



**DEPARTMENT OF HISTORY**

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

**BACHELOR OF HISTORY**

**2023 – 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 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- Read historical documents, maps, charts etc.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

## **PROGRAMME EDUCATIONAL OBJECTIVE**

- Provides an insight into the origin of culture which is less familiar, thereby increasing cross-cultural awareness and understanding.
- Learn about past human behavior that is relevant to the intellectual growth and development of an individual and can endow with valuable insight for future generations.
- It imparts value orientation Education.



**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING  
OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**

**SYLLABUS & SCHEME  
OF EXAMINATION  
BACHELOR OF  
HISTORY (2023-2026  
BATCH)**

SEM	COURSE CODE	TITLE	HRS / WEEK	CA	ESE	MARKS	CREDIT
I	TAM2301	TAMIL PAPER I	6	25	75	100	3
I	FRE2301	FRENCH PAPER I	6	25	75	100	3
I	HIN2301	HINDI PAPER I	6	25	75	100	3
I	ENG2301	ENGLISH PAPER I	6	25	75	100	3
I	HI23C01	HISTORY OF INDIA UPTO 1206 CE	5	25	75	100	4
I	HI23C02	HISTORY OF EARLY MEDIEVAL INDIA	5	25	75	100	4
I	HI23A01	ALLIED-PRINCIPLES OF MODERN GOVERNMENT	6	25	75	100	5
I	NME23B1	BASIC TAMIL I	2	100	-	100	2
I	NME23A1	ADVANCED TAMIL I	2	100	-	100	2
I	NME23ES / NME23WS	INTRODUCTION TO ENTREPRENEURSHIP / WOMEN STUDIES	2	100	-	100	2

**Examination System**

One test for continuous assessment will be conducted on pre-determined dates i.e., commencing on the 50<sup>th</sup> day from the date of reopening. The Model exam will be conducted after completing 85<sup>th</sup> working days. Marks for ESE and CA with reference to the maximum for the courses will be as follows

**2023-2024 Batch onwards**

**CA Question Paper Pattern and distribution of marks UG Language and English**

Section A 5 x 1 (No choice) : 5 Marks

Section B 4 x 5 (4 out of 6) : 20 Marks (250 words)

Section C 2 x 10 (2 out of 3): 20 Marks (500 words)

**Total: 45 Marks**

UG 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

ALC

Section A (Paragraph answer) (4 out of 6)  $4 \times 4$  : 16 Marks  
Section B (Essay type) 1 out of 2 : 9 Marks

Total: 25 Marks

End Semester Examination – Question Paper Pattern and Distribution of Marks  
Language and English – UG

Section A  $10 \times 1$  (10 out of 12) : 10 Marks

Section B  $5 \times 5$  (5 out of 7) : 25 Marks (250 words)

Section A  $4 \times 10$  (4 out of 6) : 40 Marks (600 - 700 words)

Total: 75 Marks

**UG 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):  $8 \times 5 = 40$

**End Semester for UG - Advance Learner Courses** Section A 5 questions out of 8 - open choice  $5 \times 5$  : 25 marks  
Section B 5 questions out of 8 - open choice  $5 \times 10$  : 50 marks

**Total : 75 marks**

**Continuous Internal Assessment Pattern Theory**

**I Year UG (2023-24 Batch)**

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

**Total : 25 Marks**

**Project:**

**Evaluation of Individual / Group Project & Viva Voce for UG**

I Review - Selection of the field of study, : 5 Marks Topic & literature collection

II Review - Research Design : 10 Marks & Data Collection

III Review - Analysis & Conclusion : 10 Marks Preparation of rough draft

**Total : 25 Marks**

**End semester examination:**

Evaluation of the project : 25 Marks

Viva Voce : 50 Marks

**Total : 75 Marks**

**Part IV**

**Introduction to Entrepreneurship / Women Studies / Value education / Environmental Studies / Design Thinking**

Quiz : 50marks

Assignment : 25marks Project / Case study: 25marks

**Total: 100 Marks Professional English**

The course offered in alignment with TANSICHE norms with 2 credits.

Quiz (5 x 20 Marks) : 100 Marks

**Cyber Security I & II**

Quiz : 60 Marks

Case Study : 20 Marks

Poster : 20 Marks

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI23C01	HISTORY OF INDIA UPTO 1206 CE	Theory	73	2	-	4

### Preamble

This course presents the Social and Cultural History of India upto 1206 CE, analyzing features of the Indus Valley Civilization, Vedic Civilization and emergence of Jainism and Buddhism, Gupta Rule and till the coming of the Muslim invasions.

