs														112
Grand total of COs with PSOs and POs 112														
Mean Value of COs with PSO and POs = ----- = 2.48														
Number of COs relating with PSOs and POs 45														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.48
Observation	COs of Constitution of India Strongly related with PSOs and POs		

**ARUL ANANDAR COLLEGE (AUTONOMOUS), KARUMATHUR – 625 514**

**DEPARTMENT OF HISTORY**

**Class : U.G. (Aided)**

**Part : Self Learning Course**

**Semester : IV**

**Hours : --**

**Sub. Code: 22UHSSL4**

**Credits : 03**

**INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS –I**

**(Students admitted from the Academic Year 2022 – 2023 onwards)**

**Course Educational Objectives**

**To make the students**

1. Recall the ancient civilization in India.
2. Classify the significance of the Mauryan Empire, Nandas and Sungas.
3. Appreciate the contribution of Guptas to Indian Culture.
4. Examine the historical values of the South Indian kingdoms.
5. Recall the invasion of Arabs in India.

**UNIT – I**

Indus Valley Civilization – Aryans – Vedic Civilization.

**UNIT - II**

Nandas – Mauryas – Sungas.

**UNIT – III**

Kushans – Guptas – HarshaVardhanas.

**UNIT - IV**

Pallavas – Pandyas – Cholas.

**UNIT - V**

Invasion of Arabs – Gazni – Ghor – Delhi Sultanate – Slaves – Khiljis –

Tughluqs – Sayyid – Lodis – First Battle of Paniput.

**Books for Study:**

1. Mahajan, V.D. - History of India (upto 1526), Chand & Co Publication, Delhi, 1980.
2. Chandra Satish - Medieval India, NCERT Publication, New Delhi, 1988.
3. Sharma, R.S. – Ancient India, NCERT, New Delhi, 1977.

**Course Outcome**

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Classify the significance of the Ancient Civilization of India.	K2
CO2	Explain emergence of Buddhist kingdoms in India	K3
CO3	Illustrate the Golden Age of India	K3
CO4	Analyse the administrative system of Pallava, Pandya and Cholas.	K4
CO5	Summarize the establishment of the Sultanate in India	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

**Mapping Course Outcome with PSO and PO**

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	3	3	2	2				16
CO2	2	2			1	2	2	2	3	3	2	1	1	21
CO3	2	2			1	3	2	2	3	3	2	1	1	22
CO4	3	3	2	2	2	2	3		2	2	3			24
CO5	2	2	3	3	3	3	2		2	2	2	3	3	30
<b>Grand Total of COs with PSO and POs</b>														<b>113</b>
Grand total of COs with PSOs and POs														113
Mean Value of COs with PSO and POs = ----- = 2.21														2.21
Number of COs relating with PSOs and POs														51

Strong – 3    Medium – 2    Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.21</b>
<b>Observation</b>	<b>COs of India Struggle for Freedom Strongly related with PSOs and POs</b>		

Class : III B.A. (History)

Part : III Core – 7

Semester : V

Hours : 75

Sub-Code : 22UHSC75

Credits : 05

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**INDIA'S STRUGGLE FOR FREEDOM (1800 CE - 1947CE)**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Recall the causes for the national awakening and the early uprisings against the British Colonial Empire in India.
2. Classify the Moderates, Extremists and the Revolutionary ideals in the Indian National Movement.
3. Evaluate the ideals and practices of Gandhiji in the Freedom Movement.
4. Assess the contribution of Netaji and the last phase of the Indian Freedom Struggle.
5. Criticize the impact of Communalism in Indian National Movement.

**Unit – I**

**15 hours**

**National Awakening**

National Awakening - Causes– Early uprisings - South Indian Rebellion (1800-1801 CE) – Vellore Mutiny (1806 CE) – Causes - Impact.

**Unit – II**

**15 hours**

**Indian Nationalism**

1857 Mutiny - Causes – Course - Results –Socio-Religious Movements – Indian National Congress – Partition of Bengal - Swadeshi Movement – Muslim League – Surat Split - Moderates – Extremists – Home Role Movement

**Unit – III**

**India after World War I**

**15 hours**

Gandhian Era – Ideals and Practices – 1919 Act – Its implications – Non-Co-operation Movement – Swaraj Party – Simon Commission – Birth of Communist Party of India – 1928 All Party Congress – 1929 Poorna Swaraj – Civil Disobedience Movement- Round Table Conferences

**Unit – IV**

**15 hours**

**India after World War II**

Subash Chandra Bose – INA – British Imperialism in Peril – Cripps Mission – Quit India Movement – Cabinet Mission Plan – Post War Upheaval – INA Trial – Naval Mutiny – Jinnah – Two Nation Theory – C.R. Formula- Mountbatten Plan – Partition – Independence.

**Unit – V**

**15 hours**

**Communalism and National Movement**

Early Ideologies – Divide and Rule Policy – Formation of the Muslim League – Communal Award - Revival of Communal Practices - Hindu Mahasabha – Muslim Reaction –Communal Holocaust.

**Books for Study**

1. Arora Prem - Constitutional Development and National Movement in India, Book Hives, Delhi, 2005.
2. Venkatesan, G. -History of Freedom Struggle in India, V.C. Publication, Rajapalayam, 2006.
3. 1857 The uprising, Gautam Gupta, 2008.
4. Tara Chand, History of Freedom movement in India, Vol, III 2007.



## References

1. Bipan Chandra - India's Struggle for Independence, Penguin, Haryana, 2016.
2. Jagannath Sarkar and A.B. Baradhan- India's Freedom Struggle—Several Streams, Peoples Publishing House, New Delhi, 1999.
3. Jim Maselos - Indian Nationalism An History, Sterling Publication, Delhi, 1991.
4. Govt. of Tamil Nadu - Who's Who of Freedom Fighters, (Tamilnadu), Chennai, 1973 (2 Vols.)
5. Maulana Azad - India Wins Freedom, Orient Longman, Madras, 1988.
6. Rajkumar (Ed.) - Essays on Indian Freedom Movement, Discovery Publication House, Delhi, 2003.
7. Sumit Sarkar - Modern India (1885-1974), Macmillian, New Delhi, 1986.
8. David Arnold, The Congress in Tamil Nad, Nationalist Politcs in South India( 1919-1937), The Australian National University, Canberra&Manohara Book Service, New Delh,1977.
9. S.N.Sen, History of the Freedom Movement of India,1857-1947,New Delhi, 1989.
10. Krishna Mohan. Encyclopaedic History of Indian Freedom Movement, . 4vols, Anmol Publications, New Delhi 1999.

