



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4th Cycle) by NAAC

VIRUDHUNAGAR

Quality Education with Wisdom and Values

OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM

REGULATIONS AND SYLLABUS

(with effect from Academic Year 2025 - 2026)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 13 UG Programmes (SF), 13 PG Programmes and 6 Ph.D. Programmes. The curricula for all these Programmes, except Ph.D. Programmes, have been framed as per the guidelines given by the University Grants Commission (UGC) & Tamil Nadu State Council for Higher Education (TANSCH) under Choice Based Credit System (CBCS) and the guidelines for Outcome Based Education (OBE).

The Departments of Commerce, English, History, Mathematics, Biochemistry and Tamil upgraded as Research Centres offer Ph.D. Programmes as per the norms and regulations of Madurai Kamaraj University, Madurai and do not come under the purview of CBCS.

A. CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose Courses from the prescribed Courses. The CBCS is followed as per the guidelines formulated by the UGC. The performance of students is evaluated based on the uniform grading system. Computation of the Cumulative Grade Point Average (CGPA) is made to ensure uniformity in evaluation system.

List of Programmes in which CBCS/Elective Course System is implemented

UG PROGRAMMES

Arts & Humanities	:	History (E.M. & T.M.), English, Tamil
Physical & Life Sciences	:	Mathematics, Zoology, Chemistry, Physics, Biochemistry, Home Science - Nutrition and Dietetics, Costume Design and Fashion, Microbiology, Biotechnology, Computer Science, Information Technology, Data Science, Computer Applications and Computer Application- Graphic Design
Commerce & Management	:	Commerce, Commerce (Computer Applications), Commerce (Professional Accounting), Business Administration

PG PROGRAMMES

- Arts & Humanities : History, English, Tamil
- Physical & Life Sciences : Mathematics, Physics, Chemistry, Biochemistry, Home Science - Nutrition and Dietetics, Biotechnology, Computer Science and Computer Applications (MCA) *
- Commerce & Management : Commerce, Business Administration (MBA) *
- * AICTE approved Programmes

OUTLINE OF CHOICE BASED CREDIT SYSTEM – UG

1. Core Courses
2. Elective Courses
 - Generic Elective Courses
 - Discipline Specific Elective Courses (DSEC)
 - Non Major Elective Courses (NMEC)
3. Skill Enhancement Courses (SEC)
4. Environmental Studies (EVS)
5. Value Education
6. Self Study Courses (Online)
7. Extra Credit Courses (Self Study Courses) (Optional)

List of Non Major Elective Courses (NME)
(2023-2024 onwards)

UG PROGRAMMES

Name of the Course	Course Code	Semester	Department
Introduction to Tourism	23UHIN11	I	History(EM)
Indian Constitution	23UHIN21	II	History(EM)
சுற்றுலா ஓர் அறிமுகம்	23UHIN11	I	History (TM)
இந்திய அரசியலமைப்பு	23UHIN21	II	History(TM)
Popular Literature and Culture	23UENN11	I	English
English for Professions	23UENN21	II	
பேச்சுக்கலைத்திறன்	23UTAN11	I	Tamil
பயன்முறைத் தமிழ்	23UTAN21	II	
Practical Banking	23UCON11	I	Commerce (Aided)
Basic Accounting Principles	23UCON22	II	
Financial Literacy-I	23UCON12	I	Commerce (SF)
Financial Literacy -II	23UCON21	II	
Self-Employment and Startup Business	23UCCN11	I	Commerce CA (SF)
Fundamentals of Marketing	23UCCN21	II	
Women Protection Laws	23UCPN11	I	Commerce (Professional)

Basic Labour Laws	23UCPN21	II	Accounting)
Basics of Event Management	23UBAN11	I	Business Administration
Business Management	23UBAN21	II	
Quantitative Aptitude I	23UMTN11	I	Mathematics
Quantitative Aptitude II	23UMTN21	II	
Physics for Everyday life -I	23UPHN11	I	Physics
Physics for Everyday life -II	23UPHN21	II	
Food Chemistry	23UCHN11	I	Chemistry
Drugs and Natural Products	23UCHN21	II	
Ornamental fish farming and Management	23UZYN11	I	Zoology
Biocomposting for Entrepreneurship	23UZYN21	II	
Foundations of Baking and Confectionery	23UHSN11	I	Home Science – Nutrition and Dietetics
Basic Nutrition and Dietetics	23UHSN21	II	
Nutrition and Health	23UBCN11	I	Biochemistry
Life Style Diseases	23UBCN21	II	
Social and Preventive Medicine	23UMBN11	I	Microbiology
Nutrition & Health Hygiene	23UMBN21	II	
Herbal Medicine	23UBON11	I	Biotechnology
Organic Farming and Health Management	23UBON21	II	
Basics of Fashion	23UCFN11	I	Costume Design And Fashion
Interior Designing	23UCFN21	II	
Office Automation	23UCSN11	I	Computer Science
Introduction to Internet and HTML 5	23UCSN21	II	
Office Automation	23UITN11	I	Information Technology
Introduction to HTML	23UITN21	II	
Introduction to HTML	23UCAN11	I	Computer Applications
Fundamentals of Computers	23UCAN21	II	
Introduction to HTML	23UGDN11	I	Computer Applications - Graphic Design
Fundamentals of Computers	23UGDN21	II	
Organic Farming	23UBYN11	I	Botany
Nursery and Landscaping	23UBYN12		
Mushroom Cultivation	23UBYN21	II	
Medicinal Botany	23UBYN22		
Cadet Corps for Career Development I	23UNCN11	I	National Cadet Corps
Cadet Corps for Career Development II	23UNCN21	II	

B. OUTCOME BASED EDUCATION (OBE) FRAMEWORK

The core philosophy of Outcome Based Education rests in employing a student - centric learning approach to measure the performance of students, based on a set of pre-determined outcomes. The significant advantage of OBE is that it enables a revamp of the curriculum based on the learning outcomes, upgrade of academic resources, quality enhancement in research and integration of technology in the teaching-learning process. It also helps in bringing clarity among students as to what is expected of them after completion

of the Programme in general and the Course in particular. The OBE directs the teachers to channelise their teaching methodologies and evaluation strategies to attain the Programme Educational Objectives (PEOs) and fulfill the Vision and Mission of the Institution.

