

Learning Outcomes based Curriculum Framework (LOCF)

For B.A. History Undergraduate Programme

2021



**UNIVERSITY GRANTS COMMISSION
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Preamble

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge.

At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels.

Historical facts are not static since new discoveries are constantly thrown up by archeology, generics, climate sciences and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a pro active classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in

turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly” a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”.

History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions.

The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building

evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher.

In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, Oriental-Occidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of self-conscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order.

As per changing times, the other core papers have also been remodeled with introduction of a newspaper like ‘Cultural heritage of India’ and ‘ History of Communication and Media’ with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodeling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acostomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

1. Introduction

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Under Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the programme of their choice. The Under-Graduate Programme will prepare the students for academia and also prepare them to use this knowledge for employment.

The given programme elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The programme prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of B.A. History (Honours) Programme offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary programme providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

2. Learning Outcome based Curriculum Framework

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This programme is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The B.A. History Programme course is interdisciplinary keeping in mind that specialization in History is the key to access cognate skills from other disciplines. This has a balanced combination of Core,

Discipline Specific Electives and Skill Enhancement Courses. This enables a student of History to be well versed with other complementary subjects.

2.1 Nature and extent of the Programme

The B.A. History Programme is of three years duration. Each year is divided into two semesters. The total numbers of semester are six and it is presumed that each semester will be of sixteen weeks duration. The teaching and learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes.

The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums and project work, which can be taken care along with regular teaching and tutorials.

2.2 Aims of Bachelor degree Programme

The objective of this course is to:

- Give requisite information about different aspects of the past to students
- To teach them how to use this information for a better of society.
- This also gives an idea about how historians research, frame an argument and debate details that have significance to understand the past and the present.
- The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.
- The idea is to equip the student so that their ability to think and analyze is enhanced also, they develop good research oriented perspective.

3. Graduate Attributes

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society. The attributes expected from the graduates of B.A. History Programme are:

GA1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.

GA2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.

GA3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understands its argument as well as critically analyzes the same.

GA4. Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.

GA5. Sensitivity to different socio cultural issues and their acquaintance with the historical developments.

GA6. Respect for National ethos, human values and ideals constitutional values.

GA7. Capability to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

GA8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.

4. Qualification Descriptors

Upon successful completion of the course, the students receive a B.A. degree in the History.B.A. History graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archeological research
8. Teaching and Research

5. Programme learning outcomes

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

PloI. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

PloII. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

PloIII. The ability to use bibliographical tools for the advanced study of history.

PloIV. To understand & evaluate different historical ideas, various arguments and point of view.

PloV. To develop an appreciation of themselves & of others through the study of the past in local, regional, national and global context.

PloVI. It instills an appreciation of the uniqueness of visual evidence and cultivate the particular skill of using visual evidence to understand human activity of the recent and distant past.

BA HISTORY Degree Course
UG - SCHEME OF EXAMINATIONS: CBCS
PATTERN

(For the students admitted during the academic year 2021-2022 and onwards)

Part	Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – 1									
I	21TAM11L	Part–I:Language:Tamil I	6	50	50	100	20	40	3
II	21ENG12L	Part–II:English I	6	50	50	100	20	40	3
III	21BHI13C	Core:History of Ancient India upto 647 C.E	6	50	50	100	20	40	4
III	21BHI14C	Core: History of Tamil Nadu upto the Battle of Talaikkotta	5	50	50	100	20	30	4
III	21BHI15A	Allied – 1: Constitutional History of India 1773-1950	5	50	50	100	20	30	5
IV	21ENV1GE	Environmental Studies	2	50	50	100	20	40	2
Semester – 1I									
I	21TAM21L	Part–I:Language:TamilII	6	50	50	100	20	40	3
II	21ENG22L	Part–II:English II	6	50	50	100	20	40	3
III	21BHI23C	Core: History of India 647-1526 A.D	6	50	50	100	20	40	4
III	21BHI24C	Core: History of Tamil Nadu 1565-1947 AD	5	50	50	100	20	40	4
III	21BHI25A	Allied – 2:Introduction to Tourism	5	50	50	100	20	40	5
IV	21VAL2GE	Value Education– Gandhian Thoughts	2	50	50	100	20	40	2

Part	Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – III									
*I / III	21TAM31L	*Part–I: Language: Tamil III	6	50	50	100	20	40	3
I / III	21ENG32L	*Part–II: English III	6	50	50	100	20	40	3
III	21BHI33C	Core :History of India from 1526-1707 A.D	6	50	50	100	20	40	4
III	21BHI34A	Allied – 3:History of India from 1707 to 1885 A.D	8	50	50	100	20	40	5
IV	21BHI35S	SkillBasedSubject–I: Archaeology	4	50	50	100	20	40	3
Semester – IV									
I* / III	21TAM41L	*Part–I: Language: Tamil IV	6	50	50	100	20	40	3
I* / III	21ENG42L	*Part–II: English IV	6	50	50	100	20	40	3
III	21BHI43C	Core:History of India 1770-1885	6	50	50	100	20	40	4
III	21BHI44A	Allied – 4:History of modern India from 1885 to 1984 A.D	8	50	50	100	20	40	5
IV	21BHI45S	Skill Based Subject–II: Human rights	4	50	50	100	20	40	3
V	21EXA4GE	ExtensionActivities: NCC/NSS/SPORTS//YRC	-	-	-	-	-	-	1

Part	Sub Code	Title of thePaper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – V									
III	21BHI51C	Core : History of India 1885-1947 A.D	6	50	50	100	20	40	5
III	21BHI52C	Core : History of U S A upto 1865 A.D	6	50	50	100	20	40	5
III	21BHI53C	Core : History of Europe upto 1789 A.D	6	50	50	100	20	40	5
III	21BHI54C	Core: Contemporary Tamil nadu 1947-2011	5	50	50	100	20	40	5
IV	21BHI55S	Skill Based Subject – III: study and practice of History	4	50	50	100	20	40	3
IV	21BHI5EL	Non-Major Elective Paper – I: History for Civil Service Examinations-1	3	50	50	100	20	40	2
Semester – VI									
III	21BHI61C	Core : Contemporary History of India 1947-1991	7	50	50	100	20	40	6
III	21BHI62C	Core : History of Europe 1789-1945 AD	7	50	50	100	20	40	5
III	21BHI63C	Core : History of USA 1865-1990 AD	6	50	50	100	20	40	5
III	21BHI64V	Project & Viva – Voce	3	50	50	100	20	40	15
IV	21BHI65S	Skill Based Subject– IV:Personality Development	4	50	50	100	20	40	3
IV	21BHI6EL	Non-Major Elective Paper –II: History for Civil Service Examination	3	50	50	100	20	40	2
		Total/Credits				3400			140

UG – SYLLABUS REVISION
B.A. HISTORY

I Semester

- Core 1: History of Ancient India up to 647 AD.
- Core 2: History of Tamil Nadu up to the Battle of Talaikkotta
- Allied3: Constitutional History of India 1773-1950.