## Teaching Learning Methods

Lecture Method

Power Point Presentation

Group Discussion

Seminar

Assignment

## Course Outcome

Students will be able to

<u>Course Outcome No.</u>	<u>Course Outcome</u>	<u>Knowledge Level</u>
CO1	Define Nationalism and the factors leading to the National awakening	K1
CO2	Illustrate the first phase of the Indian Freedom Struggle	K2
CO3	Analyze the Gandhian Era in Indian Freedom Struggle	K4
CO4	Summarize the role Subash Chandra Bose and Indian National Army	K5
CO5	Evaluate influence of Religion in National Movement	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

## Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1						3	2	2	2	2				11
CO2						2	3	3	2	2				12
CO3	3	3	2	2	2	2	3		2	3	3	2	2	29
CO4	3	3	3	3	3	1	3		2	2	3	3	3	32
CO5	2	2	3	3	3	2	2		2	3	3	3	3	31
Grand Total of COs with PSO and POs														115
Grand total of COs with PSOs and POs 115														
Mean Value of COs with PSO and POs = ----- = ----- = 2.5														
Number of COs relating with PSOs and POs 46														2.5

Strong – 3 Medium – 2 Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.5</b>
<b>Observation</b>	<b>COs of India Struggle for Freedom Strongly related with PSOs and POs</b>		

Class : III B.A. (History)

Part : III Core -8

Semester : V

Hours : 75

Sub-Code : 22UHSC85

Credits : 04

**PRINCIPLES AND METHODS OF ARCHAEOLOGY**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Provide basic information in the discipline of Archaeology and Museology.
2. Trace the historical development of archaeology in India, highlighting key milestones and influences that shaped the discipline.
3. Examine the concept of Historical Archaeology and its significance in integrating material culture with historical records to provide a holistic understanding of the past
4. Guide students in understanding on-site investigation procedures and the factors that shape survey design, fostering a well-rounded approach to fieldwork.
5. Introduce students to scientific methods for analyzing organic materials in archaeological contexts.

**Unit – 1**

**Introduction**

**15 hours**

Definition, nature, scope of Archaeology Archaeology - Kinds of Archaeology - other disciplinary subjects: Geology – Geography - Anthropology

**Unit II:**

**History of Archaeology in India**

**15 hours**

Origin and development of Archaeology in India - Contributions of Eminent Archaeologists: Alexander Cunningham - Sir John Marshall - Sir Mortimer Wheeler – Developments since Independence.

**Unit III:**

**Archaeology and other Discipline**

**15 hours**

Functions of an Archaeologist - Value of Archaeology - Epigraphy - Numismatics - Iconography - Historical Archaeology – Conservation of Archaeological and Historical remains.

**Unit IV:**

**Exploration Methods**

**15 hours**

Determination of archaeological data – Type of sites-Selection of a site-research design-On-site investigations-Factors in survey design – Site survey methods – Aerial reconnaissance – Shadow mark – Soil mark – Crop Mark – Photogrammetry – Stereoscopy – Periscope photography – Geophysical methods – Resistivity survey – Ground penetrating radar – Magnetometer

**Unit V**

**Excavation Methods**

**15 hours**

Interpretation of Excavated Materials – Classification of Artifacts – Contextual and Site Catchment Analysis; Pottery and Antiquities: Description and Analysis – Scientific Analysis of Organic Materials.

**Books for Study:**

1. Archaeological Survey of India Archaeological Remains Monuments & Museums (Part I & 11), New Delhi, 1996.  
Balasubramanyam, Early Chola Temple Architecture Balasubramanyam, Later Chola Temple Architecture Balasubramanyam, Middle Chola Temple Architecture  
Clark D.L., Analytical Archaeology

2. Dhaky, M.A. Ed. Encyclopedia of Indian Temple Architecture of North India, American Institute of Indian Studies, OUP, Delhi, 1991.
3. Dhaky, M.A. Ed. Encyclopedia of Indian Temple Architecture of South India, American Institute of Indian Studies, OUP, Delhi, 1991.

#### Books for References

1. Dhani, S., Paleography and Development of Archaeology, ASI Gopinath Rao, Indian Iconography, Grace Morley, Museum Today John Marshall, Conservation Manual, Madras, Asian Educational Service, 1990.
2. K.V. Raman, Principles and Methods of Archaeology, Parthajan Publications, Chennai, 1998 Roy. Surindranath, The Story of Indian Archaeology, New Delhi, 1961.
3. Sankalia H.D., New Archaeology It's Scope and Application to India, Lucknow 1974 Webster Graham, Practical Archaeology

#### Teaching Learning Methods

- Class Lecture
- Power Point Presentation,
- Group Discussion,
- Seminar,
- Study Trip to Heritage Monuments,
- Assignment etc.,

#### Course Outcome

The students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Define the nature and scope of archaeology in a cultural context.	K1
CO2	Illustrate the origin and development of archaeology in India	K2
CO3	Analyze the functions of archaeologists and other spheres of Archeology.	K4
CO4	Summarize varied archaeological data determination methods, site selection, and research design.	K5
CO5	Evaluate the scientific methods of analysing organic materials in archaeological context	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate K6-Create**

#### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of Co's with PSO's & POs
CO1	2	2				2	2	2	3	3	2	1	1	20
CO2	3	3	2	2	2	1	3	1	2	2	3	2	2	28
CO3	3	3	2	2	2	3	1		2	2	3	2	2	27
CO4	2	2	3	3	3	3	2		2	2	2	3	3	30
CO5	2	2	3	3	3	1	1		2	2	2	3	3	27
<b>Grand Total of COs with PSO and POs</b>														<b>132</b>
Grand total of COs with PSOs and POs 132														<b>2.23</b>
Mean Value of COs with PSO and POs = $\frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{132}{59} = 2.23$														

Strong – 3 Medium – 2 Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.23</b>
<b>Observation</b>	<b>COs of History of Madurai Strongly related with PSOs and POs</b>		

Class : III B.A. (History)

Part : III Core –9

Semester : V

Hours : 75

Sub-Code : 22UHSC95

Credits : 04

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**MAIN CURRENTS OF THE MODERN WORLD – I (1453 CE – 1919 CE)**

**(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)**

**Course Educational Objectives**

**To Make the Students to**

1. Recognize the reason led to the enlightenment of the people and the Social Changes.
2. Justify the values of inquisitiveness, liberty, equality and fraternity.
3. Analyse the relevance of National Movements of modern period in the world.
4. Assess the problems of the Far Eastern Countries.
5. Evaluate the major global events and trends of the interwar period.