### Course Learning Outcome

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

CLO Number	CLO Statement	Knowledge Level
CLO 1	Understand the Geographical features, Genesis of Indus valley civilization, Settlement of Aryans, Mahajanapadas, Greco-Roman influence in India, Pre, and Post Harsha period	K1
CLO 2	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	K2
CLO 3	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.	K3
CLO 4	Illustrate the Pivotal role of Vedic Age in Ancient Indian History, significance of Mahajanapadas, teachings of Jainism and Buddhism, importance of Mauryan Dynasty, role of Guptas, Kushanas, Harsha, regional kingdoms in North India	K4

### Mapping with Programme Outcomes

CLO Number	PLO 1	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; L-Low



## Syllabus

### Unit I

Geographical features – Sources of Indian History– Pre History– Neolithic cultures– Proto History -Indus Valley Civilization (15)

### Unit II

Origin & Settlement of the Aryans – Early and later Vedic culture – Vedic literature, Economy, Social conditions & political organization – Position of women in Vedic culture - Janapadas and Mahajanapadas. (15)

### Unit III

Greco-Roman and Persian contacts with India – Alexander’s invasion and resultant influence on India –Mahavira and his teachings – Buddha and his teachings- Mauryan State: Chandragupta, Bindusara and Asoka – Administration – Religious policy– Art and Architecture (15)

### Unit IV

Guptas: Golden Age – Administration – Art – Architecture and literature – Kushanas – Hun invasion – Harsha and his times – Hieun -Tsang. (14)

### Unit V

Rise of Regional Kingdoms in North India – Rashtrakutas, Pratiharas&Palas– Arab Conquest of Sind –Muhamudof Ghazni and Muhammad of Ghori. (14)

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

## Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra&Kundra	History of India	Kamal Arora Publishers, New Delhi	1997
2	RadheyShyamChaurasia	History of India up to 1206	Atlantic Publishers & Distributors (P) Ltd	2002

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Majumdar.R.C et al	Advanced History of Ancient India	Laxmi publications	2016
2	Sathianathaier.K	Political and Cultural History of Ancient India,	S.Viswanathan Publishers, Madras	1969
3	R S Tripathi	Ancient India	Orient distributors	1977
4	Basham, A.L.	The Wonder that was India	Penguin	2004
5	RomilaThapar	Asoka and the Decline of the Mauryas	Oxford University Press	2012

## PEDAGOGY

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

**Course Designers:** Dr.S.Kamini & Ms.C.Shreenidhi

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI23C02	HISTORY OF EARLY MEDIEVAL INDIA	Theory	73	2	-	4

### Preamble

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

### Course Learning Outcome

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 Muslim rule and Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban about 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, Bakhti Movement, The Army and Police –Judiciary	K4

### Mapping with Programme 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; L-Low

### Syllabus

#### Unit I

Sources- Medieval Indian History: Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat. (15)

#### Unit II

The Khilji Dynasty: Jalal-ud-din – Alau-ud-din –Expansion – Reforms –The Mongol Invasion – The Tughluq Dynasty: Ghiyas-ud-din –Mohammad-bin Tughluq – Firoz Shah - invasion of Timur& the falloff Tughluqs – the Sayyid and Lodi's of Delhi. (15)

#### Unit III

Administration – Land Revenue – Market System – The Army and Police –Judiciary – Society: the Ruling Class – Social Life – Slavery – Position of Women. (15)

#### Unit IV

Vijayanagar Empire and Bahmani Kingdoms- Evolution of Indo-Muslim Culture, Literature and Art, Bakhti Movement. (14)

## Unit V

Virtual Reality-Definition, Concepts, Its Applications in History- Virtual Tour;  
Augmented Reality: Applications in History (14)

### 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

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kundra	History of India Vol III	Kamal Arora Publishers	1997
2	A.L.Srivatsava	The Sultanate of Delhi	Shiva Lal Agarwala New Delhi	1964

### Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Metha J. L	Advanced study in the History of Medieval India Vol I,	Sterling Publishers, New Delhi,	2012
2	Mahalingam T V	Administration and Social life under Vijayanagar	Madras University Historical Series	1975
3	Sathianathaier.K	A Political & Cultural History of India Vol II, III	S.Viswanathan Publishers, Madras	1972
4	Stein, Burton	History of India	John Wiley & Sons	2010
5	Chandra, Satish	Essays on Medieval Indian History	Oxford University Press	2003
7	Chandra, Satish	Medieval India from Sultanate to Mughals	Har-Anand Publications	2005
8	Sharma, L.P	History of Medieval India	Konark Publishers	1987
9	<a href="#">M. Claudia tom Dieck</a> et. al	Augmented Reality and Virtual Reality: New Trends in Immersive Technology	Springer	2021
10.	Giuliana Guazzaroni&Anitha S.Pillai	Virtual and Augmented Reality in Education Art & Museum	IGI Global	2020

### PEDAGOGY

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

Course Designers: Dr.M.Nageshwari

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
HI23A01	ALLIED-PRINCIPLES OF MODERN GOVERNMENT	Theory	88	2	-	5

### Preamble

This course enables the students to acquire an introductory knowledge of the nature of Constitutional foundations and the systems of Government in major countries of the world. This study would represent different Constitutional models in Asia, Europe, and America. This course will also provide a basis for comparative understanding of different systems of Governance.