II Semester

- Core 1: History of India 647 – 1526 AD
- Core 2: History of Tamil Nadu 1565 – 1947 AD.
- Allied 3: Introduction to Tourism

III Semester

- Core 1: History of India 1526 – 1707 AD.
- Allied2: History of India 1707-1885 AD
- SBS: Archaeology

IV Semester

- Core 1: History of India 1707 – 1885 AD
- Allied2: History of India 1885 – 1984 AD
- SBS: Human Rights

V Semester

- Core1: History of India 1885 – 1947 AD
- Core2: History of USA upto 1865 AD
- Core3: History of Europe upto 1789 AD
- Core4: Contemporary Tamil Nadu 1947 – 2011 AD
- SBS: Study and practice of History.
- NME: History for Civil Service Exam I

VI Semester

- Core1: Contemporary History of India 1947 – 1991 AD
- Core2: History of Europe 1789 – 1947 AD
- Core3: History of USA 1865 – 1990 AD
- SBS: Personality Development
- NME: History for Civil Service Exam II

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester :1
Hrs /week : 6	CORE 1: HISTORY OF ANCIENT INDIA UPTO 647 C.E	Credit :4
Course Outcome	<ul style="list-style-type: none"> Summarise the rise of Magadha and Nandas. Analyse the emergence of new religions and their impacts on society. Interpret the royal edicts which constitute the primary sources for the history of Ancient India. Examine the role of south Indian kingdoms in the political history of India. Appraise the development of society art, architecture, emergence of educational institutions and patronage of royal people. 	
Unit	Content	Subjectcode: 21BHI13C
I	<ol style="list-style-type: none"> Geographical impacts on Indian History Pre-Historic Cultures – Proto-History Sources – Harappan Civilization Vedic Civilization. 	
II	<ol style="list-style-type: none"> Rise of Kingdoms and Religion – Mahajanapadas Rise of Magadha Life and Preachings of Buddha and Mahavira Invasion of Alexander and its impacts. 	
III	<ol style="list-style-type: none"> Rise of Mauryan Empire Consolidation of the Mauryan Empire – Asoka and the spread of Buddhism The Mauryan Administration – Arts and Architecture The Sungas. 	
IV	<ol style="list-style-type: none"> The Kushans - Kanishka – Mahayanism – Ghandhara Art Rise and consolidation of the Gupta Empire Golden Age of the Guptas – Administration The Vakatakas 	

V	<ol style="list-style-type: none"> 1. Harsha Vardhana's Regime 2. Harsha's Administration 3. Social and Economic conditions of the people – 4. Hiuen Tsang's Visit - Religious policy of Harsha. 	
<u>References</u> <ol style="list-style-type: none"> 1. Majumdar.R.C., <i>History and culture of Indian people</i>, Bharatiya Vidya Bhavan, Bombay,1960 2. Kosambi.D.D., <i>The culture and civilization of Ancient India:In Historical outline</i>, Vikas, New Delhi, 1971. 		
<u>Further Reading</u> <ol style="list-style-type: none"> 1. Basham.A.L., <i>The wonder that was India</i>,Newyork, Grows press, 1954. 2. Sharma,R.S., <i>Material culture and social formation in Ancient India</i>, Mac millan,1983. 3. Thapar Romila., <i>A History of India</i>, Vol. I., Penguin Books, New Delhi, 1990. 4. Thapar Romila., <i>Early India: From the Origins to A.D. 1300</i>, Penguin India, New Delhi, 2002. 		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : I
Hrs /week :5	CORE 2: HISTORY OF TAMIL NADU UPTO THE BATTLE OF TALAIAKKOTTA	Credit :4
Course outcome	<ul style="list-style-type: none"> Recognise the importance of Tamil literature, Society, Economy and Culture during the Sangam period. Discuss the role of Pallavas in the history of Tamilnad and the significance of Bakti Movement. Assess the contribution of Cholas to Tamil Society and culture. Explain the circumstances leading to Muslim Invasions and the references relating to Tamil Culture in Foreign Accounts. Analyze the factors for the rise of Vijayanagar Kingdom and revival of Hindu culture. 	
Unit	Content	Subjectcode: 21BHI14C
I	1.Geographical features – Various Sources – Prehistoric Period. 2.Age of Sangam – Cheras – Cholas – Pandiyas – Chieftains. 3.Administration – Society – Economy – Art. 4.Education – Sangam Literature.	
II	1.Kalabharas – Origin – Impact of their rule. 2.The Pallavas of Kanchi – Its Origin 3.Pallavas – Mahendravarman I –Narasima Varman I – Rajasimman–NandhiVarman I - NandhiVarman II 4.Administration – Religion – Literature – Arts & Architecture.	
III	1.Early Cholas – Later Cholas – Rajaraja I – Rajendra Chola – Kulothunga Chola. 2.Administration – Local Self Government. 3.Architecture – Sculpture – Painting – Music. 4.Education – Literary Development.	
IV	1.The First pandiyan Empire – Later pandyas 2.Accounts of Marcopolo and Wasab – The Muslim invasion – Malik Kafur and Mohammed bin Tughlaq invasion and its impact. 3.Religious – Social – Arts & Architecture – Education. 4.The Sultanate of Madurai – and its fall.	

V	1. Vijayanagar Empire – Kumarakempana’s Expedition. 2. Establishment of Nayak Kingdomat Madurai, Senji and Tanjore. 3. Battle of TalaikKota – Nayankar and Ayankar System 4. Social , Religious and Literary development	
References <ol style="list-style-type: none"> 1. N.Subramanian., Social Cultural History of Tamil Nadu, Asian Printers, Coimbatore,2007 2. K.Rajjayan, Early Tamil Nadu History, Society and Culture, 		
Further Reading <ol style="list-style-type: none"> 1. Pillai.K.K., History of Tamil Nadu People and Culture (Tamil), Mukil E Publishing And solutions Private Limited, Chennai,2015 2. NilakandaSastri.K.A., A History of South India: from Prehistoric times to The fall of Vijayanagar, Oxford University press., New Delhi,1997. 3. NilakandaSastri.K.A., The Cholas, University of Madras, Madras,1935 4. Noboru Karashima, A Concise History of South India, Oxford press, New Delhi, 2015 5. Subbarayalu.Y., south India under the Cholas, Oxford press, New Delhi, 2012 		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge		√			√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness	√				√
Multicultural Competence		√		√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : I
Hrs /week :5	ALLIED 1: CONSTITUTIONAL HISTORY OF INDIA 1773-1950AD	Credit:5
Course outcome	<ul style="list-style-type: none"> Discuss the origin and basic concepts of Indian Constitution and various provisions. Identify the difference between fundamental right and duties. Understand the Indian Constitution as a custodian to safeguard democracy and to maintain unity, integrity and harmony in our country. Illustrate the importance of various schedules, articles and amendments in Indian constitution. Difference for various competitive exams such as UPSC, TNPSC, SSC, SSB, NET, SET. 	
Unit	Content	Subjectcode: 21BHI15A
I	<ol style="list-style-type: none"> Regulating Act of 1773 Pitt's India Act of 1784 Charter Act of 1813, 1833, 1853 Government of India Act – 1858 	
II	<ol style="list-style-type: none"> Indian Council Act of 1861 Indian Council Act of 1892 Minto Marley Reforms Act of 1909 Montagu Chelmsford Reforms Act of 1919 	
III	<ol style="list-style-type: none"> Government of India Act of 1935 Indian Independence Act of 1947 Constituent Assembly of India Committees of the Constituent Assembly 	
IV	<ol style="list-style-type: none"> Preamble Salient Features Influence of Other Constitutions Mode of Amendment 	
V	<ol style="list-style-type: none"> Process of Law Making Fundamental Rights and Duties Directive Principles of State Policy Judicial Review 	
References <ol style="list-style-type: none"> Chhabra.G.S., <i>Advanced Study in the History of Modern India Vol.I,II,III 1707-1947</i>, Sterling Publishers, New Delhi, 1971. Majumdar.R.C., Raychaudhuri.H.C.,Kalikinkar Datta, <i>An Advanced History of India</i>, 		

Macmillan, London, 1960.	
<u>Further Reading</u> <ol style="list-style-type: none"> 1. Desai, A.R, <i>Social Background of Indian Nationalism</i>, Sage publications, 2005. 2. Grover, B.L., <i>A New Look on Modern Indian History</i>, S.Chand & Co, New Delhi, 1998. 3. Chandra Bipan., <i>A History of Modern India</i>, Orient Blackswan, New Delhi, 2009. 	