**Unit – I: Age of Reason and Enlightenment:**

**15 hours**

Renaissance and Results – Nation States – Geographical Discoveries – Reformation – Divine Right Theory and Enlightened Despotism – Napoleon

**Map:** Routes of Geographical Discoveries

**Unit – II: Revolutions for Human Rights**

**15 hours**

- i) Glorious Revolution (1688) – causes and results
- ii) French Revolution (1789) – causes and results
- iii) Russian Revolution (1917)

**Unit – III: Brief Survey – National Movements**

**15 hours**

- i) American War of Independence – causes and results
- ii) Unification of Italy – causes and results
- iii) Unification of Germany – causes and results

**Map:** Unification of Italy

**Unit – IV: Brief Survey: Response of the Far East to the West**

**15 hours**

- i) Open Door Policy in China – Features and Impact
- ii) Opium Wars in China – causes and results
- iii) Meiji Restoration in Japan – causes and results

**Unit – V : Outcome of Imperialism**

**15 hours**

First World War – Causes – Course - Results.

**Books for Study**

1. Paramasivam, M. & G. Sethuraman - History of China and Japan (2<sup>nd</sup> Ed). Pannai Pathippagam, Madurai, 1985.
2. Rao, B.V. - World History, Sterling Publishers, New Delhi, 1988.
3. Swain, J.E. - History of World Civilization (II Ed), Eurasia Publishing House, New Delhi, 1994.
4. Mahajan, V.D., - Modern Europe Since 1789, Chand & Co., New Delhi, 1980.

**Book for References**

1. Darling Kindersley, - History of the World, D.K. Publication, London, 1994.
2. Lowe Norman, - Mastering Modern World History (III Ed), Macmillan, Delhi, 1997.
3. Marshall Smelser, - American History at a Glance, Barnes and Nobel, INC, New York, 1966.
4. Hobsbawn, - The Age of Revolution (1789-1848), Rupa & Co, Calcutta, 1992.
5. Hobsbawn, -The Age of Empires (1875-1914), Rupa & Co., Calcutta, 1992.
6. B. K. Gokhale, *Introduction to Western civilization*, New Delhi: S. Chand and Company 1973.
7. Hew Strachan, *The Oxford Illustrated History of the First World War*. Oxford: Oxford University Press, 2014.
8. Chris Harman, *A Peoples History of the World*, Orient Longman, 2007

9. Albert S. Lindemann, A History of Modern Europe: From 1815 to the Present, Wiley-Balckwell, West Sussex, UK, 2013.
10. B.V. Rao, History of Modern Europe, A.D. 1789 – 2013, Sterling Publishers, New Delhi, 2014.
11. David S. Mason, Main Currents in the History of the Modern World, Routledge, London, UK, 2022

### Teaching Learning Methods

Lecture Method  
 Power Point Presentation  
 Group Discussion  
 Seminar  
 Assignment

### Course outcome

Students will able to

Coarse Outcome No	Coarse Outcome	Knowledge Level
CO1	Discover the enlightenment of the people and the changes of societies in modern world	K3
CO2	Point out the importance of the inquisitiveness, liberty, equality and fraternity.	K4
CO3	Justify the emergence and spread of National Movements of modern period in the world.	K4
CO4	Discuss the problems and the impacts of the Far Eastern Countries.	K5
CO5	Identify the impacts of the First World War in Modern world	K5

K1 – Remember, K2 – Understand , K3-Apply , K4- Analyse, K5-Evaluate K6-Create

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	2	2	3	3	2			18
CO2	3	3	2	2	2	1	2	1	2	2	3	2	2	27
CO3	3	3	2	2	2	2	2	1	2	2	3	2	2	25
CO4	2	2	3	3	3	2	2		2	2	2	3	3	29
CO5	2	2	3	3	3	2	1		2	2	2	3	3	28
Grand Total of COs with PSO and POs														127
Grand total of COs with PSOs and POs 127														
Mean Value of COs with PSO and POs = $\frac{127}{56} = 2.26$														2.26

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.26
Observation	COs of Main Currents of the Modern World I Strongly related with PSOs and POs		

Class : III B.A. (History)

Part : III Core – 10

Semester : V

Hours : 75

Sub-Code : 22UHSD05

Credits: 04

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INDIAN POLITY

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To Make the Students to**

1. Recall the Constitutional development in India since 1947.
2. Evaluate the salient features of Indian Constitution.
3. Describe the power and functions of Union Executive.
4. Explain the powers and functions of the Union Legislature.
5. Assess the power and functions of the Supreme Court.

**Unit – I**

**15 hours**

**Indian Constitutional Development –**

Acts of 1773, 1784, 1861, 1909, 1919, 1935, 1947 - Borrowed Features of Indian Constitution from other countries.

**Unit – II**

**15 hours**

**Union Legislature**

Lok Sabha – Rajya Sabha – Process of Law Making – Functions, Powers and Privileges – Political Parties and Pressure groups.

**Unit – III**

**15 hours**

**Union Executive**

President – Powers – Functions – Privileges – Emergency Powers – Vice-President – Prime Minister – Cabinet – Key Functionaries.

**Unit – IV**

**15 hours**

**Indian Judiciary**

Organization – Powers and Functions Status – Judicial Review – Lok Ayukta- Lok Adalats

**Unit – V**

**15 hours**

**Constitutional Bodies**

Election Commission – Union Public Service Commission – State Public Service Commission – Comptroller and Auditor General of India – Attorney General of India

**Books for Study**

1. Competition Success - Constitution of India – At a Glance, New Review, Delhi, 13<sup>th</sup> Ed. 2002.
2. Gomathinayagam, P., - Modern Governments, Books Lands, Rajapalayam, 1986.
3. LaxmiKanth, M., - Indian Polity (for UPSC), TATA McGraw Hill, Delhi, 2004.
4. Mahajan, V.D., - Select Modern Governments, S. Chand & Co., New Delhi, 1984.
5. Laxmikanth .M, Indian Polity: A Concise Overview, McGraw Hill Education, New Delhi 2021.

**Books for References**

1. Agarwal, R.C., - Modern Indian Constitution and Administration, S. Chand & Co., New Delhi, 6<sup>th</sup> Ed., 1994.
2. Chandra Prakash - Indian Government and Politics, New Delhi, 1998.
3. Kapur, A.C., - Select Constitutions, S. Chand & Co., New Delhi, 1993.