Vision of the Institution

The founding vision of the Institution is to impart Quality Education to the rural womenfolk and to empower them with knowledge and leadership quality.

Mission of the Institution

The mission of the Institution is to impart liberal education committed to quality and excellence. Its quest is to mould learners into globally competent individuals instilling in them life-oriented skills, personal integrity, leadership qualities and service mindedness.

B.1 Programme Educational Objectives, Programme Outcomes and Programme Specific Outcomes

It is imperative for the Institution to set the Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs), consistent with its Vision and Mission statements. The PEOs and the POs should be driven by the Mission of the Institution and should provide distinctive paths to achieve the stated goals. The PEOs for each Programme have to fulfill the Vision and Mission of the Department offering the Programme.

Vision of the Department of History

To enhance the students with intellectual potentials and skills to solve the problems of ever-changing Modern World with buoyancy.

Mission of the Department of History

- To broaden the intellectual acumen of the students with the past and present of India and the World.
- To empower the rural Womenfolk along with quality education and digital literacy.
- To stimulate research attitude and build transferable skills in preparing for a range of careers and for further studies.
- To develop a sense of commitment to the Society and to the Nation.

B.1.1 Programme Educational Objectives (PEOs)

PEOs are broad statements that describe the career and professional achievements, that the Programme is preparing the graduates to achieve within the first few years after graduation. PEOs are framed for each Programme and should be consistent with the Mission of the Institution.

Programme Educational Objectives of B.A. History Programme

The Students will be able to

- To become successful research scholars, government servants, teachers, journalists, archaeologists, curators, administrators, social workforces and tourist guide.
- To develop necessary skills to analyse the happenings of the past for facing the challenges in the current scenario.
- To uphold their standards by inculcating the spirit of Nationalism and moral values and making them as a responsible citizen.

Key Components of the Mission Statement	PEO1	PEO2	PEO3
Enriching the intellectual acumen of the students with the past and present of India and the world	✓	✓	✓
Empowering the Womenfolk with quality education and digital literacy.	✓	✓	-
Stimulating research attitude, skills and Preparing for range of careers	✓	✓	-

B.1.2 Programme Outcomes (POs)

POs shall be based on Graduate Attributes (GAs) of the Programme. The GAs are the attributes expected of a graduate from a Programme in terms of knowledge, skills, attitude and values. The Graduate Attributes include Disciplinary Knowledge, Communication Skills, Critical Thinking, Problem Solving, Analytical Reasoning, Research Related Skills, Co-operation/Team Work, Scientific Reasoning, Reflective Thinking, Information/Digital Literacy, Multicultural Competence, Moral and Ethical Awareness/Reasoning, Leadership Qualities and Lifelong Learning.

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

- 1 apply effectively the acquired knowledge and skill in the field of Arts, Physical Science, Life Science, Computer Science, Commerce and Management for higher studies and employment. (*Disciplinary Knowledge*)
- 2 articulate innovative thoughts and ideas proficiently in both in spoken and written forms. (*Communication Skills*)
- 3 identify, formulate and solve problems in real life situations scientifically / systematically by adapting updated skills in using modern tools and techniques. (*Scientific Reasoning and Problem Solving*)
- 4 critically analyse, synthesize and evaluate data, theories and ideas to provide valid suggestions through assignments, case studies, Internship and projects for the fulfillment

of the local, national and global developmental needs. (*Critical Thinking and Analytical Reasoning*)

- 5 use ICT in a variety of self-directed lifelong learning activities to face career challenges in the changing environment. (*Digital Literacy, Self - directed and Lifelong Learning*)
- 6 self-manage and function efficiently as a member or a leader in diverse teams in a multicultural society for nation building. (*Co-operation/Team Work and Multicultural Competence*)
- 7 uphold the imbibed ethical and moral values in personal, professional and social life for sustainable environment. (*Moral and Ethical Awareness*)

B.1.3 Programme Specific Outcomes (PSOs)

Based on the Programme Outcomes, Programme Specific Outcomes are framed for each UG Programme. Programme Specific Outcomes denote what the students would be able to do at the time of graduation. They are Programme-specific and it is mandatory that each PO should be mapped to the respective PSO.

On completion of B.A. History Programme, the students will be able to

PO1: *Disciplinary Knowledge*

PSO 1.a: apply profound knowledge of the subjects of Regional, National and International importance of historical events and analyse the process of the period under study in pursuing Higher Education.

PSO 1.b: enhance their administrative skills and other professional skills in acquiring placement in various jobs like Teacher, Epigraphist, Curator, Archaeologist, Social Worker, Entrepreneur, Tourist Guide and Tourist Agent and thereby becoming a responsible citizen and an empowered woman.

PO2: *Communication Skills*

PSO2: uphold their ability to convey and exchange the historical information and interact efficiently in a diverse and ever-changing world.

PO3: *Scientific Reasoning and Problem Solving*

PSO3.a: identify the remarkable events in history, analyse from an economic perspective and understand its impact to meet the conflicting situations in the current scenario.

PSO3.b: recognise the policies, economic theories and the reforms of administrators and develop Justice, Peace and Harmony in a pluralistic society for sustainable environment.

PO4: *Critical thinking and Analytical Reasoning*

PSO4: analyse the pros and cons in History and widen their perspective in Research and Development for the establishment of a welfare State.

PO5: Digital Literacy, Self - directed and Lifelong learning

PSO5: make use of basic familiarities with digital tools and platform towards the betterment of their Self-directed and Lifelong learning activities for their successful career development in a competitive world.

PO6: Cooperation/Team Work and Multicultural Competence

PSO6: uphold the spirit of Nationalism and Patriotism by imbibing the historical, Multicultural and traditional values in preserving the unity of a State.