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				
Communication Skills		√			
Critical Thinking		√			
Research Related Skills	√				
Analytical Reasoning	√				
Problem Solving					√
Team Work			√		
Moral and Ethical Awareness					√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : II

Hrs /week :6	CORE 1: History of India 647-1526 AD	Credit:4
Course outcome	<ul style="list-style-type: none"> Summarise the significance of Rajput Society. Analyse the impact of Mohammeden Invasion. Interpret the administration of Muhamed-bin-Tughluk. Examine the administration of Delhi Sulthanate. Appraise the development of society, art, architecture, under the Delhi Sulthanate. 	
Unit	Content	Subject code: 21BHI23C
I	<ol style="list-style-type: none"> Pratiharas- Palas Rashtrakutas- administration and culture Rajputs – society and culture Chalukyas 	
II	<ol style="list-style-type: none"> Arab conquest of Sind Mohammad of Ghazni Mohammad of Ghor Impact of Mohammeden invasion 	
III	<ol style="list-style-type: none"> Slave dynasty-Qutb-ud-din-Aibak Iltutmish Razia Balban 	
IV	<ol style="list-style-type: none"> Ala-ud-din khilji Mohammed-Bin-Tughluk FiruzahTughluk Timur invasion 	
V	<ol style="list-style-type: none"> Sayyid dynasty Lodi dynasty Administration of Delhi Sultanate Delhi Sultanate -Society and Culture 	
References <ol style="list-style-type: none"> Chhabra.G.S., <i>Advanced Study in the History of Modern India Vol.I,II,III 1707-1947</i>, Sterling Publishers, New Delhi, 1971. Majumdar.R.C., Raychaudhuri.H.C,Kalikinkar Datta, <i>An Advanced History of India</i>, Macmillan, London, 1960. 		
Further Readings <ol style="list-style-type: none"> Sharma,R.S., <i>Material culture and social formation in Ancient India</i>, Mac millan,New Delhi,1983. Majumdar R.C (ed)., <i>History and culture of Indian people</i>, BharatiyaVidya 		

<p>Bhavan, Bombay, 1960.</p> <p>3. Thapar Romila., <i>A History of India</i>, Vol. I .Penguin Books, New Delhi, New Delhi, 1990.</p> <p>4. Thapar Romila., <i>Ashoka and the Decline of the Mauryas</i>, Penguin Books, 1961.</p>	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge		√			√
Communication Skills			√		
Critical Thinking		√			
Research Related Skills	√				
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : II
Hrs /week :5	CORE 2 :HISTORY OF TAMIL NADU 1565 - 1947 AD	Credit :4
Course outcome	<ul style="list-style-type: none"> Analyze various factors leading to the formation of Nayaks and Sethupathis in TamilNadu. Estimate the role of Christian Missionaries and their services. Relate the background for the emergence of Political Parties in Tamil Nadu Discuss the genesis and role of Justice Party. Appraise and criticize the administrative measures of the Chief Ministers of Tamil Nadu. 	
Unit	Content	Subjectcode: 21BHI24C
I	<ol style="list-style-type: none"> Nayaks of Madurai – Senji and Tanjore Ramnath Sethupathis Tanjore Marathas Carnatic Wars 	
II	<ol style="list-style-type: none"> Christian Missionaries – Services - Robert Cald Well – G U Pope Land Revenue and Judicial Administration of the British. South Indian Rebellion Vellore Mutiny 	
III	<ol style="list-style-type: none"> Growth of Literature – Justice Vedanayagam Pillai – U V Swaminathan Iyer. Emergence of Political Association – Madras Native Association – Madras Mahajana Sabha Socio-Religious Reform Movement 	
IV	<ol style="list-style-type: none"> Justice party and its Achievements Periyar – Self Respect Movement Temple Entry Movement Role of Tamil Country in Freedom Movement 	
V	<ol style="list-style-type: none"> Rajaji – 1st Ministry 1937-1939 Prohibitio Abolition of Devadasi System Press in Pre-independence Period 	
References		
<ol style="list-style-type: none"> N.Subramanian., Social Cultural History of Tamil Nadu, Asian Printers, Coimbatore,2007 K.Rajjayan, Early Tamil Nadu History, Society and Culture, 		
<u>Further Readings</u>		
<ol style="list-style-type: none"> Pillai.K.K., History of Tamil Nadu People and Culture (Tamil), Mukul E Publishing And solutions Private Limited, Chennai,2015 NilakandaSastri.K.A., A History of South India: from Prehistoric times to The fall of 		

Vijayanagar, Oxford University press., New Delhi,1997. 3. NilakandaSastri.K.A., The Cholas, University of Madras, Madras,1935 4. Noboru Karashima, A Concise History of South India, Oxford press, New Delhi, 2015 5. Subbarayalu.Y., south India under the Cholas, Oxford press, New Delhi, 2012	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
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Course	B.A.	Semester : II
Hrs /week :5	ALLIED-II: ELEMENTS OF TOURISM	Credit :5
Course outcome	<ul style="list-style-type: none"> • Interpret the origin and development of tourism in India • Define the concept of cultural tourism. • Analyse the religious centers of India and their role in promoting cultural tourism. • Appraise the contribution of Indian art, architecture and handicrafts for the development of cultural tourism. • Examine the impact of Indian fairs and festivals on tourism. 	
Unit	Content	Subjectcode: 21BHI25A
I	<ol style="list-style-type: none"> 1. Tourism - Definition and Need 2. Tourism Through the Ages 3. Basic Components of Tourism 4. Importance of Tourism 	
II	<ol style="list-style-type: none"> 1. Types of Tourism - Religious, Eco, Health, Business, Sports and Adventure. 2. Travel Formalities – Pass Port, VISA, Currency, Travel Insurance 3. Tourism Promotion 4. Tour Operators - Package Tour 	
III	<ol style="list-style-type: none"> 1. Role of Travel Agents 2. Tourist Guides 3. Accommodation -Main 4. Accommodation -Allied 	
IV	<ol style="list-style-type: none"> 1. Thomas Cook, American Express, Cox & Kings 2. International Organizations - UNWTO, PATA. 3. Manila Declaration – Warsaw Convention 4. ITDC, TTDC. 	
V	<ol style="list-style-type: none"> 1. Tourist Transportation - Land, Water 2. Rail Transport, Air Transport 3. Tourist Centres in India 4. Issues in Tourism Industry and Remedies 	
References <ol style="list-style-type: none"> 1. Gupta. S.P., Lal. K., Bhattacharya.M., <i>Cultural Tourism in India</i>, DK Print, 2002. 2. Hussain.S.A., <i>The national culture of India</i>, National Book Trust, New Delhi, 1987. 		
Further Readings <ol style="list-style-type: none"> 1. Bhatia, A.K. : Tourism Development : Principles and Practices 2. Sharma, K.K. : Tourism And Culture 3. Anand Ballabh. : Fundamentals Of Travel And Tourist 		

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge					√
Communication Skills		√			
Critical Thinking		√			
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : III
Hrs /week :6	CORE 1:HISTORY OF INDIA 1526-1707 AD	Credit :4
Course outcome	<ul style="list-style-type: none"> • Locate the Empire of Akbar in India • Examine the Shersha's administration • Analyse the Deccan policy of Aurangazeb. 	

	<ul style="list-style-type: none"> Discuss the conquests of Shivaji Assess the growth of Sikhism. 	
Unit	Content	Subjectcode: 21BHI33C
I	1. India on the eve of Babur's invasion 2. Sources of Mughal dynasty 3. Zahir- ud-din Babur 4. Humayun	
II	1. Sher Shah's Achievements 2. Sher Shah's Administration and reforms 3. Akbar's achievements 4. Akbar's Administration and reforms	
III	1. Jahangir 2. Nur-jahan 3. Shah Jahan 4. Aurangzeb	
IV	1. Deccan policy of the Mughals 2. Mughal administration 3. Social and economic condition of Mughals 4. Downfall of the Mughals .	
V	1. Shivaji and rise of Maratha power 2. Shivaji's administration and achievements 3. Peshwas' rule 4. The rise and growth of Sikhism	
References 1. Pandey, A.B., Early Medieval India, Central Book Depot, Allahabad, 1970. 2. Ishwari Prasad ., <i>A Short History of Muslim Rule in India</i> , The Indian Press Ltd., Allahabad, 1965		
<u>Further Readings</u> 1. Ishwari Prasad – The Mughal Empire 2. A.C Srivastava - History of India 1000-1707 AD 3. R.C. Majumdar -An Advanced History of India		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills			√		

Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : III
Hrs /week :8	ALLIED : HISTORY OF INDIA FROM 1707-1885 AD	Credit :5
Course outcome	<ul style="list-style-type: none"> • Locate the European settlements in India • Examine the conflict between the Nawabs of Bengal and the British. • Analyse the administrative structure provided by the British. • Assess the land revenue settlements. • Examine the development of transport and communication 	
Unit	Content	Subjectcode: 21BHI34A
I	<ol style="list-style-type: none"> 1. The early European Settlements and their impact 2. Anglo-French Revalry in the Carnatic 3. The Establishment of British Rule in India. 4. Battle of Plassey – Battle of Buxor 	
II	<ol style="list-style-type: none"> 1. Robert Clive – The Company’s Administration Dual Government. 2. Warren Hastings – Career and Achievements – Regulating Act of 1773. 3. Lord Cornwallis – Permanent land revenue settlement. 4. Lord Wellesley – Subsidiary Alliance System, Rise of Haider Ali and Tipusultan – Anglo-mysore wars. 	
III	<ol style="list-style-type: none"> 1. Lord Minto-Anglo-Marath Wars – 2. Reforms of Lord Hastings. 3. Lord William Bentinck – Administrative and Social Reforms. 4. Career and Achievements of Ranjith Singh. 	
IV	<ol style="list-style-type: none"> 1. Lord Dalhousie – Adminstration – Doctrine of Lapse – Second Burmese War. 2. Revolt of 1857 – Causes – Course – Results. 3. Queen’s Proclamation of 1858. 4. Lord Canning – Vernacular Press Act. 	
V	<ol style="list-style-type: none"> 1. Regulating Act 2. Pitt’s India Act. 3. Charter Acts 4. Social and Religion Reform Movement. 	
References		
<ol style="list-style-type: none"> 1. Grover B.L. & S. Geover <i>A New look at Modern Indian History from 1707 to the present day</i>, S. Chand, New, Delhi, 2007. 2. Majumdar R.C., <i>History of Freedom movement in India</i>, Government Central Press, Mumbai, 1957. 		
<u>Further Readings</u>		
<ol style="list-style-type: none"> 1. Chandra Bipan., <i>India’s Struggle for Independence</i>, Penguin Random House India, New Delhi, 1972. 		

2. Dutta K.K., <i>A Survey of Socio-economic Conditions in India, Eighteenth Century</i> , Bookland, Calcutta, 1961. 3. Sarkar Sumit., <i>Modern India 1885-1947</i> , Macmillan, New Delhi, 1983. 4. Dutta K.K., <i>Renaissance ,Nationalism and social changes in Modern India</i> , Bookland, Calcutta, 1967. 5. Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge		√			
Communication Skills		√			
Critical Thinking		√			
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : III
Hrs /week :4	SKILL BASED SUBJECT – I : ARCHAEOLOGY	Credit :3
Course outcome	<ul style="list-style-type: none"> Define the concept and scope of Archaeology. Compare the contribution and findings of eminent archaeologists. Identify and locate the sites. Discuss the excavation methods. Analyse the field methods in Archaeology 	
Unit	Content	Subject code: 21BHI35S
I	<ol style="list-style-type: none"> Meaning and Scope of Archaeology Exploration: Methods Excavation: Principles and methods Dating Methods 	
II	<ol style="list-style-type: none"> Stone Age cultures – Paleolithic, Microlithic, Neolithic Chalcolithic Culture Early Iron Age Culture – Megalithic Culture of South India 	
III	<ol style="list-style-type: none"> Indian Archaeology – Origin and Growth Alexander Cunningham – Robert Bruce Foot Sir John Marshall – James Princep Sir Mortimer Wheeler – H.D. Sankalia 	
IV	<ol style="list-style-type: none"> Pottery and its Importance Archaeological Sites in Tamilnadu – Adichanallur, Arikamedu, Kodumanal and Keeladi Paleography - Brahmi, Vattezhuthu, Grantha Temple Architecture – Nagara, Dravidian, Vesara 	
V	<ol style="list-style-type: none"> Epigraphy and Its Importance – Types Numismatics – Coins of Guptas, Cholas, Pandyas and Vijayanagar. Museum and its kinds Latest Trends in Archaeology – Field visit to sites 	
References <ol style="list-style-type: none"> Raman.K. V., Principles and Methods in Archaeology, Parthajan Publication, Madras, 1991 Rajan.K., Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur, 2002. 		
<u>Further Readings</u> <ol style="list-style-type: none"> Raman.K.V : Principles and Methods Archaeology Sankalia .H.D. : Indian Archaeology Today Mahalingam. T.V : Early South Indian Paleography Banerjee,N.R. : Iron Age In India Gururaja Rao,B.K : The Megalithic Culture In South India 		

6.	Venkatraman .R	: Indian Archaeology (A Survey)	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				
Communication Skills		√			
Critical Thinking		√			
Research Related Skills	√				
Analytical Reasoning	√				√
Problem Solving			√		
Team Work			√		
Moral and Ethical Awareness		√			
Multicultural Competence		√			

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : IV
Hrs /week : 6	CORE1 :HISTORY OF MODERN INDIA FROM 1707-1885 AD	Credit :4
Course outcome	<ul style="list-style-type: none"> • Locate the European settlements in India • Examine the conflict between the Nawabs of Bengal and the British. • Analyse the administrative structure provided by the British from the year 1773- 1853. • Discuss the land revenue settlements made by the British and the economic impact • Assess the social progress and the development of transport and communication 	
Unit	Content	Subjectcode: 21BHI43C
I	<ol style="list-style-type: none"> 1. The early European Settlements and their impact 2. Anglo-French Revalry in the Carnatic 3. The Establishment of British Rule in India. 4. Battle of Plassey – Battle of Buxor 	
II	<ol style="list-style-type: none"> 1. Robert Clive – The Company’s Administration Dual Government. 2. Warren Hastings – Career and Achievements – 3. Lord Cornwallis – Permanent land revenue settlement. 4. Lord Wellesley – Subsidiary Alliance System, Rise of Haider Ali and Tipusultan – Anglo- Mysore wars. 	
III	<ol style="list-style-type: none"> 1. Lord Minto-Anglo-Maratha Wars – 2. Reforms of Lord Hastings. 3. Lord William Bentinck – Administrative and Social Reforms. 4. Career and Achievements of Ranjith Singh. 	
IV	<ol style="list-style-type: none"> 1. Lord Dalhousie – Adminstration – Doctrine of Lapse – Second Burmese War. 2. Revolt of 1857 – Causes – Course – Results. 3. Queen’s Proclamation of 1858. 4. Lord Canning – Vernacular Press Act. 	
V	<ol style="list-style-type: none"> 1. Regulating Act 2. Pitt’s India Act. 3. Charter Acts 4. Social and Religious Reform Movement. 	
References		
<ol style="list-style-type: none"> 1. Grover B.L. & S. Geover <i>A New look at Modern Indian History from 1707 to the present day</i>, S. Chand, New, Delhi, 2007. 2. Majumdar R.C., <i>History of Freedom movement in India</i>, Government Central Press, Mumbai, 1957. 		
<u>Further Readings</u>		
<ol style="list-style-type: none"> 1. Chandra Bipan., <i>India’s Struggle for Independence</i>,Penguin Random House 		