4. Paul R. Brass - Caste Faction & Party in Indian Politics, 2 Vols., Chanakya Publications, Delhi, 1985.
5. Raja Ram Kalpana (Ed.) - Indian Polity, Spectrum Books (12<sup>th</sup> Re.Ed.), New Delhi, 2005.
6. Sharma Manoj, - Dynamics of Indian Politics, Anmol Publication, New Delhi, 2004.
7. Durga Das Basu, Introduction to the Constitution of India, LexisNexis India, Kolkata, 2020

#### Teaching Learning Methods

- Lecture Method
- Power Point Presentation
- Group Discussion
- Seminar
- Assignment

#### Course outcome

##### Students will able to

Course Outcome No	Course Outcome	Knowledge Level
CO1	Explain the Constitutional development in India since 1947.	K3
CO2	Illustrate the salient features of Indian Constitution.	K3
CO3	Analyse the power and functions of Union Executive.	K4
CO4	Generalize the powers and functions of the Union Legislature.	K5
CO5	Evaluate the powers and functions of the Supreme Court.	K5

**K1 = Knowledge, K2 = Understanding, K3 = Application, K4 = Analysis and K5 = Synthesis and Evaluation**

#### Mapping Course Outcome with PSO and PO

Out Come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				1	1	3	3	2	2			16
CO2	2	2		1		1	1	3	3	2	2			17
CO3	3	3	2	2	2	2	1	2	2	2	3	2	2	28
CO4	2	2	3	3	3	1	1		2	2	2	3	3	27
CO5	2	2	3	3	3	1	2		2	2	2	3	3	28
Grand Total of COs with PSO and POs														116
Grand total of COs with PSOs and POs 116														
Mean Value of COs with PSO and POs = $\frac{116}{54} = 2.14$														2.14
Number of COs relating with PSOs and POs 54														

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.14
Observation	COs of Indian Polity Strongly related with PSOs and POs		

Class : III B.A. (History)

Part : III Core -11

Semester : V

Hours : 75

Sub-Code : 22UHSD15

Credits : 04

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**HISTORY OF SCIENCE AND TECHNOLOGY**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Recognize the invention of the ancient world.
2. Illustrate the Chinese technology and inventions.
3. Examine the contributions of Arab Science to the world.
4. Identify the invention of the modern Europe.
5. Appraise the ancient Indian Science and technology.

**Unit – I**

**Science and Technology in Ancient Europe**

**15 hours**

Greek Science — Thales – Pythagoras – Hippocrates – Eratosthenes – Euclid – Archimedes – Roman Contributions: Galen – Ptolemy-Julian Calendar – Roman Roads and Transportations – Bridges – Aqueducts.

**Unit – II**

**15 hours**

**Ancient Chinese Technology**

Porcelain – Lacquering – Paper – Printing – Maps – Navigation – Gun Powder

**Unit – III**

**15 hours**

**Arab Science**

Medicine – Mathematics – Astronomy – Alchemy – Optics – Avicenna – Al-Khwarizmi – Umar Al-Khayyam – Harun Al-Rashid – Unani – Jabir-Ibn-Hayyan – Al Hazen.

**Unit – IV**

**Science and Technology in Modern Europe**

**15 hours**

Roger Bacon – Renaissance – da-Vinci – Astronomy Copernicus – Tycho Brache – Galileo – John Kepler – Printing - Physics and Biology – Newton – Harvey – Hunter – Jenner - Industrial and Agrarian Revolutions – Inventions – Discoveries – Rail Road – Transport – Textile – Mining. Modern Marvels – Faraday – Louis Pasteur – Dalton – Darwin – Ronald Ross – Modern Communication - Telegraph – Telephone – TV – Radio – Computer - Satellite Communication.

**Unit – V**

**Science & Technology in India**

**15 hours**

Astronomy – Medicine – Aryabhata – Varaha Mihira – Baskara – Others – Ayur Veda. - Ramanujam – C.V. Raman – Chandra Bose – Homi Bhaba – APJ Abdul Kalam

**Books for Study**

1. Sampathkumar, V.S., Sundaraman, T., - A Textbook on History of Science, M.S. University, Tirunelveli, 1995.
2. Varghese Jeyaraj - History of Science and Technology, 2<sup>nd</sup> Ed., Anns Publications, Uthamapalayam, 2004.
3. Venkatraman, R., - History of Science and Technology, Ennes Publication, 1988.
4. Sanjay Sen, History of Science & Technology, NL Publishers, Asam, 2016.

**Book for References**

1. Jain, N.K., - History of Science and Scientific Method, Oxford, Delhi, 1982.
2. Kuppuram, G., Kumudamani, K., - History of Science & Technology in India (12 Vols.), Sundeep Prakashan, Delhi, 1990.

3. Nadkarni, K.M.,-Indian Materia Medica, Popular Prakashan, Bombay, 1976.
4. Ariviyal Kalanjiam (Tamil) (9 Vols.), Tanjore Tamil University, Tanjore, 1986.
5. Encyclopedia of Science and Technology (9 Ed.), 20 Vols., McGraw Hill, New York, 2002.
6. The New Book of Knowledge – The Children’s Encyclopaedia Publication, Grolier Incorporated, New York, 1968.
7. James E. MC Clellan Science & Technology in World History: An Introduction, John Hobkins University Press, 2015.

### Teaching Learning Methods

- Class Lecture
- Power Point Presentation,
- Group Discussion,
- Seminar,
- Study Trip to Heritage Monuments,
- Assignment etc.,

### Course Outcome

The students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Define the ancient Greece inventions	K1
CO2	Distinguish the Chinese technology Greek technology	K2
CO3	Assess the Arabs in the field of Science	K3
CO4	Discuss the modern European Science and its impact	K5
CO5	Recognise the science and technology development in India through the ages	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1				2		3	2	2	2	2	1			14
CO2		2	1	2		2	3	2	2	2	2			18
CO3	2	2	2	1	2	2	2	2	3	3	2			23
CO4	2	2	2	3	3	2	2		2	2	2	3	3	28
CO5	2	2	2	2	2	3	3		1	1	2	2	2	24
Grand Total of COs with PSO and POs														107
Mean Value of COs with PSO and POs = $\frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{107}{51} = 2.09$														2.09

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.09
Observation	COs of History of Science and Technology Strongly related with PSOs and POs		

Class : All B.A./B.Sc.

Part : SLC

Semester : V

Hours :

Sub-Code: 22UHSSL5

Credits : 3

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**INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS – II (From 1526 to 1950)**

**(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)**

**Course Educational Objectives**

**To Make the Students to**

1. Analyze the administration of Mughals.
2. Understand the advent of Europeans and the establishment of their settlements.
3. Analyze the outbreak of the Result of South Indian Rebellion.
4. Evaluate the role of Gandhi in the Indian Freedom Struggle.
5. Understand the basic concepts of the art of governing the State

**Unit – I:**

**The Moghuls**

Babur to Aurangzeb – Sur Interregnum – Administration – Society – Economy – Art and Architecture – Religion.

**Unit – II:**

**The Advent of Europeans**

- a) Portuguese, Danish, Dutch and French Settlements.
- b) The British – Carnatic Wars – Battle of Plassey – Buxar – Dual Government in Bengal.
- c) Annexationist Policies.
  - a) Subsidiary Alliance System.
  - b) Lapse Doctrine.

**Unit – III:**

**Nationalism**

Early uprisings in North – South Indian Rebellion – Vellore mutiny Sepoy Mutiny 1857 – Causes and results.

