



PSGR
Krishnammal College for Women



DEPARTMENT OF HISTORY

CHOICE BASED CREDIT SYSTEM (CBCS)
LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK (LOCF)
(Semester I)

BACHELOR OF ARTS IN HISTORY
2025 – 2026



PROGRAMME LEARNING OUTCOMES (PLO's)

After completion of the Programme, the student will be able to

PLO1: Assess the importance of historical sources to substantiate Historical writing.

PLO2: Understand from multi-disciplinary backgrounds and to acquire a holistic understanding of the fundamental tenets of Indian Culture and its relevance in contemporary times.

PLO3: Imbibe the socio economic aspects of Indian tradition

PLO4: Widen their competency skills and acquire communication skills- written, verbal and digital

PLO5: Acquire the governance and working nature of various political institutions around the world

PROGRAMME SPECIFIC OUTCOMES

The students at the time of graduation will

PSO1: Develop *interests* in the study of History and activities relating to History. Such as ·

Collect ancient Arts, old coins and other historical materials;

· Read historical documents, maps, charts etc.

· Play active roles in activities of the historical organizations and associations; and · Write Articles on historical topics

PSO2: Develop *practical skills* helpful in the study and understanding of historical events.

They include

· Draw historical maps, charts, diagrams etc.

· Prepare historical models, tools etc.

PSO3: Impart moral values and inculcate the feeling of patriotism in the hearts of the pupils.

PSO4: Enable the students to clear UPSC/TNPSC and all other competitive examinations.

PSO5: Make them to become an admirable national leader by entering into the arena of politics



DEPARTMENT OF HISTORY

CHOICE BASED CREDIT SYSTEM (CBCS)
LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK (LOCF)
SYLLABUS & SCHEME OF EXAMINATION
BACHELOR OF ARTS IN HISTORY 2025-2028 BATCH

S e m e s t e r	P a r t	Course Code	Title of the Course	Co urs e Ty pe	Ins tru cti on ho ur s/ we ek	C on ta ct ho ur s	T u t o r i a l	Du rat ion of Ex am ina tio n	Examination Marks			C re di ts
									CA	ESE	TOTAL	
I	I	TAM2501/ HIN2501/ FRE2501	Tamil Paper I/ Hindi Paper I/ French Paper I	L	6	88	2	3	25	75	100	3
	II	ENG2501	English Paper I	E	6	88	2	3	25	75	100	3
	III	HI25C01	History of India up to 1206 CE	CC	6	88	2	3	25	75	100	5
	III	HI25C02	History of Medieval India-I	CC	5	73	2	3	25	75	100	4
	III	HI25A01/ EG24A01/ ES25A01	Fundamentals of Political Science / English Through Classics I/ Indian Economic Development	GE	5	73	2	3	25	75	100	4
I	IV	NME25B1/ NME25A1	Basic Tamil I / Advanced Tamil I	AEC	2	28	2	-	100	-	100	2
I	IV	NME23ES	Introduction to Entrepreneurship	AEC	2	30	-	-	100	-	100	
I	VI	NM25GAW	General Awareness	AECC	SS	-	-	-	100	-	100	Gr.
I- II	VI	COM25SER	Community Service 30 Hours	GC	-	-	-	-	-	-	-	-
I – V	VI	24BONL 1 24BONL 2 24BONL 3	Online Course I Online Course II Online Course III	ACC	-	-	-	-	-	-	-	-

SEMESTER I

L- Language E-English

AEC- Ability Enhancement Course

GC- General Course

CA- Continuous assessment

SS- Self Study

CC-Core Courses

AECC – Ability Enhancement Compulsory Course

ACC- Additional Credit Course

ESE- End Semester Examination

Gr. -Grade

GE – Generic Elective

EVALUATION PATTERN

CA Question Paper Pattern and distribution of marks

UG - Language, English ,Core and Allied - (First 3 Units)

CA Question from each unit comprising of

One question with a weightage of 2 Marks :2 x 3 = 6

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) :5 x 3 =15

One question with a weightage of 8 Marks (Internal Choice at the same CLO level) :8 x 3 =24

Total :45 Marks

End Semester Examination – Question Paper Pattern and Distribution of Marks

Language, English, Core and Allied courses

ESE Question Paper Pattern: 5 x 15 = 75 Marks

Question from each unit comprising of

One question with a weightage of 2 Marks : 2 x 5=10

One question with a weightage of 5 Marks (Internal Choice at the same CLO level): 5 x 5 =25

One question with a weightage of 8 Marks (Internal Choice at the same CLO level): 8 x 5 =40

Continuous Internal Assessment Pattern

Theory

CIA Test : 5 marks (conducted for 45 marks after 50 days)

Model Exam : 7 marks (Conducted for 75 marks after 85 days (Each Unit 15 Marks))