India, New Delhi, 1972. 2. Dutta K.K., <i>A Survey of Socio-economic Conditions in India, Eighteenth Century</i> , Bookland, Calcutta, 1961. 3. Sarkar Sumit., <i>Modern India 1885-1947</i> , Macmillan, New Delhi, 1983. 4. Dutta K.K., <i>Renaissance, Nationalism and social changes in Modern India</i> , Bookland, Calcutta, 1967. 5. Chandra Bipan., <i>A History of Modern India</i> , Orient Blackswan, New Delhi, 2009.	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : IV
Hrs /week :8	ALLIED :HISTORY OF INDIA 1885 TO 1984 AD	Credit : 5
Course outcome	<ul style="list-style-type: none"> Examine the rise of Nationalism and Socio – religious movements Assess the role of moderates and extremists during Indian National Movement. Illustrate the causes and results of Non co-operation movement, civil disobedience movement and Quit India movement. Outline the history of various freedom fighters and their role and hardships faced by them. 	
Unit	Content	Subjectcode: 21BHI44A
I	<ol style="list-style-type: none"> Rise of Nationalism – Indian National Congress Moderates- Extremists – Partition of Bengal. Swadeshi Movement. 	
II	<ol style="list-style-type: none"> Minto-Morley Reforms Act of 1909. Montegu Chelmsford Act of 1919 Gandhian Era Non- Cooperation Movement. 	
III	<ol style="list-style-type: none"> Civil Disobedience Movement – Round Table Conference. Government of India Act of 1935. Quit India Movement – Nethaji. Indian Independence Act of 1947. 	
IV	<ol style="list-style-type: none"> Features of Indian Constitution Re-organization of Indian States. Nehru Era – Foreign policy NAM 	
V	<ol style="list-style-type: none"> Lal Bahadur Shastri – Indo-Pak War Indira Gandhi – Administrative Reforms. Janatha Government Development of Science and Technology. 	
References		
<ol style="list-style-type: none"> Venkatesan.G, History of Contemporary India, V.C. Publications, Madurai, 2012 Acharya, K.R. & et.al Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993. 		
Further Reading		
<ol style="list-style-type: none"> Basu, D.D. Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990. Bose, D.M., S.N. Sen., B.V. Subbarayappa.eds. A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989. Chandra, Bipan and et.al. Indian After Independence, Penguin, New Delhi, 1997. Saberwal, Satish, Roots of Crisis: Interpreting Contemporary Indian Society, Sage, New Delhi, 1996. Thakur, Ramesh. The Government and Politics of India. Houndenville: Macmillan, 1995. 		

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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking	√		√		
Research Related Skills					√
Analytical Reasoning	√				
Problem Solving					√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : IV
Hrs /week :4	SKILL BASED SUBJECT– II: HUMAN RIGHTS	Credit :3
Course outcome	<ul style="list-style-type: none"> • Interpret the importance of Nature Rights. Define the concept of Human Rights. • Analyse the rple of ECOH. • Appraise the contribution of Constitution on the protection Human Rights. • Examine the contemporary issues of Women. 	
Unit	Content	Subjectcode: 21BHI45S
I	<ol style="list-style-type: none"> 1. Definition – Nature 2. Orgin and Evolution 3. Theories of Human Rights 4. Classification of Rights 	
II	<ol style="list-style-type: none"> 1. Universal Declaration of Human Rights 2. Internaltional Covenant on Civil and Poltical Rights 3. InternationalCovenant on Economic , social and Cultural Rights 4. European Convention on Human Rights 	
III	<ol style="list-style-type: none"> 1. Human Rights and Voluntary Organizations - PUCL - PUDR 2. Amnesty International - International Commission of Jurists 3. Asia Watch - America Watch 4. Red Cross 	
IV	<ol style="list-style-type: none"> 1. Constitutional Guarantees on Indian Human Rights 2. Fundamental Rights 3. Directive Principles of State Policy 4. Human Rights Protection Act of 1993 	
V	<ol style="list-style-type: none"> 1. Womens Rights 2. Child Labour – Childrens Rights 3. Contemporary Issues of Women 4. Bonded Labour – Refugees’ Rights 	
References		
<ol style="list-style-type: none"> 1. SatvinderJuss- Human Rights in India 2. Jack Donnelly -Universal Human Rights in Theory and Practice 		
Further Reading		
<ol style="list-style-type: none"> 1. Adilyasin ,ArchanaUpadhyay : Human rights 2. LinaGonsalves : Women and Human Rights 3. Nirmal .C.J.(Ed) : Human Rights in India 4. Sanajoaba.N : Human Rights 5. SudhiKapoor : Human Rights in the 21st Century 		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				
Communication Skills		√			
Critical Thinking					√
Research Related Skills					
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week : 6	CORE 1: HISTORY OF MODERN INDIA 1885 - 1947	Credit :5
Course outcome	<ul style="list-style-type: none"> Examine the rise of Nationalism and Socio - religious movements Assess the role of moderates and extremists during Indian National Movement. Illustrate the causes and results of Non co-operation movement, civil disobedience movement and Quit India movement. Outline the history of various freedom fighters and their role and hardships faced by them 	
Unit	Content	Subjectcode: 21BHI51C
I	<ol style="list-style-type: none"> Factors responsible of the Emergence of National Movement. Pre-congress organizations. Birth, Objective and growth of INC Moderates – Methods – Achievements. 	
II	<ol style="list-style-type: none"> Partition of Bengal – Swadeshi Movement. Surat Split and rise of Extremists Birth of Muslim League and its objectives. The Lucknow Pact – Home Rule Movement. 	
III	<ol style="list-style-type: none"> Rowlatt Act and Jallian Wallabagh Tragedy. Early movements of Gandhiji – Non- Cooperation Movement. Khilafat Movement – Swarajya party. Simon Commission's visit – Nehru Report. 	
IV	<ol style="list-style-type: none"> Civil Disobedience Movement – Gandhi-Irwin Pact. Round Table Conferences – Communal Award. Formation of Congress Ministries – Dissolvment. August Offer – Individual Sathyagraha. 	
V	<ol style="list-style-type: none"> Cripps Proposals – Quit India Movement. C.R. Formula – Wavell Plan – Interim Government. Cabinet Mission plan – INA. Mountbatten Plan – Partition of India. 	
References <ol style="list-style-type: none"> Venkatesan.G, History of Contemporary India, V.C. Publications, Madurai, 2012 Acharya, K.R. & et.al Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993. 		

Further Reading

1. Basu, D.D. Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990.
2. Bose, D.M., S.N. Sen., B.V. Subbarayappa.eds. A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989.
3. Chandra, Bipan and et.al. Indian After Independence, Penguin, New Delhi, 1997.
4. Saberwal, Satish, Roots of Crisis: Interpreting Contemporary Indian Society, Sage, New Delhi, 1996.
5. Thakur, Ramesh. The Government and Politics of India. Houndenville: Macmillan, 1995.