**Unit – IV:**

**Freedom struggle**

Indian National Congress – Extremists – Moderates – Partition of Bengal – Minto-Morley Act – Non Cooperation Movement – Montague-Chelmsford Reforms – Swadeshi movement – Terrorism – Round Table Conferences – Cripps Mission – Muslim League – Communal Award.

**Unit – V**

**Government by the People of India**

Government of India Act 1935 – Mountbatten Plan – Indian Independence Act – Partition – Indian Republic of 1950.

**Books for Study**

1. Francis, S.R.S. **Premier IAS Main Manual**, CBS Publishers, New Delhi, 2007.
2. Reddy Krishna, **Indian History (2<sup>nd</sup> Ed)**, TATA McGraw Hill, New Delhi, 2004.

**Teaching Learning Methods**

Self study

**Course outcome**

Students will able to

Course Outcome No	Course Outcome	Knowledge Level
CO1	Illustrate the administration and the development of art and architecture of Mughal Empire	K3
CO2	Analyze the advent of Europeans and the establishment of their settlements	K4
CO3	Identify the outbreak of the Result of South Indian Rebellion	K4
CO4	Point out the significance of the Gandhian Era.	K4
CO5	Recognise the salient features of the Indian Constitution.	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

**Mapping Course Outcome with PSO and PO**

Out Come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				1	2	2	3	3	2			17
CO2	3	3	2	2	2	1	2		2	2	3	2	2	26
CO3	3	3	2	2	2	1	1		2	2	3	2	2	25
CO4	3	3	2	2	2	1	1		2	2	3	2	2	25
CO5	2	2	3	3	3	1	1		2	2	2	3	3	27
Grand Total of COs with PSO and POs														120
Mean Value of COs with PSO and POs = $\frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{120}{56} = 2.14$														2.14

Strong – 3    Medium – 2    Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.14
Observation	COs of India History for Competitive Examination II Strongly related with PSOs and POs		

Class : III B.A. (History)

Part : III Core – 12

Semester : VI

Hours : 75

Sub-Code : 22UHSD26

Credits : 05

INDIA SINCE INDEPENDENCE

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

Course Educational Objectives

To make the students to

1. Recognize the process of National Integration of India
2. Evaluate the declaration of emergency 1975 and its impact
3. Justify the reservation policy of India
4. Explain the important measures taken by Indian Government for the improvement of Education.
5. Examine the Economic and Scientific Development of India

Unit – I

15 hours

**Aftermath of Independence**– Pains of Partition – Integration of States – Reorganization of States – Junagadh- Hyderabad- Kashmir

Unit – II

15 hours

**Politics**

Congress Hegemony –Prime Ministers – Nehru – Sastri – Indira Gandhi – Split in the Congress – National Emergency in 1975 – Emergence of Coalition Politics – Janatha – Jan Sangh –Rise of BJP. Punjab Crisis – Operation Blue Star – Black Thunder .

Unit – III

15 hours

**Society**

Reservation Policy – Kaka Kalekar – Sattanathan – Mandal Commissions – Critics –Reservation for Women

Unit – IV

15 hours

**Education**

Operation Black Board – National Literacy Movement- National Literacy Mission –Sarva Shiksha Abhiyan.

Unit – V

15 hours

**Economic and Scientific Developments**

Blue and Green Revolutions – Operation Flood – Marvels in Space and Nuclear Fields – Oceanography – Economic Survey – Growth of Industries – Transport in India – New Economic Policy – MNCs – Foreign Direct Investments –Retailers- The Problem of Black Money- Demonetisation 2016

**Books for Study**

1. Anlet Sobithabai, Contemporary History of India (1947-2004), Sharon Publication, Martandam, 2005.
2. Venkatesan, G., Contemporary India, V.C. Publication, Rajapalayam, 2007.
3. Sathish Deshpande, Contemporary India – a Sociological view, Penguin, New Delhi, 2003.
4. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, Ecco Press, USA, 2007.

**Books for reference**

1. Gopa Sabharwal, India Since 1947 - The Independent Years, Penguin Publications, Delhi, 2018.
2. Bipan Chandra, India Since Independence, Penguin Books India 2008.

3. Chandel, L.S., - Objective Indian History, H.G. Publication, New Delhi, 2003.
4. Francis, S.R.S., - Premier IAS Main Manual, CBS Publishers, New Delhi, 2007.
5. Reddy Krishna, Indian History, (2<sup>nd</sup> Ed.), TATA McGraw Hill, New Delhi, 2004.
6. Thorner Daniel, The Shaping of Modern India, Allied Publications, Delhi, 1980.
7. Shashi Tharoor, Pax Indica: India and the World of the 21st Century, Penguin Books India, 2012.

#### Teaching Learning Methods

- Lecture Method
- Power Point Presentation
- Group Discussion
- Seminar
- Assignment

#### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Demonstrate the process of National Integration of India	K3
CO2	Criticize the declaration of emergency 1975 and its impact	K4
CO3	Justify the reservation policy of India	K4
CO4	Evaluate the important measures taken by Indian Government for the improvement of Education	K5
CO5	Compare the Economic and Scientific Development of India	K5

**K1 = Knowledge, K2 = Understanding, K3 = Application, K4 = Analysis and K5 = Synthesis and Evaluation**

#### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	2	2	3	3	2			18
CO2	3	3	2	2	2	1	3		2	2	3	2	2	27
CO3	3	3	2	2	2	2	3		2	2	3	2	2	28
CO4	2	2	3	3	3	1	1	1	2	2	2	3	3	28
CO5	2	2	3	3	3	3	1	1	2	2	2	3	3	30
<b>Grand Total of COs with PSO and POs</b>														<b>131</b>
Grand total of COs with PSOs and POs												131	<b>2.25</b>	
Mean Value of COs with PSO and POs = ----- = -----												58		
Number of COs relating with PSOs and POs														58

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.25
Observation	<b>COs of India Since Independence Strongly related with PSOs and POs</b>		

Class : III B.A. History

Part : III Core – 13

Semester : VI

Hours : 75

Sub-Code : 22UHSD36

Credits : 04

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**HISTORIOGRAPHY**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Recognize the scope and purpose of History
2. Compare the relation between History and other social sciences
3. Analyse the research techniques in History
4. Evaluate the contributions of Historians
5. Appraise the Contributions of Indian Historians

**Unit I**

**What is History**

**15 Hours**

Meaning and Nature of History – Scope and Purpose of History – Definitions of History – Kinds of History – Uses and Abuses of History

**Unit II**

**History and other Disciplines**

**15 Hours**

Relation between History and other Social sciences – Auxiliary Sciences – Is History a Science or an Art?