Seminar/Assignment/Quiz : 5 marks

Class Participation : 5 marks

Attendance : 3 marks (75%-80% : 1 mark, 81%-90% : 2 mark, 91%-100% :3 mark)

Total : 25 Marks

Part IV

Advanced Tamil & Basic Tamil

CIA : 25 Marks (conducted for 50 marks after 50 days)

Model : 50 Marks (conducted for 75 marks after 50 days)

Quiz : 15 Marks

Assignment : 10 Marks

Total : 100 Marks

Introduction to Entrepreneurship

Quiz : 50 marks

Assignment : 25marks

Project / Case Study : 25 marks

Total : 100 Marks

COURSE CODE	COURSE TITLE	CATEGORY	L	T	T P	CREDIT
HI25C01	HISTORY OF INDIA UP TO 1206 CE	Theory	88	2	-	5

Preamble

This course presents the Social and Cultural History of India up to 1206 CE, analyzing features of the Indus Valley Civilization, Vedic Civilization, and emergence of Jainism and Buddhism, Gupta Rule, and till the advent of the Sultanate invasions

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Understand the Geographical features, Genesis of Indus valley civilization, Settlement of Aryans, Mahajanapadas, Greco-Roman influence in India, Pre- and post-Harsha period, Introduction to Data Visualization in History.	K1
CLO2	Illustrate the Sources of Pre-History, Rise of Early and Later Vedic era, Origin of Buddhism and Jainism, Gupta Era, and Rise of Regional kingdoms in North India, Charts and Graphs: Demography, Economy, Warfare.	K2
CLO3	Analyze the historical significance of various cultures in Pre-History, Janapadas and Mahajanapadas, Greeks Influence in India, importance of Buddhism and Jainism, Gupta age as Golden age, conquest of Arabs, Historical Maps: Trade Routes, Empires, Battles.	K3
CLO4	Illustrate the Pivotal role of the Vedic Age in Ancient Indian History, the significance of Mahajanapadas, the teachings of Jainism and Buddhism, importance of the Mauryan Dynasty, role of the Guptas, Kushanas, Harsha, and regional kingdoms in North India, Importance of Visualization in Historical Studies	K4

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	S	S	S
CLO 2	S	S	S	M	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S

S- Strong; M-Medium

Syllabus

Unit I

(18 Hrs)

Geographical features – Sources of Indian History – Pre History and Proto History -Indus Valley Civilization

Unit II

(18 Hrs)

Origin & Settlement of the Aryans – Early and later Vedic culture – Vedic literature, Economy, Social conditions & political organization -Rise of Buddhism and Jainism

Unit III

(18 Hrs)

Mahajanapadas-Rise of Magadha empire –Alexander’s Invasion –Age of Mauryas: Chandragupta, Bindusara and Asoka – Administration – Religious policy – Art and Architecture

Unit IV

(17 Hrs)

Indo-Greeks: Sakas, Parthians, Kushanas – The Age of Guptas – Administration – Art – Architecture and literature–Harsha and his times

Unit V

(17 Hrs)

Tripartite Struggle : Rashtrakutas, Pratiharas& Palas– Arab Conquest of Sind –Muhamud of Ghazni and Muhammad of Ghori ; Data Visualization in ancient Indian History: Types of Historical Data Visualizations- Timelines, Maps, Chart & Graphs.

Maps: 1. Indus valley sites, 2. Asoka’s Empire, 3. Harsha’s Empire.

Text Book

Author(s)	Title of the Book	Publishers	Year & Edition
Kundra & Kundra	History of India	Kamal Arora Publishers, New Delhi	1997, 3Edn.
Radhey Shyam Chaurasia	History of India up to 1206	Atlantic Publishers & Distributors (P) Ltd	2024, 1 Edn.

Reference

Author(s)	Title of the Book	Publishers	Year & Edition
R S Sharma	Aspects of Political Ideas and Institutions in Ancient India	Motilal Banarsidass	2015, 7 Edn.
Raychaudhuri, H.C	Political History of Ancient India	Oxford University Press	1997, 8 Edn.
R S Tripathi	Ancient India	Orient distributors	1999, 10Edn.
Basham, A.L	The Wonder that was India	Picador India	2019
RomilaThapar	Asoka and the Decline of the Mauryas	Oxford University Press	2012 , 3Edn.
Wayne Holmes, Maya Bialik, and Charles Fadel	Artificial Intelligence in Education: Promises and Implications for	Center for Curriculum Redesign,USA	2019, 1 Edn.