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√			√	
Communication Skills		√			
Critical Thinking		√		√	
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		
Team Work			√		
Moral and Ethical Awareness		√			
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week : 6	CORE 2 :HISTORYOF USA UPTO 1865 AD	Credit :5
Course outcome	<ul style="list-style-type: none"> • Sketch the national movement of America. • Examine the significance of the American Constitution. • Analyse the causes and consequences of slavery. • Determine the progress of U.S.A. • Assess the circumstances for the civil war. 	
Unit	Content	Subject code: 21BHI52C
I	<ol style="list-style-type: none"> 1. The Geographical discoveries 2. Anglo -French Rivalry 3. Colonization 4. Thirteen colonies. 	
II	<ol style="list-style-type: none"> 1. The American War of Independence- Causes 2. Course and Results 3. Making of the Constitution 4. Washington's Presidency 	
III	<ol style="list-style-type: none"> 1. Jeffersonian Republicanism 2. Madison and the war of 1812 3. James Monroe and the era of Good feelings 4. Monroe's Doctrine 	
IV	<ol style="list-style-type: none"> 1. Andrew Jackson and Democracy 2. Westward Movement 3. Mexican war 4. The issue of slavery in American Politics 	
V	<ol style="list-style-type: none"> 1. Differences between North and South . 2. Civil war 3. Abraham Lincoln 4. Lincoln's Reconstruction plan 	
Rferences		
<ol style="list-style-type: none"> 1. Hill C. P. : A History of the United States 2. Hendry Bamford : The United States of America 		
<u>Further Reading</u>		
<ol style="list-style-type: none"> 1. Dr. K. Rajaiyyan : History of USA 2. Morrison . S.E: Oxford History of The America People 3. Parkes.H.B : History of The USA(3rd edition) 		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√		√		
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills					√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence	√			√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week : 6	CORE 3: HISTORY OF EUROPE UPTO 1789 AD	Credit :5
Course outcome	<ul style="list-style-type: none"> Define the civilization and its growth. Analyse the factors for the outbreak of Renaissance . Evaluate the important historical political, constitutional and social impacts of glorious revolution . Assess the reasons for the emergence of imperialism. Describe the origin and nature of colonial rule around the world. 	
Unit	Content	Subject code: 21BHI53C
I	1. Greek Civilization 2. Roman Civilization 3. Egypt Civilization 4. Growth of Feudalism	
II	1. Renaissance 2. Geographical Discoveries 3. Reformation 4. Counter Reformation	
III	1. The Civil War In England 2. The Dutch War of Independence 3. Thirty Year War 4. The Glorious Revolution of 1688	
IV	1. Louis XIV of France 2. Fredrick the Great of Prussia 3. Peter the Great of Russia 4. Joseph II of Austria	
V	1. Growth of Imperialism and Colonialism 2. Portuguese and English Colonies 3. French Colonies 4. Spanish Colonies	
References 1. Davis.H.A., D.H.C. Blount, <i>An Outline History of the World</i> , Oxford University Press, New Delhi, 1968. 2. Mckinley., Albert E.Arthur C. Howland &Matttew L. Dawn, <i>World History Vol I & II</i> , Atlantic Publishers, New Delhi, 1994.		
Further Reading 1. Hazan C.D - Modern Europe upto 1945 2. Mahajan, V.D., - History of Europe 3. Rao, B.V., - History of Europe upto 1815 4. Kettelby, C.D.M - History of Europe.		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				
Communication Skills		√			
Critical Thinking		√			
Research Related Skills	√				
Analytical Reasoning	√				
Problem Solving			√		
Team Work			√		
Moral and Ethical Awareness	√				√
Multicultural Competence		√		√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week :5	CORE 4: CONTEMPORARY TAMIL NADU (1947-2011AD)	Credit :5
Course outcome	<ul style="list-style-type: none"> Analyze various factors leading to the formation of Nayaks and Sethupathis in TamilNadu. Estimate the role of Christian Missionaries and their services. Relate the background for the emergence of Political Parties in Tamil Nadu. Discuss the genesis and role of Justice Party. Appraise and criticize the administrative measures of the Chief Ministers of Tamil Nadu. 	
Unit	Content	Subject code: 21BHI54C
I	<ol style="list-style-type: none"> Congress Administration under T. Prakasam – Omandurar – P.S. Kumarasamy Raja. Rajaji – Kamarajar Bhakthavatsalam – Anti Hindi Agitation Rise of DMK 	
II	<ol style="list-style-type: none"> Non-Congress Rule in Tamil Nadu – C.N.Annadurai First two Ministries of M. Karunanidhi Birth / Rise of ADMK – M.G. Ramachandran. A.D.M.K. rule under M.G.R. 	
III	<ol style="list-style-type: none"> Third Term of M. Karunanidhi Emergence of Jayalitha as Leader of ADMK First Ministry of J. Jayalalitha Fourth Term of M. Karunanidhi. 	
IV	<ol style="list-style-type: none"> Second Term of Jayalalitha Rise of New political parties PMK, MDMK & DMDK. Fifth Administration of K. Karunanidhi. Influence of Cinemas on Tamilnadu Politics. 	
V	<ol style="list-style-type: none"> Panchayat and Municipal Administration Development of Education – School – Higher – Technical – Medical – Agriculture Economic Development from 1967 to 2011. Social Welfare programmes of Tamil Nadu Government. 	
References <ol style="list-style-type: none"> Rajayyan.K, Tamil Nadu A Real History, Ratna publication, Trivantrum, 2005 Manoranjithamoni.C., History Of Tamil Nadu: From 1529 A.D. To 1801 A.D., Dave-Beryl Publication, Thirunelveli, 		
Further Reading <ol style="list-style-type: none"> Subramanian.P., Social History of the Tamils 1707-1947, D.K. Print World Ltd, Chennai, 		

2. Caldwell.R, History of Tinnevely, Asian Educational Services, Madras 1989	
3. Subrahmanian.N., History of Tamilnad, KoodalPublishers,Madurai,1972	
4. Subramanian.N., Social and Cultural History ofTamilnad, Asian Printers, Coimbatore,2007	

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking					√
Research Related Skills					√
Analytical Reasoning	√				
Problem Solving					√
Team Work			√		
Moral and Ethical Awareness		√			
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week :4	SKILL BASED SUBJECT – III: STUDY AND PRACTICE OF HISTORY	Credit :3
Course outcome	<ul style="list-style-type: none"> Define the meaning, and explain the nature and scope of History. Trace the genesis of historical writing in Greece, Rome and Arabia. Discuss the role of Indian historians. Undertake research with confidence. Apply the methodology in research work project or thesis. 	
Unit	Content	Subjectcode: 21BHI55S
I	<ol style="list-style-type: none"> Definition, Nature and Scope of History Values of History – History and Social Sciences History - Arts or Science Objectivity and Subjectivity 	
II	<ol style="list-style-type: none"> Greek Historiography – Herodotus, Thucydides Roman Historiography – Livy, Tacitus Mark – Dialectical Materialism Ranke, Toynbee and Annals School 	
III	<ol style="list-style-type: none"> Orientalists – Sir William Joes Imperialists – James Mill Nationalist – Bhandarkar Marxist – D.D. Kosambi, Romila Thapar 	
IV	<ol style="list-style-type: none"> Subaltern Studies Antonio Gramsci Different approaches in Subaltern Irfan Habib, Ranajit Guha 	
V	<ol style="list-style-type: none"> Selection of topic - Hypothesis Collection of data - Analysis of data Presentation of thesis - Foot Notes Bibliography - Appendix, Glossary and Index. 	
References <ol style="list-style-type: none"> Ali, Sheik, <i>History: Its Theory and Method</i>,. New Delhi, Macmillan, 1980. Carr, E.H. <i>What is History</i>, Harmonds worth, 1977. 		
<u>Further Reading</u> <ol style="list-style-type: none"> Barzun, Jacques and Graff, Henry F., <i>The Modern Researcher</i>, San Diego : Harcourt Brace, 1985. Collingwood, R.G. <i>The Idea of History</i>, Oxford 1977. Clark, S. "The Annales Historians", in Q.Skinner ed., <i>The Return of Grand Theory in the Human Sciences</i>, Cambridge 1985. 		

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills	√				
Critical Thinking		√			
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		
Team Work			√		
Moral and Ethical Awareness		√			
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : V
Hrs /week :3	NON- MAJOR ELECTIVE –I: HISTORY FOR CIVIL SERVICE EXAMINATIONS – I	Credit :2
Course outcome	<ul style="list-style-type: none"> Describe the rise of Nationalism Assess the significance of South Indian Rebellion Examine the process for the formation of INC. Interpret the factors responsible for the emergence of Extremism. Point out the partition and independence of India. 	
Unit	Content	Subject code: 21BHI5EL
I	<ol style="list-style-type: none"> Causes for the rise of Nationalism. Kattabomman and Maruthu Brothers. South Indian Rebellion. Vellore Mutiny, 1806. 	
II	<ol style="list-style-type: none"> Revolt of 1857: Causes, Course and Results Formation of Indian National Congress-Moderates from 1885 to 1907 Demands and Achievements of Moderates. Causes for the rise of Extremism- Split in the Congress, 1907. 	
III	<ol style="list-style-type: none"> National Movement from 1907 to 1919 Partition of Bengal and Swadeshi Movement Home Rule Movement Rowlett Act, Jallian Walla Bagh Massacre 	
IV	<ol style="list-style-type: none"> Emergence of Gandhi: Champaran Satyagraha. Non-Cooperation Movement. Simon Commission, Nehru Report. Civil Disobedience Movement, Round Table Conferences. 	
V	<ol style="list-style-type: none"> Government of India Act, 1935 Quit India Movement, 1942 National Movement From 1942 to 1947 Indian Independence Act, 1947 	
References <ol style="list-style-type: none"> Aggarwala.R.N., <i>National Movement and Constitutional Development of India</i>, Messers Metropolitan Book Co, New Delhi, 1956. Grover.B.L.Grover.S.A., <i>New Look at Modern Indian History From 1707 to the Modern Times</i>, S.Chand&Company, New Delhi, 2008. 		
Further Reading <ol style="list-style-type: none"> N. Subramanian, <i>History of Tamilnadu</i>, Vol-II, Koodal Publishers, Madurai K. Rajayyan, <i>History of Tamilnadu (1565 to 1965)</i>, Madurai Publishing House, Madurai, 1977. 		