PO7: Moral and Ethical awareness

PSO7.a: practice the Moral, Ethical and Social values by abiding the Constitution and the gospels of the great men and women.

PSO7.b: construct their knowledge over Gender Equality, Social Justice, Communal Harmony, Secularism and Human Rights in maintaining equality in society.

PO-PEO Mapping Matrix

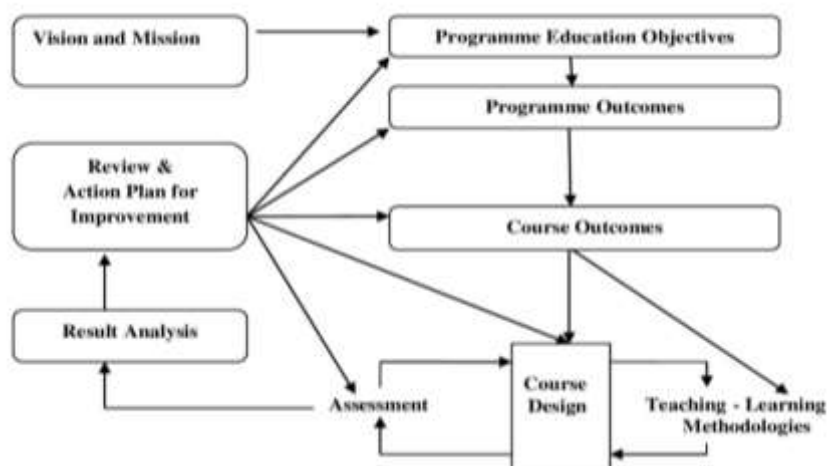
Attainment of PEOs can be measured by a PO-PEO matrix. PEOs should evolve through constant feedback from alumnae, students, industry, management, *etc.* It is mandatory that each PEO should be mapped to at least one of the Pos.

PEOs POs/PSOs	PEO1	PEO2	PEO3
PO1/PSO1.a	-	✓	✓
PO1/PSO1.b	✓	✓	✓
PO2/PSO2.a	✓	✓	-
PO2/PSO2.b	✓	✓	-
PO3/PSO3	-	✓	✓
PO4/PSO4.a	-	✓	✓
PO4/PSO4.b	✓	✓	-
PO5/PSO5	✓	✓	-
PO6/PSO6	-	✓	✓
PO7/PSO7	-	-	✓

B.1.4 Course Outcomes (COs)

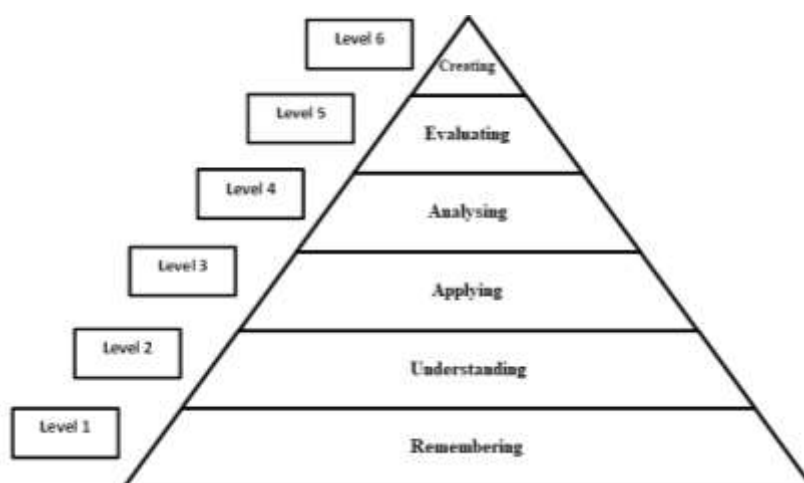
Course Outcomes are narrow statements restricted to the Course contents given in five units. Course Outcomes describe what students would be capable of, after learning the contents of the Course. They reflect the level of knowledge gained, skills acquired and

attributes developed by the students after learning of Course contents. COs are measurable, attainable and manageable in number. COs contribute to attain POs in such a way that each CO addresses at least one of the POs and also each PO is reasonably addressed by adequate number of COs.



It is important to determine the methods of assessment. A comprehensive assessment strategy may be outlined using the revised Bloom's Taxonomy levels.

BLOOM'S TAXONOMY



CO – PO Mapping of Courses

After framing the CO statements, the COs framed for each Course is mapped with POs based on the relationship that exists between them. The COs which are not related to any of the POs is indicated with (-), signifying Nil. Measurement Mapping is based on Four Points Scale [High (H), Medium (M), Low (L) and Nil (-)]. For calculating weighted percentage of contribution of each Course in the attainment of the respective POs, the weights assigned for H, M and L are 3, 2 and 1 respectively.

CO-PO/PSO Mapping Table (Course Articulation Matrix)

PO/PSOs	PO1/	PO2/	PO3/	PO4/	PO5/	PO6/	PO7/
COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							
CO4							
CO5							

ELIGIBILITY FOR ADMISSION

The candidate should have passed the Higher Secondary Examination conducted by the Board of Higher Secondary Education, Tamil Nadu.

DURATION OF THE PROGRAMME

The candidates shall undergo the prescribed Programme of study for a period of three academic years (six semesters).