	Teaching and Learning		
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Weblinks

Unit I

<https://egyankosh.ac.in/bitstream/123456789/64774/1/Unit2.pdf>

[Harappan Civilization | Michel Danino | India ki Khoj | 2019](#)

Unit II

<https://egyankosh.ac.in/bitstream/123456789/21705/1/Unit-20.pdf>

[Impact of Buddhism on China #CH25SP #swayamprabha](#)

UNIT III

<https://egyankosh.ac.in/bitstream/123456789/64794/1/Unit16.pdf>

[Alexander's Invasion](#)

UNIT IV

<https://egyankosh.ac.in/bitstream/123456789/20153/1/Unit-23.pdf>

[Golden age of Gupta Empire #SATHEE SSC #swayamprabha #SSC](#)

UNIT V

<https://egyankosh.ac.in/bitstream/123456789/61919/1/Unit-9.pdf>

[MHI-110 Theme 1 \(1 to 2\).pmd](#)

Pedagogy

Lecture by chalk and talk, Map study, Powerpoint presentation, e-content, Group discussion, Quiz, peer learning, Seminar.

Course Designer : Dr.M.Sankari

Name of the course	History of India Up to 1206 CE
Name of the Faculty	Dr.M.Sankari
Participatory Learning	41%
Experiential Learning	39%
Problem-based Learning	20%

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
HI25C02	HISTORY OF MEDIEVAL INDIA-I	Theory	73	2	-	4

Preamble

This course traverses the Muslim invasion & its impact on Indian Society

Course Learning Outcomes

On successful completion of the course, the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO 1	Examine the sources for the Delhi Sultanate: Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban- Slave Dynasty, Virtual Reality- Definition, Virtual Tour.	K1
CLO 2	Illustrate the invasion and reforms of four dynasties, Tughluq Dynasty: Ghiyas-ud-din – Mohammad-bin Tughluq – Firoz Shah - invasion of Timur	K2
CLO 3	Modify the Administration, society and judiciary under Muslim rule – Land Revenue – Market System	K3
CLO 4	Construct the growth of Vijayanagar Empire & Bahmani Kingdom , Evolution of Indo-Muslim Culture, Literature and Art, Bhakti Movement, The Army and Police –Judiciary	K4

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	S	S	M
CLO 2	S	M	S	S	M
CLO 3	M	S	S	S	S
CLO 4	S	S	S	S	S

S- Strong; M-Medium

Syllabus

Unit I

(15 Hrs)

Sources- Medieval Indian History: Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat.

Unit II

(15 Hrs)

The Khilji Dynasty: Jalal-ud-din – Alau-ud-din – The Tughlaq Dynasty: Ghiyas-ud-din – Mohammad-bin Tughluq – Firoz Shah - Timur Invasion– The Sayyid and Lodi's of Delhi.

Unit III

(15 Hrs)

Administration – Land Revenue – Market System – The Army and Police –Judiciary – Society: The Ruling Class – Social Life – Slavery – Position of Women.

Unit IV

(14 Hrs)

Vijayanagar Empire and its Administration- Disintegration of Bahmani Kingdom- Evolution of Indo-Muslim Culture, Literature - Bhakti Movement.

Unit V

(14 Hrs)

Virtual Reality- Definition, Concepts, Its Applications in History- Virtual Time Travel- Immersive Virtual Museums- Battlefield Simulations; Augmented Reality: Applications in History.

Maps

1. Ala-ud-din Khilji's Empire – Malik Kafur's Invasion
2. Muhammad Bin Tughluq's Empire
3. Bahmani Kingdom
4. Vijayanagar under Krishnadevaraya

Text Book

Author(s)	Title of the Book	Publishers	Year & Edition
Suchitra Das and Banalata Sahu	History Of India - III (C.750 - 1206)	Kalyani Publishers	2016
A.L.Srivastava	The Sultanate of Delhi	Shiva Lal Agarwala New Delhi	1964 , 4Edn.

Reference

Author(s)	Title of the Book	Publishers	Year & Edition
Metha J. L	Advanced study in the History of Medieval India Vol I,	Sterling Publishers, New Delhi,	2019, 2 Edn.
Mahalingam T V	Administration and Social life under Vijayanagar	Madras University Historical Series	1975, 2Edn.
Sathianathaier.K	A Political & Cultural History of India Vol II, III	S.Viswanathan Publishers, Madras	1972, 3 Edn.
Stein, Burton	History of India	John Wiley & Sons	2011, 2 Edn.
Chandra, Satish	Essays on Medieval Indian History	Oxford University Press	2004, 1 Edn.
Chandra, Satish	Medieval India from Sultanate to Mughals	Har-Anand Publications	2019, Revised
Sharma, L.P	History of Medieval India	Konark Publishers	1997, 3 Edn.
<u>M. Claudia tomDieck et. Al</u>	Augmented Reality and Virtual Reality: New Trends in Immersive Technology	Springer	2022, 1 Edn.
Giuliana Guazzaroni& Anith a .S.Pillai	Virtual and Augmented Reality in Education Art & Museum	IGI Global	2020, 1 Edn.
Richard E. Mayer	Learning with Artificial Intelligence: From Research to Classroom	Routledge,USA	2021, 1 Edn.