**Unit III**

**A Study on Indian Historiographers**

**15 Hours**

Bana – Kalhana – Barani – J.N. Sarkar – R.C.Majumdar – K.A.Neelakandasasthiri – K.K.Pillai – K.Rajayan

**Unit IV**

**A Study on Historiographers**

**15 Hours**

Philosophy of History – Herodotus – Ranke – Hegel – Karl Marx – Arnold J Toyenbee – Ibn Kaldhun

**Unit V**

**Method of Writing History**

**15 Hours**

Selection of a topic – Collection of Data – Authenticity of facts – External Criticism – Internal Criticism – Synthesis – Arrangement of Thesis Documentation – Bibliography-Foot Notes-exposition

**Books for Study**

1. Sreedharan: 'Text Book of Historiography (500 BC to AD 2000)', Orient Blackswan Publication, Hyderabad, 2004.
2. Laxmi Jain : 'Historical Method and Historiography', Vagu Edn Publication, Delhi, 2016.
3. Harbans Mukhia, 'Historians and Historiography', Aakar Books, New Delhi, 2017.
4. Sumit Sarkar, Writing Social History, Oxford University Press, New Delhi, India, 2021.

**Books for References**

1. Carr. E.H.: 'What is History?', Macmillan & Co. Ltd., London, 1962.
2. Rajayyan, K.: 'History its Theory and Method', 8<sup>th</sup> Edn, Ratna Publications, Madurai, 1999.
3. Sheik Ali.B.: 'History : Its Theory and Method', 2<sup>nd</sup> Edn, MacMillan India Ltd., Madras, 1984.
4. Subramanian, N.: 'Historiography and Historical Methods', 5<sup>th</sup> Edn, Ennes Publications, Vadipatti, 1993.



5. John Tosh, The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History, Routledge, London, UK, 2015
6. Peter Burke, What is Cultural History?, Polity Press, Cambridge, UK, 2004
7. Beverly Southgate, What is History For?, Routledge, London, UK, 2020

### Teaching Learning Methods

- Lecture Method
- Power Point Presentation
- Group Discussion
- Seminar
- Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Assess the scope and purpose of History	K3
CO2	Analyze the relation between History and other social sciences	K4
CO3	Point out the importance of the research techniques in History	K4
CO4	Discuss the salient features of the historical writings of World Historians	K5
CO5	Summarize the art of historical writings in India	K5

**K1 = Knowledge, K2 = Understanding, K3 = Application, K4 = Analysis and K5 = Synthesis and Evaluation**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				2	2	2	3	3	2	1	1	20
CO2	3	3	2	2	2	1	3	1	2	2	3	2	2	28
CO3	3	3	2	2	2	3	1		2	2	3	2	2	27
CO4	2	2	3	3	3	3	2		2	2	2	3	3	30
CO5	2	2	3	3	3	1	1		2	2	2	3	3	27
Grand Total of COs with PSO and POs														132
Grand total of COs with PSOs and POs											132	$\text{Mean Value of COs with PSO and POs} = \frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{132}{59} = 2.23$		
Mean Value of COs with PSO and POs =											59			

Strong – 3    Medium – 2    Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.23
Observation	<b>COs of Historiography Strongly related with PSOs and POs</b>		

Class : III B.A. (History)

Part : III Core – 14

Semester : VI

Hours : 75

Sub-Code : 22UHSD46

Credits: 04

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MAIN CURRENTS OF THE MODERN WORLD – II (CE 1919 - 1945 CE)

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Recognize the Peace preservation after the First World War
2. Describe the rise of Communist Movement in the World
3. Critically analyze the Dictatorial and Imperialistic tendencies across the World
4. Evaluate the foreign policies of USA
5. Assess the causes for the outbreak of the World War I

**Note: The unit with the heading brief survey is not meant for elaborate study and so essay questions are not to be set from it.**

**Unit – I**

**15 hours**

**Peace Preservation:**

League of Nations – Structure – Achievements – Failures – Mandate System.

**Map:** Mandated Territories – A, B, C territories.

**Unit – II**

**15 hours**

**Towards Classless Society:**

Communist Movements in China Upto 1949 – Cultural Revolution – Causes – Course - Impact – Mao-Tse-Tung.

**Unit – III**

**15 hours**

**Dictatorial and Imperialistic Tendencies**

Rise of Dictatorships – Mussolini – Hitler – Road to Japanese Imperialism – Manchurian Crisis – Second Sino – Japanese War.

**Unit – IV**

**15 hours**

**USA's Foreign Policy**

USA's Foreign Policy since 1919 – Good Samaritan Policy -Big Brother –Big Stick Policy- Reasons for American Participation in World War-II.

**Unit – V**

**15 hours**

**Second World War:** Causes course and Results

- Map:**
1. Possessions of Germany in Europe during World War-II.
  2. Japans position in Asia during World War-II.

**Books for Study**

1. Paramasivam, M. &G. Sethuraman - History of China and Japan (2<sup>nd</sup> Ed). PannaiPathippagam, Madurai, 1985.
2. Thiyagarajan, J., - International Relations, Pavai Pathippagam, Madurai, 2002.
3. Mahajan, V.D. - Modern Europe since 1789, Chand & Co., New Delhi, 1980.

**Books for References**

1. Darling Kindersley - History of the World, D.K. Publication, London, 1994.
2. Fisher, H.A.L., - History of Europe (2 Vols), Surjeet, New Delhi, 1986.
3. Hayes, C.J.H., - Contemporary Europe Since 1870, Surjeet Publications, New Delhi, 1982.
4. Lowe Norman - Mastering Modern World History (3<sup>rd</sup> Ed), Macmillan, Delhi, 1997.
5. MarshallSmelser - American History at a Glance, Barnes and Nobel, INC, New York, 1966.
6. Chris Harman, A Peoples History of the World (Delhi: Orient Longman, 2007)

7. Richard Overy, Complete History of the World (London: Harper Collins, 2006)
8. H.A. Davies, An Outline History of the World (Oxford: Oxford University Press, 2006)
9. K.A. Manikumar, A Colonial Economy in the Great Depression: Madras(1929 – 1937), (Hyderabad: Orient Longman, 2003).

### Teaching Learning Methods

- Lecture Method
- Power Point Presentation
- Group Discussion
- Seminar
- Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the League of Nations and the Peace preservation	K1
CO2	Summarize the rise of Communism in the World	K2
CO3	Analyze the Age of Imperialism and Dictatorship	K4
CO4	Criticize of USA with other World Countries	K5
CO5	Evaluate the Impact of World War II in International affairs	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out Come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1						3	2	2						7
CO2	3	2				2	3	2	2	2			2	18
CO3	3	3	2	2	2	1	2	2	2	3	3	2	2	29
CO4	2	2	2	3	3	2	3		2	2	2	3	3	27
CO5	2	2	2	2	2	1	2		2	2	3	2	2	24
Grand Total of COs with PSO and POs														105
Grand total of COs with PSOs and POs														105
Mean Value of COs with PSO and POs = $\frac{105}{48} = 2.18$														2.18
Number of COs relating with PSOs and POs														48

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.18
Observation	COs of Main Currents of the Modern World II Strongly related with PSOs and POs		

Class : III B.A. (History)

Part : III Core – 15

Semester : VI

Hours : 75

Sub-Code : 22UHSD56

Credits: 04

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INTERNATIONAL RELATIONS (SINCE 1945 CE)

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To Make the Students to**

1. Understand the importance of the basic concept of the study of International relations.
2. Know about the structure and achievements of the UNO.
3. Understand the problems between states that affected the world.
4. Evaluate the foreign policies of India.
5. Identify the problems of the Developing nations.