MEDIUM OF INSTRUCTION

English & Tamil

COURSES OFFERED

Part I	:	Tamil/Hindi Course
Part II	:	English
Part III	:	Core Courses
		Elective Courses <ul style="list-style-type: none"> • Generic Elective Courses • Discipline Specific Elective Courses
		Self Study Course - online
Part IV	:	Skill Enhancement Courses (SEC)
		Elective Course (NMEC)
		Environmental Studies Value Education
		Field Project/Internship
		Self Study Course - online
Part V	:	National Service Scheme/ Physical Education/ Youth Red Cross Society/ Red Ribbon Club/ Science Forum/ Eco Club/ Library and Information Science/ Consumer Club/ Health and Fitness Club/ National Cadet Corps/ Rotaract Club

B.2 EVALUATION SCHEME**B.2.1.PART II**

Components	Internal Assessment Marks	Summative Examination Marks	Total Marks
Theory	15	60	100
Practical	5	15	
Assignment	5	-	

Three Periodic Tests - Average of the best two will be considered

B.2.2.Part I & Part III – Core Courses, Elective Courses (Generic, DSEC)

Components	Internal Assessment Marks	External Examination Marks	Total Marks
Theory	25	75	100

INTERNAL ASSESSMENT**Distribution of Marks****Theory**

Mode of Evaluation		Marks
Periodic Test		15
Assignment	K3 Level	5
Quiz	K1 Level	5
Total		25

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Test - Best of the three will be considered

Question Pattern Periodic for Tests**Duration: 2 Hours**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 4	Multiple Choice	4	4	1	4
B	5 - 7	Internal Choice - Either... or Type	3	3	7	21
C	8 - 9	Internal Choice - Either... or Type	2	2	10	20
Total						45*

*The total marks obtained in the Periodic Test will be calculated for 15 marks

SUMMATIVE EXAMINATION**Question Pattern****Duration: 3 Hours**

Section	Q. No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 10	Multiple Choice	10	10	1	10
B	11 - 15	Internal Choice – Eitheror Type	5	5	7	35
C	16 - 18	Internal Choice – Eitheror Type	3	3	10	30
	Total					75

PROJECT**Assessment by Internal Examiner Only****Internal Assessment****Distribution of Marks**

Mode of Evaluation	:	Marks
Project work and Report	:	60
Presentation and Viva –Voce	:	40
Total	:	100

B.2.3 PART IV - Skill Enhancement Courses, Non Major Elective Courses and Foundation Course

B.2.3.1 FOUNDATION COURSE**INTERNAL ASSESSMENT****Distribution of Marks****Theory**

Mode of Evaluation		Marks
Periodic Test	:	15
Assignment	K2 Level	5
Quiz	K1 Level	5
Total	:	25

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

Question Pattern for Periodic Tests**Duration: 1 Hour**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 3	Internal Choice - Either ...or Type	3	3	5	15
B	4	Internal Choice – Either ...or Type	1	1	10	10
Total						25*

*The total marks obtained in the Periodic Test will be calculated for 15 marks

SUMMATIVE EXAMINATION

Mode of Evaluation	Marks
Summative Examination	: 50
Online Quiz (Multiple Choice Questions - K2 Level)	: 25
Total	: 75

Question Pattern**Duration: 2 Hours**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 5	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 7	Internal Choice – Either... or Type	2	2	10	20
Total						50

B.2.3.2 Skill Enhancement Course - Entrepreneurial skills**INTERNAL ASSESSMENT ONLY****Distribution of Marks**

Mode of Evaluation	Marks
Periodic Test	: 15
Assignment	: 5
Quiz	: 5
Model Examinations	: 60
Online Quiz(Multiple Choice Questions - K2 Level)	: 15
Total	: 100

Question Pattern for Periodic Tests**Duration: 1 Hour**

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q. No.(1- 3)	Internal Choice – Either Or Type	3	3	6	18
B Q. No.(4)	Internal Choice – Either Or Type	1	1	12	12
Total					30

*The total marks obtained in the Periodic Test will be calculated for 15 marks

Two Periodic Tests - Better of the two will be considered

Two Assignments - Better of the two will be considered

Two Quiz Tests - Better of the two will be considered

Question Pattern for Model Examination**Duration: 2 Hours**

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q. No.(1-5)	Internal Choice – Either Or Type	5	5	6	30
B Q. No.(6- 8)	Internal Choice – Either Or Type	3	3	10	30
Total					60

B.2.3.3 Skill Enhancement Courses/ Non Major Elective Courses**INTERNAL ASSESSMENT****Distribution of Marks****Theory**

Mode of Evaluation			Marks
Periodic Test		:	15
Assignment	K3 Level	:	5
Quiz	K2 Level	:	5
Total		:	25

Three Periodic Tests - Average of the best two will be considered

Two Assignments - Better of the two will be considered

Three Quiz Tests - Best of the three will be considered

Question Pattern for Periodic Tests**Duration: 1 Hour**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 3	Internal Choice - Either ...or Type	3	3	5	15
B	4	Internal Choice – Either ...or Type	1	1	10	10
	Total					25*

*The total marks obtained in the Periodic Test will be calculated for 15 marks

SUMMATIVE EXAMINATION

Mode of Evaluation	Marks
Summative Examination	: 50
Online Quiz (Multiple Choice Questions - K2 Level)	: 25
Total	: 75

Question Pattern**Duration: 2 Hours**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 5	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 7	Internal Choice – Either... or Type	2	2	10	20
	Total					50

B.2.4 PART IV- ENVIRONMENTAL STUDIES / VALUE EDUCATION**INTERNAL ASSESSMENT ONLY****Evaluation Pattern**

Mode of Evaluation	Marks
Periodic Test	: 15
Assignment - K3 Level	: 10
Online Quiz (Multiple Choice Questions - K2 Level)	: 25
Poster Presentation - K3 Level	10
Report - K3 Level	10
Model Examination	: 30
Total	: 100

Three Assignment - Best of the three will be considered

Question Pattern for Periodic Tests**Duration: 1 Hour**

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q. No.(1- 3)	Internal Choice – Either Or Type	3	3	6	18
B Q. No.(4)	Internal Choice – Either Or Type	1	1	12	12
Total					30*

Two Periodic tests - Better of the two will be considered

The total marks obtained in the Periodic test will be calculated for 15 marks

Question Pattern for Model Examination**Duration: 2 1/2 Hours**

Section	Q.No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 5	Internal Choice - Either ... or Type	5	5	6	30
B	6 - 8	Internal Choice – Either... or Type	3	3	10	30
Total						60*

*The total marks obtained in the Model Examination will be calculated for 30 mark

B.2.5 SELF STUDY COURSE**B.2.5 .1 PART III - Discipline Specific Quiz – Online**

- Assessment by Internal Examiner only
- Question Bank is prepared by the Faculty Members of the Departments for all the Core and Elective Courses offered in all the Semesters.
- No. of Questions to be taken 700.
- Multiple Choice Question pattern is followed.
- Online Test will be conducted in VI Semester for 100 Marks.
- Model Examination is conducted after two periodic tests.