Weblinks

Unit I

[BHIC-107 English.pmd](#)

[2015.119811.Razia-Queen-Of-India.pdf](#)

Unit II

[Talking History |4| Delhi: The era of Alauddin Khilji](#)

[The Campaigns Of Alauddin Khilji : Habib, Muhammad : Free Download, Borrow, and Streaming : Internet Archive](#)

Unit III

[1510564045P12-M23-DelhiSultanate-AgrarianTaxation-CurrencySystem-ET.pdf](#)

[1507701595P10-M22-AdministrativeReformsofAlauddinKhalji-ET.pdf](#)

Unit IV

egyankosh.ac.in/bitstream/123456789/20190/1/Unit-27.pdf
[1519190793P12-M27-VijayanagaraEconomy-ET.pdf](#)

Unit V

[Schweibenz 2019 Virtual-Museum TMR vol4no1.pdf](#)

[National Museum, New Delhi](#)

[Keeladi Museum](#)

Pedagogy

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer- Mrs. M. Sorna Nayaghi

Name of the Course	History of Medieval India - I
Name of the Faculty	Mrs. M. Sorna Nayaghi
Participatory Learning	30 %
Experiential Learning	30 %
Problem-based Learning	40 %

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
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HI25A01	ALLIED –FUNDAMENTALS OF POLITICAL SCIENCE	Theory	73	2	-	4
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Preamble

This Course provides an introductory Knowledge for the study of Political Science, addressing foundational concepts, theories, and methodologies essential for understanding the dynamics of Politics and Governance.

Course Learning Outcomes

On successful completion of the course, the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO 1	Understand the core concepts in Political Science, including the nature, scope, and methods of the discipline, as well as its connections with related fields such as History, Economics etc.	K1
CLO 2	Understand and critically analyse various theories of the state and the concept of sovereignty, with an emphasis on their development and relevance in a globalized context.	K2
CLO 3	Differentiate various governance models, including Parliamentary vs. Presidential systems, Unitary vs. Federal structures, and Democracy vs. Dictatorship, identifying their distinguishing features, strengths, and limitations.	K3
CLO 4	Compare and analyse the organs of the Government and the Political thought	K4

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	M	M	M	M	S
CLO 2	M	M	M	M	S
CLO 3	M	M	M	M	S
CLO 4	M	M	M	M	S

S- Strong; M-Medium

Syllabus

Unit I

(14 Hrs)

Political Science : Definition, Nature, and Scope - Relationship of Political Science with History and Economics

Unit II

(15 Hrs)

Concept of the State: Definition, Origin, and Elements- Theories of the State: Social Contract Theory and Marxist Theory- Nation and Nationalism: Definitions, Features, Types and Historical Development-Sovereignty: Meaning, Characteristics, Types

Unit III

(15 Hrs)

Government: Definition and Classification of Government -Forms of Government: Democracy, Monarchy, Dictatorship, Republic, and Federalism-Parliamentary vs. Presidential Systems - Unitary and Federal Systems of Government

Unit IV

(14 Hrs)

Organs of the Government: Legislature, Executive, Judiciary- Theory of Separation of Powers

Unit V

(15 Hrs)

Political Ideologies: Liberalism, Socialism, Conservatism, Nationalism -Political Thoughts: Thiruvalluvar, Machiavelli, Kautilya, and Mahatma Gandhi

Text Book

Author(s)	Title of the Book	Publisher	Year & Edition
R.C.Agarwal	Political Theory	S.Chand& Company	2014,8 Edn.
A.C.Kapur	Principles of Political Science	S.Chand& Company	2006, 14 Edn.

Reference

Author(s)	Title of the Book	Publisher	Year & Edition
Strong.C.F	Modern Political Constitution,	Rupa& Co., Calcutta, India	1963,6 Edn.
Whear .K.C	Modern Constitutions	Oxford University Press, New York	1971,2 Edn.
Dubey S.N	Modern Governments	Lakshmi Narain Agarwal, Agra.	1998, 2Edn.
O.P.Goyal	Comparative Government	Macmillan India Ltd., New Delhi	1985, 2Edn.

Pedagogy

Lecture by chalk and talk, Map study, Powerpoint presentation, e-content, Group discussion, Quiz, peer learning, Seminar.

Course Designer: Dr.Hemalatha

Name of the course	Fundamentals of Political Science
Name of the Faculty	Dr.Hemalatha
Participatory Learning	50%
Experiential Learning	40%
Problem-based Learning	10%



PSGR
Krishnammal College for Women



Affiliated to Bharathiar University \ Autonomous \ College of Excellence \ Accredited with A++ Grade \ Ranked 9th in NIRF

DEPARTMENT OF HISTORY

CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK (LOCF)

BACHELOR OF HISTORY

2025 – 2026

Semester II



PROGRAMME LEARNING OUTCOMES (PLO's)

After completion of the Programme, the student will be able to

PLO1: Assess the importance of historical sources to substantiate Historical writing.