### Course Learning Outcome

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

CLO Number	CLO Statement	Knowledge Level
CLO 1	Define the nature, structures and functions of modern Constitutions and Governments in a number of selected countries. Aristotelian, Modern, Theory of Separation of Powers, Legislature, Executive, Judiciary, Political Parties, Direct and Indirect Democracy.	K1
CLO 2	Differentiate the comparative understanding of different Constitutional Models, Distinction between State, Society, Association, Government, Community, Nation and Nationality, Written and unwritten, Rigid and Flexible, Unitary and Federal, Uni-cameral and Bi-Cameral Legislature, Parliamentary Presidential	K2
CLO 3	Interpret the various Political Processes, Theories, and Governments in the United States and other countries, Aristotelian classification, Modern classification, Written, Unwritten.- Composition of Second Chambers	K3
CLO 4	Define the nature, structures and functions of modern Constitutions and Governments in a number of selected countries. Aristotelian, Modern, Theory of Separation of Powers, Legislature, Executive, Judiciary, Political Parties, Direct and Indirect Democracy.	K4

### Mapping with Programme Outcomes

CLO Number	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; L-Low

## Syllabus

### Unit I

Distinction between State, Society, Association, Government, Community, Nation and Nationality, Meaning and Nature of Constitution, Classification – Aristotelian- Modern-Written and unwritten - Rigid and Flexible, Unitary and Federal-Constitutional changes. (18)

### Unit II

Theory of Separation of Powers - Kinds of Executives- Parliamentary -Presidential and Plural. (18)

### Unit III

Legislature- Uni-cameral and Bi-Cameral Legislature – Merits and Demerits-Composition of Second Chambers - Powers and Function of the Legislature (18)

### Unit IV

Judiciary: Organization-Importance of Judiciary – Independence of Judiciary - Judicial Review. (17)

### Unit V

Political Parties- Pressure Groups- Public Opinion- Mass Media-Rights and Duties of Citizen– Direct and Indirect Democracy (17)

## Text Bookh

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	R.C.Agarwal	Political Theory	S.Chand& Company	2014
2	A.C.Kapur	Principles of Political Science	S.Chand& Company	2006

## Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Strong.C.F	Modern Political Constitution,	Rupa& Co., Calcutta, India	1963, Ed- I
2	Whear .K.C	Modern Constitutions	Oxford University Press, New York	1971
3	Dubey S.N	Refresher course in Political Science	Lakshmi Narain Agarwal	1998
4	O.P.Goyal	Comparative Government	Macmillan India Ltd., NewDelhi	1985

## PEDAGOGY

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

Course Designers –Dr.K.Suguna

**SEMESTER – I – FOUNDATION COURSE INTRODUCTION TO ENTREPRENEURSHIP**  
**SUBJECT CODE :NME23ES**  
**CREDITS: 2 LECTURE HOURS: 26**  
**TOTAL HOURS: 30 TUTORIAL HOURS :4**

**Unit 1:(5 hrs)**

**Nature of Entrepreneurship:** (3 hrs)

Meaning –Need for Entrepreneurship –Qualities of Successful Entrepreneurs - Myths of Entrepreneurship

Activity: Assignment, Discussion (2 hrs)

**Unit 2: (6 hrs)**

**Role of Entrepreneurs** (4hrs) Significance of

Entrepreneurship to the nation –Environmental Factors influencing Entrepreneurship – Entrepreneurial

Process and Functions- Challenges faced by Entrepreneurs Activity: Quiz / Role Play (2 hrs)

**Unit 3: (6 hrs)**

**Formulation of Business Idea:** (4 hrs)

Business Idea Generation - Entrepreneurial Imagination and Creativity – Role of Innovation –

Opportunity Evaluation

Activity: Business Idea Pitch (2 hrs)

**Unit 4: (6 hrs)**

**Business Planning:** (4 hrs)

Need for Market Study – Securing Finance from various Sources - Significance of Business plan –

Components of Business plan

Activity: Schemes available for Entrepreneurs (2 hrs)

**Unit 5: (7 hrs) (7 hrs)**

**Project:**

Interface with Successful Entrepreneurs – 4 hrs Business Plan Presentation – 3 hrs

**Reference Books**

1. D.F. Kuratko and T.V. Rao, Entrepreneurship - South Asian Perspective, 2016, Cengage Learning India Pvt. Ltd. Delhi.
2. Arya Kumar, Entrepreneurship: Creating and Leading an Entrepreneurial Organization, 2012, Pearson Education India

**Internal Pattern**

CIA I and II –50 Marks(2 hrs)Each- 100 marks - Converted into 60 Marks Activity(Quiz-

5,Assignment-5, Schemes for Entrepreneurs - 5, Idea Pitch -5) - 20 Marks

Project (Business Plan Presentation) - 20 Marks

Total - 100 Marks

**Question paper pattern for CIA-**

Section-A (Paragraph answers-4 out of 6) 4x5=20marks Section-B (Essay type-2 out of 3) 2x15=30marks

Total =50 marks

**Portions:**

CIA-1 – Unit-1 and 2 CIA-II- Unit- 3 and 4