Distribution of Marks

Mode of Evaluation		Marks
Periodic Test	:	25
Model Examination	:	75
Total	:	100

Two Periodic Tests - Better of the two will be considered

B.2.5 .2 PART IV - Practice for Competitive Examinations - Online

Assessment by Internal Examiner only

- Question Bank prepared by the Faculty Members of the respective Departments will be followed.
- Multiple Choice Question pattern is followed.
- Online Test will be conducted in V Semester for 100 Marks.
- Model Examination is conducted after two periodic tests.

Subject wise Allotment of Marks

Subject		Marks
Tamil	:	10
English	:	10
History	:	10
Mathematics	:	10
Current affairs	:	10
Commerce, Law & Economics	:	10
Physical Sciences	:	10
Life Sciences	:	15
Computer Science	:	5
Food and Nutrition	:	5
Sports and Games	:	5
Total	:	100

Distribution of Marks

Mode of Evaluation		Marks
Periodic Test	:	25
Model Examination	:	75
Total	:	100

Two Periodic Tests - Better of the two will be considered

B.2.6. Part V – Extension Activities**INTERNAL ASSESSMENT ONLY****Distribution of Marks**

Mode of Evaluation		Marks
Attendance	:	5
Performance	:	10
Report/Assignment/Project/Camp/Practical	:	10
Total	:	25*

*The marks obtained will be calculated for 100 marks

B.2.7 EXTRA CREDIT COURSES (OPTIONAL)**2.7.1 Extra Credit Course offered by the Department.**

Assessment by Internal Examiner Only (To be conducted along with the III Periodic Test)

Distribution of Marks

Mode of Evaluation	Marks
Quiz (Multiple Choice Questions) :	25
Model Examination :	75
Total :	100

Question Pattern for Model Examination

Section	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A Q.No.(1-5)	Internal Choice- Either or Type	5	5	7	35
B Q.No.(6-9)	Internal Choice- Either or Type	4	4	10	40
				Total	75

2.7.2 Extra credit Course offered by MOOC (Massive Open Online Course)

- The Courses shall be completed within the first V Semesters of the Programme.
- The allotment of credits is as follows (**Maximum of 10 credits**)
 - 4weeks Course - 1 credit
 - 8 weeks Course - 2 credits
 - 12 weeks Course - 3 credits

ELIGIBILITY FOR THE DEGREE

- The candidate will not be eligible for the Degree without completing the prescribed Courses of study, lab work, *etc.*, and a minimum Pass marks in all the Courses.
 - No Pass minimum for Internal Assessment for all the Courses.
 - Pass minimum for External Examination is 27 marks out of 75 marks for Core Courses, Elective Courses (Generic Elective, DSEC Courses)
 - Pass minimum for External Examination is 18 marks out of 50 marks for Skill Enhancement Courses and Non Major Elective Courses (NMEC).
 - The aggregate minimum pass percentage is 40.
 - Pass minimum for External Practical Examination is 21 marks out of 60 marks.
- **Attendance**
 - a) The students who have attended the classes for 76 days (85%) and above are permitted to appear for the Summative Examinations without any condition.

- b) The students who have only 60-75 days (66% - 84%) of attendance are permitted to appear for the Summative Examinations after paying the required fine amount and fulfilling other conditions according to the respective cases.
 - c) The students who have attended the classes for 59 days and less – upto 45 days (50% - 65%) can appear for the Summative Examinations only after getting special permission from the Principal.
 - d) The students who have attended the classes for 44 days or less (<50%) cannot appear for the Summative Examinations and have to repeat the whole semester.
- For Part V in UG Programmes, the students require 75 % of attendance to get a credit.
 - For Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

B.3 ASSESSMENT MANAGEMENT PLAN

An Assessment Management Plan that details the assessment strategy both at the Programme and the Course levels is prepared. The continuous assessment is implemented using an assessment rubric to interpret and grade students.

B.3.1 Assessment Process for CO Attainment

Assessment is one or more processes carried out by the institution that identify, collect and prepare data to evaluate the achievement of Course Outcomes and Programme Outcomes. Course Outcome is evaluated based on the performance of students in the Continuous Internal Assessments and in End Semester Examination of a Course. Target levels of attainment shall be fixed by the Course teacher and Heads of the respective departments.

Direct Assessment (Rubric based) - Conventional assessment tools such as Term Test, Assignment, Quiz and End Semester Summative Examination are used.

Indirect Assessment – Done through Course Exit Survey.

CO Assessment Rubrics

For the evaluation and assessment of COs and POs, rubrics are used. Internal assessment contributes 40% and End Semester assessment contributes 60% to the total attainment of a CO for the theory Courses. For the practical Courses, internal assessment contributes 50% and Semester assessment contributes 50% to the total attainment of a CO. Once the Course Outcome is measured, the PO can be measured using a CO-PO matrix.

CO Attainment

Direct CO Attainment

Course Outcomes of all Courses are assessed and the CO – wise marks obtained by all the students are recorded for all the assessment tools. The respective CO attainment level is evaluated based on set attainment rubrics.

Target Setting for Assessment Method

For setting up the target of internal assessment tools, 55% of the maximum mark is fixed as target. For setting up the target of End Semester Examination, the average mark of the class shall be set as target.