PLO2: Understand from multi disciplinary backgrounds and to acquire a holistic understanding of the fundamental tenets of Indian Culture and its relevance in contemporary times.

PLO3: Imbibe the socio economic aspects of Indian tradition

PLO4: Widen their competency skills and acquire communication skills- written, verbal and digital

PLO5: Acquire the governance and working nature of various political institutions around the world.

PROGRAMME SPECIFIC OUTCOME

The students at the time of graduation will

PSO1: Develop *interests* in the study of History and activities relating to History. Such as

- Collect ancient Arts, old coins and other historical materials;
- Read historical documents, maps, charts etc.
- Play active roles in activities of the historical organizations and associations; and
- Write Articles on historical topics

PSO2: Develop *practical skills* helpful in the study and understanding of historical events. They include

- Draw historical maps, charts, diagrams etc.
- Prepare historical models, tools etc.

PSO3: Impart moral values and inculcate the feeling of patriotism in the hearts of the pupils.

PSO4: Enable the students to clear UPSC/TNPSC and all other competitive examinations.

PSO5: Make them to become an admirable national leader by entering into the arena of politics

BACHELOR OF HISTORY
CHOICE BASED CREDIT SYSTEM(CBCS) &
LEARNING OUTCOMES - BASED CURRICULAM FRAMEWORK (LOCF)
SCHEME & SYLLABUS OF EXAMINATION
(2025-2028 BATCH)
SEMESTER II

SEM	Part	Course Code	Title of the Course	Course Type	Instruction hours/week	Contact hours	Tutorial Hours	Duration of Examination	Examination Marks			Credits
									CA	ESE	TOTAL	
II	I	TAM2502/ HIN2502 FRE2502/	Tamil Paper II / Hindi Paper II / French Paper II	L	6	88	2	3	25	75	100	3
II	II	ENG2502	English Paper II	E	5	73	2	3	25	75	100	3
II	III	HI24C03	History of Later Medieval India	CC	6	88	2	3	25	75	100	5
II	III	HI24C04	History of India Up To 1857 CE	CC	6	88	2	3	25	75	100	4
II	III	HI25A02/ EG24A02/ ES25A03/ ES25A04/ ES25A05	Indian Constitution/ English Through Classics II/ Economic Analysis/ Managerial Economics/ Money and Banking	GE	5	73	2	3	25	75	100	4
II	IV	NME25B2* NME25A2	Basic Tamil II/ Advanced Tamil II	AEC	-	-	-	--	100	-	100	Gr
II	IV	NM25UHR	Universal Human Values and Human Rights	AEC	2	30	-	-	100	-	100	2
I-II	VI	COM25SER	Community Services -30 Hours	GC	-	-	-	-	-	-	-	-
I-II	VI	NM25GAW	General Awareness	AECC	SS	-	-	-	100	-	100	Gr
I-V	VI	24BONL1 24BONL2 24BONL3	Online Course I Online Course II Online Course III	ACC	-	-	-	-	-	-	-	-

L-Language

E-English

SS-Self Study

CC-Core Courses

GE – Generic Elective

AEC- Ability Enhancement Course

CA- Continuous Assessment

ESE- End Semester Examination

AECC- Ability Enhancement Compulsory Courses

GC- General Course

***After class hours**

EVALUATION PATTERN

CA Question Paper Pattern and distribution of marks

UG - Language, English, Core and Allied - (First 3 Units)

CA Question from each unit comprising of

One question with a weightage of 2 Marks : $2 \times 3 = 6$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) : $5 \times 3 = 15$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level) : $8 \times 3 = 24$

Total : 45 Marks

End Semester Examination – Question Paper Pattern and Distribution of Marks

Language, English, Core and Allied courses

ESE Question Paper Pattern: $5 \times 15 = 75$ Marks

Question from each unit comprising of

One question with a weightage of 2 Marks : $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) : $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level) : $8 \times 5 = 40$

Continuous Internal Assessment Pattern

Theory

CIA Test : 5 marks (conducted for 45 marks after 50 days)

Model Exam : 7 marks (Conducted for 75 marks after 85 days (Each Unit 15 Marks))

Seminar/Assignment/Quiz : 5 marks

Class Participation : 5 marks

Attendance : 3 marks (75%-80% : 1 mark, 81%-90% : 2 mark, 91%-100% : 3 mark)

Total : 25 Marks

Part IV

Advanced Tamil & Basic Tamil

CIA : 25 Marks (conducted for 50 marks after 50 days)

Model : 50 Marks (conducted for 75 marks after 50 days)

Quiz : 15 Marks

Assignment : 10 Marks

Total : 100 Marks

Introduction to Entrepreneurship

Quiz : 50 marks

Assignment : 25 marks

Project / Case Study : 25 marks

Total : 100 Marks

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
HI24C03	HISTORY OF LATER MEDIEVAL INDIA	Theory	88	2	-	5

Preamble

- This course presents the Social and Cultural History of India during Mughal rule in India, their conquests, innovations in religion, Art, and Architecture.