**Unit – I**

**15 hours**

**Importance of the Study of International Relations**

Meaning – Definition Scope - Concept - Balance of Power – Collective Security – WTO – International Law – Neo Colonialism – Terrorism -

**Unit – II**

**International Organisation**

**15 hours**

U.N.O. Aims – Structure – Achievements – Failures – Regional Organisations – Common Wealth of Nations – NATO- Warsaw Pact- CENTO-SEATO- ANZUS - OAU- OPEC--EEC- Brexit - Five Eyes Alliance – OIC – MEDO -

**Unit – III**

**15 hours**

**Some Major Issues of the 20<sup>th</sup> Century –**

Arab – Israel Conflict – Vietnam War – Korean War – Gulf War- Kuwait Issue and developments.- Fall of Twin Tower- Syrian crisis- ISIS- Refugees problem- South China Sea problem

**Unit – IV**

**15 hours**

**India Since 1945 –** NAM- Foreign Policy with USA and Russia – Indo – Chinese – Conflict – Indo-Pak Relations – Indo-Sri Lankan Relations- Tamil Elam War -2009- Regional Organisations- SAARC-BRICS – ASEAN - SCO

**Unit – V**

**15 hours**

**Problems of the Developing Nations –** North – South Dialogue – Impact of Atom and Space race – India's Nuclear Policy- People's Movement against Nuclear Energy Indian Missiles Programme- NPT – SALT I – SALT II – SALT III

**Books for Study**

1. Keswani Hemchand, S. - International Relations in Modern World (1900-1988), Himalaya Publishers, Mumbai, 1995.
2. Thiagarajan, J., - International Relations, Pawai Pathippagam, Madurai, 2002.
3. Mahajan, V.D., - International Relations Since 1900, S. Chand & Co., New Delhi, 1990.

**Books for References**

1. Carr, E.H., - International Relations between the World Wars, Palgrave, New York, 1985.
2. Chester Bowles, - Ambassador's Report, Comet Books, London, 1954.
3. Dhar, S.N., - International Relations and World Politics, Kalyani Publishing House, New Delhi,
4. Johari, J.C., - International Relations and Politics, Sterling Publishers, New Delhi, 1998.
5. Prem Arora & Prakash Chander, Comparative Politics and International Relations, Cosmos bookhive Pvt Ltd; 31st edition 2015.

6. Pavneet Singh; *International Relations*, McGraw Hill Publication, Delhi, 2019
7. Stephen McGlinchey, *International Relations*, University of the West of England, 2016
8. Andrew Hurrell and Anand Menon, eds., *The Oxford Handbook of Modern Diplomacy*, Oxford University Press, Oxford, UK, 2021

### Course Outcome

Students will be able to

Course Outcome	Course Outcome	Knowledge Level
CO1	Explain the basic concept of the study of International relations.	K3
CO2	Analyse the achievements of the UNO.	K4
CO3	Criticise the major issues of the 20 <sup>th</sup> century and its impact	K4
CO4	Analyze the importance of friendship relations of USA with other World Countries.	K4
CO5	Evaluate the problems of the Developing nations.	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate K6-Create**

### Mapping Course Outcome with PSO and PO

Out come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				1	2	2	3	3	2			17
CO2	3	3	2	2	2	2	1		2	2	3			22
CO3	3	3	2	2	2	1	2		2	2	3			22
CO4	3	3	2	2	2	1	1		2	2	3			21
CO5	2	2	3	3	3	1	1		2	2	2	3	3	27
Grand Total of COs with PSO and POs														109
Grand total of COs with PSOs and POs														109
Mean Value of COs with PSO and POs = ----- = ----- =2.18														2.18
Number of COs relating with PSOs and POs														50

Strong – 3 Medium – 2 Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.18</b>
<b>Observation</b>	<b>COs of International Relations Strongly related with PSOs and POs</b>		

Class : III B.A. (History)

Part : III Core – 16

Semester : VI

Hours : 75

Sub-Code: 22UHSD66

Credits : 04

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**HUMAN RIGHTS**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

**To make the students to**

1. Understand the meaning and historical development of human rights
2. Create awareness on Rights against discrimination, inequality, and exploitation in a Rights based approach.
3. Analyses the role of UNO in safeguarding the human rights and the various Declarations that were signed for the promotion and protection of Human Rights.
4. Analyse the constitutional provisions and Civil societies in India for the protection of human rights violations.
5. Study about the famous personalities who contributed for human rights evolution throughout the world.

**Unit – I:**

**15 hours**

**Historical Roots and Growth of Human Rights**

Definition Concept and Meaning - Types of Human Rights. – Historical Evolution – Magna Carta, Bill of Rights, French rights of declaration of man

**Unit – II:**

**15 hours**

**Social and Sectoral Rights and Violations**

Women - Children - Dalits - Tribals - Minorities – Slavery - Environment (Laws and Acts)

**Unit – III:**

**15 hours**

**Human Rights Protection**

National and Global Mechanism – National - Preamble of Indian Constitution – Fundamental Rights and Duties – Directive Principles of State Policy - Human Rights Commissions – International - U.N. conventions and Protocols - Mechanisms of the U.N.O. UDHR

**Unit – IV:**

**15 hours**

**Ways of Responding to Human Rights Challenges under Democracy**

Legal Bases, Right to Information - Human Right Organizations - Civil Society Groups-

**Unit – V:**

**15 hours**

**Human Rights and Inspiring Personalities**

Rousseau, Abraham Lincoln, Karl Marx, Martin Luther King. Jr, Dr.Ambedkar, V.R. Krishna Iyer, Medha Patkar, Irohmi Sharmila

**Teaching Learning Methods**

1. Lecture Method
2. ICT
3. Seminars
4. Quiz
5. Case Study

**Book for Study**

1. Maurice Carnston,1973, What are Human Rights?, The Bodley Head Ltd, London.
2. Lovis Henkin, 1978,The Rights of Man today. Stevens & Sons, London
3. V.R. Krishna Iyer, 1984,Human Rights And Law. Vedpal
4. Law House, Indore
5. Jack Donnelly, 1985,The Concept of Human Rights. Croom Helm, London.