Formula for Attainment for each CO

Attainment = Percentage of students who have scored more than the target marks

$$\text{Percentage of Attainment} = \frac{\text{Number of Students who scored more than the Target}}{\text{Total Number of Students}} \times 100$$

Attainment Levels of COs

Assessment Methods	Attainment Levels	
Internal Assessment	Level 1	50% of students scoring more than set target marks in Internal Assessment tools
	Level 2	55% of students scoring more than set target marks in Internal Assessment tools
	Level 3	60% of students scoring more than set target marks in internal Assessment tools
End Semester Summative Examination	Level 1	50% of students scoring more than average marks in End Semester Summative Examination
	Level 2	55% of students scoring more than average marks in End Semester Summative Examination
	Level 3	60% of students scoring more than average marks in End Semester Summative Examination

Indirect CO Attainment

At the end of each Course, an exit survey is conducted to collect the opinion of the students on attainment of Course Outcomes. A questionnaire is designed to reflect the views of the students about the Course Outcomes.

Overall CO Attainment= 75% of Direct CO Attainment + 25 % of Indirect CO Attainment

In each course, the level of attainment of each CO is compared with the predefined targets. If the target is not reached, the Course teacher takes necessary steps for the improvement to reach the target.

For continuous improvement, if the target is reached, the Course teacher can set the target as a value greater than the CO attainment of the previous year.

B.3.2 Assessment Process for Overall PO Attainment

With the help of CO / PO mapping, the PO attainment is calculated. PO assessment is done by giving 75% weightage to direct assessment and 25% weightage to indirect assessment. Direct assessment is based on CO attainment, where 75% weightage is given to attainment through End Semester Examination and 25% weightage is given to attainment through Internal assessments. Indirect assessment is done through Graduate Exit Survey and participation of students in Co-curricular/ Extra curricular activities.

PO Assessment Tools

Mode of Assessment	Assessment Tool	Description
Direct Attainment (Weightage -75%)	CO Assessment	This is computed from the calculated CO Attainment value for each Course
Indirect Attainment (Weightage - 25%)	Graduate Exit Survey 10%	At the end of the Programme, Graduate Exit Survey is collected from the graduates and it gives the opinion of the graduates on attainment of Programme Outcomes
	Co-curricular/ Extra-curricular activities 15%	For participation in Co-curricular/Extra-curricular activities during the period of their study.

Programme Articulation Matrix (PAM)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Average Direct PO Attainment								
Direct PO Attainment in percentage								

Indirect Attainment of POs for all Courses

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Graduate Exit Survey							
Indirect PO Attainment							

Attainments of POs for all Courses

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Direct Attainment (Weightage - 75%)							
Indirect Attainment (Weightage - 25%)							
Overall PO Attainment							

**Overall PO Attainment= 75% of Direct PO Attainment +
25% of Indirect PO Attainment (Graduate Exit Survey
& Participation in Co- curricular and
Extra curricular Activities)**

Expected Level of Attainment for each of the Programme Outcomes

POs	Level of Attainment
Attainment Value $\geq 70\%$	Excellent
$60\% \leq$ Attainment Value $< 70\%$	Very Good
$50\% \leq$ Attainment Value $< 60\%$	Good
$40\% \leq$ Attainment Value $< 50\%$	Satisfactory
Attainment Value $< 40\%$	Not Satisfactory

Level of PO Attainment

Graduation Batch	Overall PO Attainment (in percentage)	Whether expected level of PO is achieved? (Yes/No)

B.3.3 Assessment Process for PEOs

The curriculum is designed so that all the Courses contribute to the achievement of PEOs. The attainment of PEOs is measured after 5 years of completion of the Programme only through indirect methods.

Target for PEO Attainment

Assessment Criteria	Target (UG)	Target (PG)
Record of Employment	15% of the class strength	30% of the class strength
Progression to Higher Education	50% of the class strength	5% of the class strength
Record of Entrepreneurship	2% of the class strength	5% of the class strength

Attainment of PEOs

Assessment Criteria & Tool	Weightage
Record of Employment	10
Progression to Higher Education	20
Record of Entrepreneurship	10
Feedback from Alumnae	30
Feedback from Parents	10
Feedback from Employers	20
Total Attainment	100

$$\text{Percentage of PEO Attainment from Employment} = \frac{\text{Number of Students who have got Employment}}{\text{Target}} \times 100$$

$$\text{Percentage of PEO Attainment from Higher Education} = \frac{\text{Number of Students who pursue Higher Education}}{\text{Target}} \times 100$$

$$\text{Percentage of PEO Attainment from Entrepreneurship} = \frac{\text{Number of Students who have become Entrepreneurs}}{\text{Target}} \times 100$$

Expected Level of Attainment for each of the Programme Educational Objectives

POs	Level of Attainment
Attainment Value $\geq 70\%$	Excellent
$60\% \leq \text{Attainment Value} < 70\%$	Very Good
$50\% \leq \text{Attainment Value} < 60\%$	Good
$40\% \leq \text{Attainment Value} < 50\%$	Satisfactory
Attainment Value $< 40\%$	Not Satisfactory

Level of PEO Attainment

Graduation Batch	Overall PEO Attainment (in percentage)	Whether Expected Level of PEO is Achieved? (Yes/No)

C. PROCESS OF REDEFINING THE PROGRAMME EDUCATIONAL OBJECTIVES

The college has always been involving the key stakeholders in collecting information and suggestions with regard to curriculum development and curriculum revision. Based on the information collected, the objectives of the Programme are defined, refined and are inscribed in the form of PEOs. The level of attainment of PEOs defined earlier will be analysed and will identify the need for redefining PEOs. Based on identified changes in terms of curriculum, regulations and PEOs, the administrative system like Board of Studies, Academic Council and Governing Body may recommend appropriate actions. As per the Outcome Based Education Framework implemented from the Academic Year 2020 -2021, the following are the Programme Structure, the Programme Contents and the Course Contents of B.A. History Programme.