Course Learning Outcomes

On successful completion of the course, the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	To explain about the Babur's Conquests, Humayun, Sher Shah, and Akbar, Din-i-Ilahi	K1
CLO2	To analyse the character of Babur, the career of Sher Shah, IbadatKhana, the Position of Women in the Mughals, literature, career of Shivaji	K2
CLO3	To illustrate the condition of India on the eve of Babur's invasion, the consolidation of empire under Akbar, the religious policy of Akbar and Aurangzeb, the causes and the results of the Battle of Panipat. Art & Architecture under the Mughals	K3
CLO4	To examine the significant features of the Administration of Sher Shah, the Administrative system during the Mughals, and the evolution of the Mansabdari system from Akbar to Aurangzeb.	K4

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	M	M
CLO4	M	M	M	M	M

M-Medium

HISTORY OF LATER MEDIEVAL INDIA- HI24C03-88 HRS

Unit I

(17 Hrs)

India on the eve of Babur's Invasion: Battle of Panipat-Warfare Tactics-Babur's Conquests – Humayun-Battle of Chausa

Unit II

(17 Hrs)

Afghan Interregnum- Sher Shah – Sur Administration- Land revenue system- Military Administration-Reforms.

Unit III

(18 Hrs)

Akbar: Consolidation and Expansion – Ibadat Khana – Policies of Akbar – Administration- Din-i-Ilahi.

Unit IV**(18 Hrs)**

Jahangir & Nur Jahan – Shah Jahan – Golden Age – Art & Architecture & Wars of Succession – Aurangzeb – Downfall of the Mughal Empire - Marathas- Shivaji.

Unit V**(18 Hrs)**

Administration – Land Revenue System – Army and the Mansabdari System – Law and Justice –The Ruling Classes – Nobility – Merchants – Artisans – Position of Women- Architecture, Painting, Literature and Music.

Maps

1. Akbar's Empire, 2. Aurangzeb's Empire. 3. Maratha Empire under Shivaji.

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Satish Chandra	History of Medieval India	Orient Blackswan	2007 & 1 st Edn
2	Kundra	History of India	Kamal Arora Publishers, New Delhi	1997

Books for Reference

S.No	Authors	Title	Publishers	Year and Edition
1	Majumdar.R.C et al	Advanced History of India	Laxmi Publications	2016 & 4 th Edn
2	S.R.Sharma	Mughal Empire in India 1526- 1761	Stoddard Press	2007 & 2 nd Edn
3	Tripathi R.S	Rise and fall of Mughal Empire	Motilal Banarsidass , Delhi	1967 & 3 rd Edn
4	Burton Stein,	History of India	John Wiley & Sons	2010 & 2 nd Edn
5	Satish Chandra	Essays on Medieval Indian History	Oxford University Press	2003 & 2 nd Edn
6	Sharma, L.P	History of Medieval India	Konark Publishers	2018 & 3 rd Edn

Pedagogy

- Lecture by chalk and talk, map study, Power Point Presentation, Map Study, E-Content, Group Discussion, Quiz.

Course Course Designer

Mrs.M.Sorna Nayaghi

S.NO	LEARNING METHODS	PERCENTAGE
1	Participatory Learning	41 %
2	Experiential Learning	38 %
3	Problem-based Learning	21 %

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
HI24C04	HISTORY OF INDIA UP TO 1857 CE	THEORY	88	2	-	4

Preamble

This course is to acquaint the arrival of the British East India Company till the Revolt of 1857 against the British.

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	To explain the few important settlements of the Portuguese, French in India, and Recall Dupleix, Robert Clive, explain the Diarchy, Permanent Settlement of Cornwallis, Provision of Charter act of 1793, Subsidiary Alliance System, Doctrine of Lapse, Identify Mangal Pandey, Queen of Jhansi, Awanti Bai, Jhalkar Bai	K1
CLO2	Sketch the course of the Battle of Plassey, Buxar, and Regulating Act of 1773, Pitt's India Act of 1784, the Charter Act of 1813, the cause of the Mysore Wars, Maratha Wars, and Sikh Wars	K2
CLO3	Examine the role of Warren Hastings, the significance of Wood's Despatch of 1854, Cornwallis' reform, William Bentinck's reform, and the achievements of Sir John Shore and Ranjit Singh, the Afghan War, and the Course of the Great Revolt of 1857	K3
CLO4	Explain the growth of English East India Company in India, the Reforms of Warren Hastings, the provisions of the Regulating Act of 1773, the Mysore War, the reforms introduced by Lord William Bentinck, the causes and failures of 1857 uprising	K4