4. Bipin Chandra, India's Struggle for Independence, Penguin Publishing House, New Delhi, 1989.
5. Sumit Sarkar, Modern India from 1885 to 1947, Macmillan Publications, New Delhi.
6. B.L. Grover and S. Grover, A New Look at Modern Indian History, S. Chand & Company, New Delhi, 1998.
7. 6. Tara Chand, History of the Freedom Movement in India, Vol-II, New Delhi, 1983.

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : VI
Hrs /week :7	CORE 1 :CONTEMPORARY HISTORY OF INDIA FROM 1947 - 1991 AD	Credit :6
Course outcome	<ul style="list-style-type: none"> Estimate the role of Sardar Patel in the integration of princely state Compare the administrative measures taken by the Congress and Janatha party Government in the beginning years post - independence period Distinguish between the administration of Rajiv Gandhi and Narasimha Rao Identify the changes in contemporary Indian Society.K1 Explain the economic development and progress of science in contemporary India. 	
Unit	Content	Subjectcode: 21BHI61C
I	<ol style="list-style-type: none"> Salient features of Indian Constitutions Integration of Princely States Linguistic reorganization of states. Liberation of Portuguese and French Settlements. 	
II	<ol style="list-style-type: none"> Nehru Era Nehru's Foreign Policy Lal Bahadur Sastri Rise of political parties – National and Regional. 	
III	<ol style="list-style-type: none"> Central – State Relations Indira Gandhi – Reforms Emergency Period First Non-Congress Ministry – Morarji Desai 	
IV	<ol style="list-style-type: none"> Jaya Prakash -- Boomidhan Movement Bhopal Gas Tragedy Rajiv Gandhi –Internal policy; New Education Policy External policy -IPKF 	
V	<ol style="list-style-type: none"> Panchayat Raj V.P. Singh ' Priministership Mandal Commission Dalit Movements 	
References		
<ol style="list-style-type: none"> Venkatesan.G, History of Contemporary India, V.C. Publications, Madurai, 2012 Acharya, K.R. & et.al Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993. 		
Further Reading		
<ol style="list-style-type: none"> Basu, D.D. Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990. Bose, D.M., S.N. Sen., B.V. Subbarayappa.eds. A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989. Chandra, Bipan and et.al. Indian After Independence, Penguin, New Delhi, 1997. 		

4. Saberwal, Satish, Roots of Crisis: Interpreting Contemporary Indian Society, Sage, New Delhi, 1996.	
5. Thakur, Ramesh. The Government and Politics of India. Houndenville: Macmillan, 1995.	

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking	√			√	
Research Related Skills	√				
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester:VI
Hrs /week :7	CORE 2: HISTORY OF MODERN EUROPE 1789 AD - 1945 AD	Credit :5
Course outcome	<ul style="list-style-type: none"> Define the key themes, events and revolutions in Modern Europe an History. Analyse the factors for the unification of Italy and Germany. Evaluate the important historical political, cultural, social and Economic impacts of World Wars. Assess the reasons for the emergence of two power blocs and formation of UNO. Describe the origin and nature of various countries liberation from colonial rule around the world. 	
Unit	Content	Subject Code 21BHI62C
I	1. French Revolution 2. National Convention and Reign of Terror 3. Napoleon Bonaparte - Conquests 4. Administrative Reforms -Downfall of Napoleon	16
II	1. Congress of Vienna 2. Revolution of 1830 3. Revolution of 1848 4. Unification of Italy	15
III	1. Unification of Germany 2. Napoleon III - Domestic policy 3. Eastern Question 4. Turkish Republic- Greek war of Independence	16
IV	1. First World war 2. Russian Revolution of 1917 3. League of Nations 4. Nazism in Germany	16
V	1. Fascism in Italy 2. Second World War 3. Peace plans of UNO 4. UNO – Organs, Specialized Agencies and Achievements	15
<u>References</u>		
1. Davis.H.A., D.H.C. Blount, <i>An Outline History of the World</i> , Oxford University Press, New Delhi, 1968. 2. Mckinley., Albert E.Arthur C. Howland &Mattew L. Dawn, <i>World History Vol I & II</i> , Atlantic Publishers, New Delhi, 1994.		
<u>Further Reading</u>		
1. Hobsbawm.E.J, <i>The Age of Revolution</i> 1789-1848, Phoenix press, London, 1977. 2. Hobsbawm.E.J., <i>The Age of Capital</i> 1848-1875, Phoenix press, London, 2010. 3. Hobsbawm, E.J., <i>The Age of Empire</i> , 1875-1914, Phoenix press, London,		

2011. 4. The Age of Extremes: The Short Twentieth Century, London, 1914-1991. 5. Ketelbey.C.D.M., A History of Modern Times [from 1789], OUP, London, 1973.	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills			√		
Analytical Reasoning	√				
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness				√	
Multicultural Competence	√			√	

		the year 2021-22
Course	B.A.	Semester : VI
Hrs /week : 6	CORE 3:HISTORYOF USA FROM 1865 TO 1990 AD	Credit :5
Course outcome	<ul style="list-style-type: none"> • Sketch the developments in the progressive era • Examine the significance of the New Deal policy • Analyse the causes and consequences of cold war • Determine the progress of U.S.A • Assess the domestic and foreign policy of the modern American presidents. 	
Unit	Content	Subject Code 21BHI63C
I	<ol style="list-style-type: none"> 1. Post Civil War -Reconstruction 2. Andrew Johnson- Grant 3. Rise of Big business -Labour Movement 4. Agrarian Movement – Spanish American War 	
II	<ol style="list-style-type: none"> 1. Progressive Era- Theodore Roosevelt –Big stickpolicy 2. Willian Taft -Dollar Diplomacy 3. Woodrow Wilson- First World war – Neutrality 4. USA at war - Paris Peace Conference 	
III	<ol style="list-style-type: none"> 1. Great Depression of 1929 2. Hoover Administration 3. F.D Roosevelt-New Deal Reforms 4. His foreign policy 	
IV	<ol style="list-style-type: none"> 1. USA and World War II -American Neutrality 2. The US at war - American occupation in Japan 3. USA and Formation of UNO 4. Emergence of cold war 	
V	<ol style="list-style-type: none"> 1. Harrys Truman -Eishenhower 2. John F Kennedy-Civil Rights Movement 3. Lyndon.B Jonson – Richard Nixon – Gerald ford 4. Jimmy Carter – Ronald Reagan 	
References		
<ol style="list-style-type: none"> 1. Rajayyan, K. :<i>A History of the USA</i>, Madurai Publishing House, Madurai, 1978. 2. Subramanian, N. <i>A History of the USA</i>, Ennes Publication, Udumalpet, 1986 		
Further Reading		
<ol style="list-style-type: none"> 1. Ralph, W.Steen , <i>The United States - A History</i>, INC, Engle Wood, Cliffs, New Jersey, 1959. 2. Beard and Beard ,<i>New Basic History of the United States</i>, New York, USA, 1985. 3. Krishnamurthi, <i>History of the United States of America</i>, 1492-1965, Madurai Printers, Madurai, 1980. 4. Majumdar, R.K .&Srivastva, A.N: <i>History of the United States of America - From 1845 to Present Day</i>, SBD Publishers and Distributors, New Delhi, 1998 5. Marshall Smelsor, <i>American History</i>, Barnes and Noble, INC, New York, 		

1962.	
6. Parkes, H.B, <i>The United States of America - A History</i> , Scientific Book Agency, Calcutta, 1975.	

Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge			√		√
Communication Skills		√			
Critical Thinking		√			√
Research Related Skills	√				√
Analytical Reasoning			√		
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness	√				√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : VI
Hrs /week :4	SKILL BASED SUBJECT– IV: PERSONALITY DEVELOPMENT	Credit :3
Course outcome	<ol style="list-style-type: none"> 1. Projecting the Right First Impression 2. Polishing manners to behave appropriately in social and professional circles 3. Enhancing the ability to handle casual and formal situations in terms of personal grooming, dining and entertaining etiquette 4. Developing and maintaining a positive attitude and being assertive 5. Mastering Cross Cultural Etiquette 6. Handling difficult situations with grace, style, and professionalism 	
Unit	Content	Subject code: 21BHI65S
I	<ol style="list-style-type: none"> 1. Personality - Definition - Determinants 2. Self Awareness – Benefits - Developing - SA 3. SWOT - Strength, Weakness, Opportunity. 4. Goal Setting - Importance - Effects 	
II	<ol style="list-style-type: none"> 1. Self Monitoring- 2. Perception - Factors - Process 3. Attitude - Meaning - Types 4. Assertiveness – Technique - Benefits 	
III	<ol style="list-style-type: none"> 1. Team Building – Types - Effective Team 2. Leadership - Definition - Qualities 3. Negotiation skills – Principles - Process 4. Conflict Management - Conflict Resolution 	
IV	<ol style="list-style-type: none"> 1. Communications - Importance - Process 2. Transactional - Analysis - Meaning - Types 3. Emotional Intelligence - Developing Emotional Quotient. 4. Stress Management- Consequences 	
V	<ol style="list-style-type: none"> 1. Human values- it's significance 2. Dress Code - DC for Selected Occasions 3. Group Discussion - Personality traits required 4. Interview - Skills - Planning 	
References Norman Vincent Peale-The Power of Positive Thinking Manmohan Joshi- Leadership and Motivation		
<u>Further Reading</u> 1. <u>Dr. S. Narayana Rajan, Dr. B. Rajasekaran, G. Venkadasalapathi,</u>		

<p><u>V.VijureshNayaham and Herald M. Dhas, Personality Development, Publication Division , ManonmaniamSundaranar University, Tirunelveli, 2010.</u></p> <p>2. <u>Stephan P. Robbins, OrganisationalBehaviour, Tenth Edition, Prentice Hall of India Private Limited, New Delhi, 2008.</u></p> <p>3. <u>Jit S. Chandan, OrganisationalBehaviour, Third Edition, Vikas Publishing House Private Limited, 2008.</u></p> <p>4. <u>Dr. k. k Ramachandran and Dr. k.k. Karthick, From Campus to Corporate, Macmillan Publishes India Limited, New Delhi, 2010.</u></p>	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge	√				√
Communication Skills			√		
Critical Thinking		√			√
Research Related Skills		√			√
Analytical Reasoning	√				
Problem Solving			√		√
Team Work	√		√		
Moral and Ethical Awareness		√			√
Multicultural Competence				√	

Department	HISTORY	Effective from the year 2021-22
Course	B.A.	Semester : VI
Hrs /week :3	NON- MAJOR ELECTIVE –II: HISTORY FOR CIVIL SERVICE EXAMINATIONS – II	Credit :2
Course outcome	<ul style="list-style-type: none"> Recall the salient features of Indian Constitution Discuss the important aspects of Five year plans Examine the rule of Janata party. Analyze the New economic policy of Narasimha Rao Appraise the functions of SAARC. 	
Unit	Content	Subject code: 21BHI6EL
I	1. Salient Features of the Indian Constitution 2. Integration and Linguistic re-organization of States 3. First General Election 4. State Reorganization Commission.	
II	1. Nehru Era (1947-1964)- Five Year Plans 2. Non Alignment - PanchaSheel 3. Bandung Conference 4. Indo- China War, 1962	
III	1. Lal Bahadur Sastri (1964 to 1966): Domestic Reforms. 2. Indo-Pak War 1965 - Tashkent Agreement 1966 3. Indira Gandhi: Domestic Reforms, Emergency 4. Foreign Policy - Operation Blue Star	
IV	1. Janata Government (1977 to 1979) – Moraji Desai 2. Rajiv Gandhi (1984 to 1989), Domestic Reforms 3. V.P. Singh: Mandal Commission 4. P.V. Narasimha Rao - New Economic Policy	
V	1. Atal Bihari Vajpayee: Kargil War 2. Manmohan Singh- Domestic Reforms 3. India and UNO 4. NAM, SAARC	
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References 1. N. Subramanian, History of Tamilnadu, Vol-II, Koodal Publishers, Madurai 2. K. Rajayyan, History of Tamilnadu (1565 to 1965), Madurai Publishing House, Madurai, 1977. 3. Bipin Chandra, India's Struggle for Independence, Penguin Publishing House, New Delhi, 1989.		
Further Reading 1. Venkatesan. G- Contemporary India 2. Chhabra, G.S., Advanced Study in the History of Modern India 3. Percival Spear, A History of India, Vol-II.		

4. V.D. Mahajan, History of Modern India.	
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Mapping with Programme Outcomes

Programme Level Outcomes	Core Course Level Outcomes (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5
Disciplinary Knowledge				√	√
Communication Skills		√			
Critical Thinking			√		√
Research Related Skills	√			√	√
Analytical Reasoning		√			
Problem Solving			√		√
Team Work			√		
Moral and Ethical Awareness		√			√
Multicultural Competence	√			√	

Effective from the year 2021-22

Hrs/ week; 3

BA Semester :VI

Credits:15

Sub.code:21BHI64V GROUP PROJECT-

A project / dissertation at UG level is essential in historical research. It provides opportunity to the students for an independent source based study. It also facilitates the development of subject skills to acquire, select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind , communication skills and ability to work in a self – disciplined way.

1. Projects must be related to a topic relevant to the present syllabus
2. Proper style of bibliography and references should be followed by the students
3. The project shall be between 20 and 50 pages word processed in 12 point font (double spaced) in A4 size paper
4. The Project report should be submitted before the end of 6th semester examination
5. Valuation of the projects shall be conducted by a panel of teachers not less than two (one external and one internal)

**GOVERNEMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE – 641 018**

**Syllabus Summary : Core Subjects for UG with
effect from 2021-2022 and onwards**

Name of the Department: History

If any changes or newly introduced subjects in the CORE PAPERS from the previous batch (2015-16) syllabus, please give details in the below format

Sub Code	Title of the Paper	Changes Yes / No	Please give the details of revisions from previous (2015-16) syllabus (For ex. Changes in all units / changes in some specific units / newly introduced / etc)
I Semester			
	Core: History of Ancient India upto 647 AD	Yes	Newly introduced
	Core: History of Tamil Nadu upto 1565 AD	No	
II Semester			
	Core: History of India 647-1526 AD		Newly introduced
	Core: History of Tamil Nadu 1526-1947	No	
III Semester			
	Core : History of India 1526-1707 AD	Yes	Period has been fixed from 1526
	Allied : History of India 1707-1885 AD	Yes	
	Skill Based Subject – I: Archaeology	yes	Latest trends included
IV Semester			
	Core: History of India 1707- 1885 AD	Yes	Introduced contents upto 1885 AD
	Allied: History of India 1885-1984		Some units got revised

	Skill Based Subject – II:Human Rights	yes	Newly introduced
V Semester			
	Core :History of India 1885-1947	Yes	Completely revised
	Core :History of USA upto 1865 AD	Yes	Some changes brought out
	Core : History of Europe upto 1789 AD	Yes	Newly introduced
	Core :Contemporary Tamil Nadu 1947-2011	Yes	New topics added
	Skill Based Subject:Study and Practice of History	Yes	Current topics included.Newly introduced
	Non Major Elective1:History for Civil Service Examinations	Yes	Some units got revised
VI Semester			
	Core : Contemporary History of India 1947-1991	Yes	Newly introduced
	Core : History of USA 1865 to 1990 AD	Yes	Newly introduced
	Core :History of Europe 1789-1945 AD	Yes	Newly introduced
	Core : Group project	No	
	Skill Based Subject:Personality Development	Yes	Completely revised
	Non Major Elective:II History for Civil Service Examinations	Yes	Last two units -revised

Signature of the Chairman

Annexure 9b

GOVERNEMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE – 641 018

Syllabus Summary : Allied Subjects for UG
with effect from 2021-2022 and
onwards

If any changes or newly introduced subjects in the ALLIED PAPERS from the previous batch (2015-16) syllabus, please give details in the below format

Sub Code	Title of the Paper	Changes Yes / No	Please give the details of revisions from previous (2015-16) syllabus
	Allied I:	No	
	Allied II:	No	
	Allied III:	No	
	Allied IV:	Yes	Newly introduced

Signature of the Chairman