### Books for References:

1. Bami Bargohain, - Human Rights, Social Justice and Political Challenge, Kaniska Publishers, New Delhi, 1999.
2. Darren O' Byrne - Human Rights: An Introduction, Pearson Education, New Delhi, 2003.
3. Desai, A.R., - Repression and Resistance in India, Popular Prakashan, Bombay, 1990.
4. Desai, A.R., - Violation of Democratic Rights in India (Ed.), Popular Prakashan, Bombay, 1986.
5. DevArjun, & Indirani Arjun Deva, Human Rights, A Source Book, Delhi, 1996.
6. Kumar Das Ashish, -Human Rights in India, Mohanti Pransant Kumar & Sons, New Delhi, 2007.
7. Muthuirulandi Raja, - Human Rights, Sriyar Publications, Trichy, 1996.
8. Roy Ashina, - Human Rights of Women, Raja Publications, New Delhi, 2003.

### Teaching Learning Methods

- Lecture Method
- Power Point Presentation
- Group Discussion
- Seminar
- Assignment

### Course Outcome

Students will be able to

Course Outcome No	Course Outcome	Knowledge Level
CO1	Demonstrate the meaning and historical development of Human Rights	K3
CO2	Explain about Rights against discrimination, inequality, and exploitation in Rights based approach.	K3
CO3	Point out the role of UNO in safeguarding the human rights and the various Declarations that were signed for the promotion and protection of Human Rights	K4
CO4	Judge the constitutional provisions and Civil societies in India for the protection of human rights violations.	K5
CO5	Discuss the ideas of the famous personalities who contributed for human rights evolution throughout the world	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out Come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	2	2				1	2	2	3	3	2			17
CO2	2	2				2	2	2	3	3	2			18
CO3	3	3	2	2	2	1	1		2	2	3	2	2	25
CO4	2	2	3	3	3	1	1		2	2	2	3	3	27
CO5	2	2	3	3	3	1	1		2	2	2	3	3	27
Grand Total of COs with PSO and POs														114
Mean Value of COs with PSO and POs = $\frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{114}{52} = 2.19$														2.19

Strong – 3    Medium – 2    Low - 1

<b>Mapping Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Relation</b>	<b>0.01 to 1.0</b>	<b>1.01 to 2.0</b>	<b>2.01 to 3.0</b>
<b>Quality</b>	<b>Low</b>	<b>Medium</b>	<b>Strong</b>
<b>Mean Value of COs with PSO and POs</b>			<b>2.19</b>
<b>Observation</b>	<b>COs of Human Rights Strongly related with PSOs and POs</b>		



Class : All B.A./B.Sc.

Part : SLC

Semester : VI

Hours : -

Sub-Code : 22UHSSL6

Credits: 3

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**INDIAN CONSTITUTION**

(Outcome based syllabus under CBCS structure for the students admitted from the academic year 2022 - 2023)

**Course Educational Objectives**

To make the students to

1. Understand the basic concepts of the art of governing the states.
2. Describe the powers and functions of the Union Executive.
3. Examine the process of Law Making in India.
4. Assess the powers and functions of the Supreme Court.
5. Evaluate the functioning of Election Commission.

**Unit – I:**

**Indian Constitution**

Salient Features – Preamble – Fundamental Rights and Duties – Directive principles of State Policy – Distribution of powers – Centre-State Relations – Article 356 – Amendments.

**Unit – II:**

**Union Executive**

President – Vice-President – Powers – Functions – Prime Minister – Cabinet – Powers and functions.

**Unit – III:**

**Union Legislature**

Lok Sabha – Rajya Sabha – Process of Law Making – Functions – Powers – Privileges.

**Unit – IV:**

**Indian Judiciary**

Organisation – Powers and functions – Judicial Review.

**Unit – V:**

**Election Commission**

Power and Functions - Reforms – Party System – Pressure Groups.

**Books for Study:**

1. Badi R.V., Indian Constitution, Vrindha pub, Delhi, 2005.
2. Competitive Success, Constitution of India – At a Glance, New Review, Delhi, 13<sup>th</sup> Ed., 2002.
3. Kasthuri, J., Modern Governments, I ed, Ennes Publication, Udumalpet, 1998.
4. Laxmikanth. M, Indian Polity (for UPSC), TATA McGraw Hill, Delhi, 2004.
5. Mahajan. V.D., Select Modern Governments, S. Chand & Co., New Delhi, 1984.

**Books for References:**

1. Agarwal, R.C., Modern Indian Constitution and Administration, S. Chand & Co., New Delhi, 6<sup>th</sup> Ed., 1994.
2. Basu Durga Das, Introduction to the constitution of India, 19<sup>th</sup>ed, Wadhwa & Company, Delhi, 2005.
3. Bhagwan Vishoonand Bhushan Vidya, World Constitutions, III Revised, 19<sup>th</sup>ed , Sterling Publication, Bangalore, 1987.

4. Raj Hans, Constitution of India, Surjeet Publication, Delhi, 1990.
5. Rajaram Kalpana (ed), Indian Policy, Revised ed, Spectrum Books New Delhi, 2003.

### Teaching Learning Methods

Lecture Method  
 Power Point Presentation  
 Group Discussion  
 Quiz  
 Seminar  
 Assignment

### Course Outcome

Students will be able to

Course Outcome No.	Course Outcome	Knowledge Level
CO1	Recall the salient features of the Indian Constitution	K1
CO2	Classify the powers and functions of the President and the Prime Minister of India.	K2
CO3	Analyze the exercises of the parliament of India	K4
CO4	Summarize the functioning of the Indian Judiciary	K5
CO5	Evaluate the role of Election Commission in conducting fair and free elections in India.	K5

**K1 – Remember, K2 – Understand, K3-Apply, K4- Analyse, K5-Evaluate, K6-Create**

### Mapping Course Outcome with PSO and PO

Out Come	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	Sum of CO's with PSO's & POs
CO1	1	2	3	3	3	3	2	2						19
CO2	2	2	2	2	2	2	3	3	2	2	2	2		26
CO3	1	2	2	2	2	1	2	2	2	2	3	2	2	25
CO4	3	1	2	3	3	2	1		2	2	2	3	3	27
CO5	2	2	3	3	3	2	1		2	2	2	3	3	28
Grand Total of COs with PSO and POs														125
$\text{Mean Value of COs with PSO and POs} = \frac{\text{Grand total of COs with PSOs and POs}}{\text{Number of COs relating with PSOs and POs}} = \frac{125}{57} = 2.19$														2.19

Strong – 3 Medium – 2 Low - 1

Mapping Scale	1	2	3
Relation	0.01 to 1.0	1.01 to 2.0	2.01 to 3.0
Quality	Low	Medium	Strong
Mean Value of COs with PSO and POs			2.19
Observation	COs of Indian Constitution Strongly related with PSOs and POs		