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	S	S
CLO4	M	M	M	M	S

S- Strong; M-Medium

HISTORY OF INDIA UP TO 1857 CE-HI24C04 -88 Hrs

Unit I

(18 Hrs)

Coming of the Europeans: The Portuguese – The Dutch – The English and the French East India Companies- Carnatic Wars - Anglo-French Rivalry. British Ascendancy in Bengal: Battle of Plassey and its Significance – Battle of Buxar.

Unit II

(18 Hrs)

Company's Rule in India: Robert Clive: Dual Government - The early administrative structure: From Diarchy to direct control. Warren Hastings: Reforms & Impeachment– Trial of Nandakumar – Case of Chait Singh – Begums of Oudh – Regulating Act of 1773-Pitt's India Act

of 1784- Cornwallis: Permanent Settlement – The Charter Act (1793) Cornwallis Code & other reforms - Sir John Shore.

Unit III (17 Hrs)

Anglo-Mysore Wars: Hyder Ali, Tipu Sultan -Three Anglo-Maratha Wars, Conquest of Maharashtra - Effects of Maratha Wars- Maharaja Ranjit Singh and Anglo- Sikh War - Anglo-Burmese Wars.

Unit IV (18 Hrs)

Wellesley: Subsidiary Alliance System – The Charter Act (1813) - The Charter Act (1833) Reforms of Lord Hastings & establishment of British Paramountcy: William Bentinck & his reforms – Charles Metcalfe, Anglo-Afghan War - Dalhousie: Doctrine of Lapse - His Administration and Reforms.

Unit V (17 Hrs)

1857 Revolt: Origin, Causes of the Rebellion: Political, Socio Economic, Religious and immediate cause – Course of the Revolt– Causes for the Failure – Impact of the Rebellion-Queens Proclamation.

Map

1. British Empire under Wellesley.
2. Mysore wars.
3. British Empire under Dalhousie.
4. Places of 1857 Revolt.

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Kundra	History of India	Kamal Arora Publishers, New Delhi	1997
2	Grover B.L & Alka Mehta	A New Look at Modern Indian History	S.Chand & Co	2016 & 32 nd Edn

Books For Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of India	Laxmi Publications	2016 & 4 th Edn
2	Mahajan V.D	India Since 1526	S.Chand &Company	1984 & 18 th Edn
3	Mahajan V.D	Modern Indian History from 1707 To The Present Day	S. Chand & Company Ltd.	1990 & 8 th Edn
4	Tara Chand	History of Freedom Movement in India, Vols. I & II	Publications Division Ministry of Information & Broadcasting	2017 & 1 st Edn
5	Tomar, J .K	History of Modern India	New Delhi	2007 & 1 st Edn
6	Dutta, K.K.	Comprehensive History of India, Vol. XI	Routledge	2015 & 1 th Edn

7	Percival Spear	The Oxford History of Modern India	Oxford University Press	1978& 1 st Edn
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PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Content and Presentation Schedule

Course Designer

1. Ms. T. Samyuktha

SNO	LEARNING METHODS	PERCENTAGE
1	Participatory Learning	44 %
2	Experiential Learning	21 %
3	Problem Based Learning	35 %

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
HI25A02	INDIAN CONSTITUTION	THEORY	73	2	-	4

Preamble

- To promote understanding of fundamental concepts related to constitutional and statutory institutions

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO Number	CLO Statement	Knowledge Level
CLO1	Identify and recall the historical background, features of the Constitution, Fundamental Rights and Duties, Directive Principles, structure of Union & State organs.	K1
CLO2	Explain and interpret the Preamble, constitutional provisions, Fundamental Rights, Duties, Directive Principles, and functions of Union and State institutions.	K2
CLO3	Differentiate and analyze the roles, powers, and functioning of the Executive, Legislature, and Judiciary at Union and State levels, and their constitutional basis.	K3
CLO4	Evaluate amendments, judicial interpretations, and constitutional mechanisms to develop critical thinking and apply them in real-world governance and civic issues.	K4

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	S
CLO2	M	M	M	M	S
CLO3	M	M	M	M	S
CLO4	M	M	M	M	S

S- Strong; M-Medium; L-Low

INDIAN CONSTITUTION - HI25A02 (73 Hrs)

Unit I

(15 Hrs)

Historical Background- Constituent Assembly –Preamble-Sources of the Indian Constitution- Features of the Constitution

Unit II

(15 Hrs)

Fundamental Rights -Fundamental Duties-Directive Principles of State Policy

Unit III

(15 Hrs)

Union Executive: President- Election, Powers and Functions – Vice President – Prime Minister - Council of Ministers

Unit IV

(14 Hrs)

Union Parliament: Lok Sabha and Rajya Sabha- Composition- powers and functions-Speaker of Lok Sabha, Judiciary-Supreme Court, High Court-Judicial Review.