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VIRUDHUNAGAR

Quality Education with Wisdom and Values

BACHELOR OF ARTS - HISTORY (E.M) - (1011)

Outcome Based Education with Choice Based Credit System

Programme Structure - Allotment of Hours and Credits

for those who join in the Academic Year 2023-2024

Components	Semester						Total Number of Hours (Credits)
	I	II	III	IV	V	VI	
Part I : Tamil/Hindi	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
Part II : English	6(3)	6(3)	6(3)	6(3)	-	-	24(12)
Part III : Core Courses, Elective Courses & Self Study Course							
Core Course	5(5)	5(5)	5(5)	5(5)	6(5)	6(4)	32 (29)
Core Course	5(5)	5(5)	5(5)	4(4)	6(5)	6(4)	31 (28)
Core Course	-	-	-	-	5(4)	6(4)	11 (8)
Core Course	-	-	-	-	-	-	-
Core Course Project	-	-	-	-	1(1)	-	1 (1)
Elective Course (DSEC)	-	-	-	-	5(3)	5(4)	10 (7)
Elective Course (DSEC)	-	-	-	-	5(3)	5(4)	10 (7)
Elective Course (Allied)	4(3)	4(3)	4(3)	4(3)	-	-	16 (12)
Self-Study Course	-	-	-	-	-	0(1)	0 (1)
Part IV : Skill Enhancement Courses, Elective Courses, Value Education, Environmental Studies Self-Study Course							
SEC	2(2)	-	1(1)	2(2)	-	-	5 (5)
SEC	-	2(2)	2(2)	2(2)	-	2(2)	8 (8)
Elective Course(NME)	2(2)	2(2)	-	-	-	-	4 (4)
Value Education	-	-	-	-	2(2)	-	2 (2)
Environmental Studies	-	-	1(0)	1(2)	-	-	2 (2)
Self-Study Course	-	-	-	-	0(1)	-	0 (1)
Part V : Extension Activities	-	-	-	-	-	0(1)	0 (1)
Total	30(23)	30(23)	30(22)	30(24)	30(24)	30(24)	180(140)
Extra Credit Course (Self-Study Course)	-	-	-	-	0(2)	-	0(2)

DSEC: Discipline Specific Elective Course SEC: Skill Enhancement Course

NMEC: Non Major Elective Course

B.A. History (E.M) - SEMESTER V

S.No .	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext .	Total
1.	Part III	Core Course - 9	History of the World 1919 - 2020 CE	23UHIC51	6	5	3	25	75	100
2.		Core Course - 10	Selected Themes in History of U.S.A	23UHIC52	6	5	3	25	75	100
3.		Core Course - 11	Regional History (History of Virudhunagar)	23UHIC53	5	4	3	25	75	100
4.		Core Course - 12	Project	23UHIC54PR	1	1	-	100	-	100
5.		Elective Course DSEC -1	Elements of Human Rights/ Women Studies	23UHIE51/ 23UHIE52	5	3	3	25	75	100
6.		Elective Course DSEC -2	History of Dravidian Movement / History of Revolutions	23UHIE53/ 23UHIE54	5	3	3	25	75	100
7.	Part IV		Value Education	23UGVE51	2	2	2	100	-	100
8.		Self-Study Course	Practice for Competitive Examinations – Online	23UGCE51	-	1	-	100	-	100
Total					30	24	800			
9.	Extra Credit Course (Self-Study Course)		Historical Sources of Ancient India	23UHIO51	-	2	3	100	-	100

B.A. History (E.M) - SEMESTER VI

S.No .	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
1.	Part III	Core Course - 13	Contemporary History of India	23UHIC61	6	4	3	25	75	100
2.		Core Course - 14	India and Her Neighbours	23UHIC62	6	4	3	25	75	100
3.		Core Course - 15	History of Science and Technology in India	23UHIC63	6	4	3	25	75	100
4.		Elective Course DSEC -3	International Relations since 1919 / History of Latin America: From Discovery to Liberation	23UHIE61/ 23UHIE62	5	4	3	25	75	100
5.		Elective Course DSEC-4	History of China and Japan / History of Pondicherry	23UHIE63/ 23UHIE64	5	4	3	25	75	100
6.		Self-Study Course	Discipline Specific Quiz – Online	23UHIQ61	-	1	-	100	-	100
7.	Part IV	SEC – 7	History for Competitive Examinations	23UHS61	2	2	2	25	75	100
8.	Part V: Extension Activities		Extension Activities	-	-	1	-	100	-	100
Total					30	24				800



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Semester V	HISTORY OF THE WORLD 1919-2020 CE	Hours/Week: 6	
Core Course - 9		Credits:5	
Course Code		Internal	External
23UHIC51		25	75

COURSE OUTCOMES

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

CO1: recognize the global context of the period under study [K1]

CO2: indicate the power politics of the world { K2]

CO3: summarize the wars and diplomacy in world [K2]

CO4: find out the major historical developments and events in world politics .K3]

CO5: illustrate the turning points with examples in the world history [K3]

UNIT I

Impact of World War I - League of Nations - International Relations in Inter-War years –
Russian Revolution - Great Depression and its impact - Fascism and Nazism. (18 Hours)

UNIT II

Events leading to World War II- UNO - Post World War Settlements - Cold War
Developments (18 Hours)

UNIT III

Anti-Colonial Struggles and Decolonization Process in Asian and African countries –
Indonesia, Indo-China, Philippines- West Asia & Africa (18 Hours)

UNIT IV

Chinese Revolution of 1949 - US and Latin America in the Cold War Era – Arab
Nationalism and Israel-Palestinian Wars. (18 Hours)

UNIT V

Decline of Soviet Union: Causes and Consequences (18 Hours)

TEXT BOOK

1.Ravi Ranjan. (2000). *International Relations*, New Delhi: Anmol Publications.

REFERENCE BOOKS

- 1.Andrew Porter,(1994). *European Imperialism*, Palgrave.
- 2.Anthony Wood,(1984). *Europe 1815 – 1945*, Longman.
- 3.Basil Davidson, (1994). *Africa in Modern History*, Longman.
- 4.Chris Warren,(1999). *A Peoples History of the World*, Book Marks.
- 5.DilipHiro, (1982). *Inside the Middle East*,Routledge.
- 6.Hobsbawn, E.J.,(1994). *Age of Extremes*, Vintage Books.
- 7.Hourani, A., (1991). *A History of the Arab People*, Faber and Faber.
- 8.Taylor, A.J.P.,(1963). *The Origins of Second World War*, Newyork: Penguin Books.