Unit V**(14****Hrs)**

State Government – Governor; Chief Minister; Council of Ministers-State Legislature –
Vidhan Parishad
- Vidhan Sabha.

Text Book

S.No	Authors	Title	Publisher	Year & Edition
1	Rangaswamy Belakavady	Indian Constitution	Satyashri Printers PVT LTD, Bangalore	2007
2	R.C.Agarwal	Constitutional Development and National Movement in India	S.Chand & company, New Delhi	2006

Books for Reference

S.No	Authors	Title	Publisher	Year & Edition
1	Hans Raj	Constitution of India,	Surjeet Publication, New Delhi.	1987
2	Pylee M.V	Constitution and Government of India	Chand & Co., New Delhi,	2016
3	Vakil & Shivaji	Indian Government and Politics	Sterling Publishing	1990
4	R. C. Agarwal	Political Theory	S.Chand & Company, New Delhi	2004, 8 th Edition
5	Durga Das Basu	Introduction to the Constitution of India	Lexis Nexis Butterworths Wadhwa Nagpur	2019, 24 th Edition

Pedagogy

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar

Course Designers

1. Dr. Hemalatha
2. Mrs. M. Sorna Nayaghi
3. Ms. T. Samyuktha

SNO	LEARNING METHODS	PERCENTAGE
1	Participatory Learning	42 %
2	Experiential Learning	29 %
3	Problem Based Learning	29 %

RS E CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
NM25UHR	UNIVERSAL HUMAN VALUES AND HUMAN RIGHTS	THEORY	30	2	-	2

This course is designed to inculcate a deep understanding of Universal Human Values, Rights and Ethics in a holistic means, while also addressing essential aspects that support resilience during challenges and contribute to overall personality development.

Objectives

This course focuses on exploring the meaning, purpose, and significance of Universal Human Values and Ethics. It aims to guide learners in consciously adopting and practicing these principles to foster personal growth, become compassionate and ethical individuals, and expose their full potential.

Unit I : Introduction to value Education

Education system in India, value erosion at various levels-personal, family, society, national and international, Values-concept and need, Types of values- personal, family, society and Universal, importance of value education, Incorporating Universal Human Values in Higher Education: Universal values-love, truth, non-violence, peace and righteousness.

Unit II: Promoting Universal Human Values

Harmony in the Human Being: Understanding the Human Being as Co-existence of Self ('I') and Body, Discriminating between the Needs of the Self and the Body, The Body as an Instrument of 'I', Understand Harmony in the Self ('I'), Harmony of the Self ('I') with the Body.

Harmony in the Family and Society: Harmony in the Family - the Basic Unit of Human Interaction, Values in Human-to-Human Relationships, 'Trust' – the Foundational Value in Relationships, 'Respect' – as the Right Evaluation, Understand Harmony in the Society.

Harmony in the Nature (Existence): Understand Harmony in the Nature, Interconnectedness, Self-regulation and Mutual fulfilment among the Four Orders of Nature, realizing 'Existence is Co-existence' at All Levels, The Holistic Perception of Harmony in Existence.

Unit III: Holistic Well-Being

Influence of universal human values on holistic wellbeing – Definition of well-being (state of being comfortable, healthy, happy and equanimity) - Types of Wellbeing: Hedonic (Subjective) and Eudaimonic (Psychological) - 8 Pillars of Holistic Wellness- (Physical, Emotional, Social, Spiritual, Intellectual, Occupational, Financial, Environment) – Resilience: Meaning and definition of Resilience - Learning from setbacks, well-being and resilience.

Unit IV: Professional Ethics

Professional Ethics: Introduction, Importance, Understanding Ethical Principles in various Disciplines (Arts & Science stream), Ethical decision-making frameworks, Core values: integrity, objectivity, professional competence, confidentiality, and professional behaviour; Ethics in the Digital Age: Ethical challenges in the use of technology and data, Privacy, confidentiality, and information security, Ethical considerations in social media and online professional conduct.

Unit V: Indian Constitutional Values

Human Rights: Meaning, characteristics of Human Rights, Human Rights and UNO, UDHR- Universal Declaration of Human Rights, Indian Constitution- Preamble, Fundamental Rights, fundamental duties; Right to Information Act (RTI), National Human Rights Commission (NHRC), State Human Rights Commission, Tamil Nadu; Role of Higher Educational Institutions in promoting Constitutional Values among students.