CO Mapping with Programme Outcomes

Course	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
Code 23UHIC51	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7.a	PSO 7.b
CO1	3	3	3	3	3	3	2	2	2	2
CO2	3	3	3	3	1	3	2	3	3	1
CO3	3	3	3	3	3	3	3	3	3	2
CO4	3	3	3	3	2	3	3	1	1	2
CO5	3	3	3	3	3	3	2	3	3	3

Strong (3) Medium (2) Low (1)

Dr.M. Babyrani
Head of the Department

Dr.M.Babyrani
Course Designer



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Semester V	SELECTED THEMES IN HISTORY OF U.S.A	Hours/Week: 6	
Core Course - 10		Credits: 5	
Course Code		Internal	External
23UHIC52		25	75

COURSE OUTCOMES

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

CO1: identify the remarkable events in the history of USA. [K1]

CO2: outline the political and economic development of USA. [K2]

CO3: explain the position of USA before and after the World Wars. [K2]

CO4: find the policies of American Presidents and its impact. [K3]

CO5: determine the growth of USA as a super power in the World. [K3]

UNIT I

Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14th Amendment - Carpet Baggers – Scalawags – Black Codes (18 Hours)

UNIT II

Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age. (18 Hours)

UNIT III

The Progressive Era – McKinley- Spanish American War -Theodore Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I (18 Hours)

UNIT IV

Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II - USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War (18 Hours)

UNIT V

Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians. (18 Hours)

TEXT BOOKS

- 1.Arnold S. Rice and John A Krout.(1991). *United States History From 1865*, Newyork: Harper Collins College.
- 2.Henry B. Parkes. (1968). *The United States of America*, Calcutta: Scientific Book Agency.
- 3.Jack Lane, Maurice O’ Sullivan.,A.(1999). *Twentieth-Century American Reader*, Washington DC: USIA.
- 4.Howard Cincotta., (Ed.) (1994). *An Outline of American History*, United States Information Agency: USIS Publication,
- 5.Subramanian, N.,(1995). *A History of the USA*, Udumalpet: Ennes Publications.
- 6.Thomas S. Kidd., (2019). *American History 1877 to Present* - B&H Academic.

REFERENCE BOOKS

- 1.Douglas K. Stevenson,(1998). *American life and Constitution*, Washington D.C.: USIA.
- 2.George Brown Tindall with David E. Shi., ‘*America,A Narrative History, Vol. I& II*,
- 3.Howard Zinn.,(1990). *A People’s History of The United States*, U.S.A.: Harper and Row, Harper Collins.
- 4.Rajayyan,K. (1993). *A History of the United States of America*, Madurai: Ratna Publications.
- 5.Thomas S.Kidd., (2019). *American History-Combined Edition:1492 to Present*—B&H Academic.

Web Resources

<https://besthistorysites.net/american-history/>

<https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>

CO Mapping with Programme Outcomes

Course Code 23UHIC52	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7. a	PSO 7.b
CO1	3	1	2	1	1	2	2	1	1	-
CO2	3	1	2	1	1	2	2	1	1	-
CO3	3	1	2	1	1	2	2	1	1	-
CO4	3	1	2	1	1	2	2	1	1	-
CO5	3	1	2	1	1	2	2	1	1	-

Strong (3) Medium (2) Low (1)

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Dr.S.Lalitha
Course Designer



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B.A.History

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Semester V	REGIONAL HISTORY (HISTORY OF VIRUDHUNAGAR)	Hours/Week: 5	
Core Course - 11		Credits: 4	
Course Code		Internal	External
23UHC53		25	75

COURSE OUTCOMES

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

CO1: recall the native history in its historical perspective. [K1]

CO2: illustrate the various aspects of Virudhunagar. [K2]

CO3: summarize the development of Virudhunagar through the ages. [K2]

CO4: identify the remarkable information of the past and present of Native History. [K3]

CO5: examine the glimpses of history of Virudhunagar. [K3]

UNIT I

Geographical condition of Virudhunagar - Historical background of Virudhunagar – Locality – Population -Importance of the town-Virudhunagar Municipality – Panchayats.
(15 Hours)

UNIT II

Role of Virudhunagar in freedom struggle - Justice Party in Virudhunagar – Self Respect Movement in Virudhunagar – Prominent Leaders – K. Kamaraj – V.V.Ramasamy – M.S.P.Senthikumarar – Martyr Sankaralinganar.
(15 Hours)

UNIT III

Society and Education – Customs - Position of Women – Development of Education in Virudhunagar – Schools – Colleges – Women Education - Technical Institutions – Contribution of Mahamai to Education – Government Medical College.
(15 Hours)

UNIT IV

Economic condition in Virudhunagar: Agriculture - Trade and Commerce – Industries – Mahamai – Role of Chamber of Commerce. (15 Hours)

UNIT V

Religion –Temples – Minor Deities – Festivals – Temple administration - Hindu Nadar Devasthanam - Churches – Mosques – Spiritual organisations. (15 Hours)

TEXT BOOK

1.Department of History – History of Virudhunagar

REFERENCE BOOKS

1.Hardgrave, L. (1969). *History of the Nadars*, Bombay: Manohar Publishers and Distributors.

2.Ramasamy, A. (1972). *TamilNadu District Gazetteers*: Madras: Ramanathapuram, Government of TamilNadu.

3.Sarada Devi, C. (2010). *History of the Nadars*, Coimbatore: Ms.Vanmathi Maheswaran

4.Vedachalam, V., Sethuraman, G., &Madhuca Krishnan. (2000). *Virudhunagar District, An Archaeological Source book*. Sivakasi.

CO Mapping with Programme Outcomes

Course Code 23UHIC53	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7. a	PSO 7.b
CO1	3	1	2	1	1	2	2	1	1	-
CO2	3	1	2	1	1	2	2	1	1	-
CO3	3	1	2	1	1	2	2	1	1	-
CO4	3	1	2	1	1	2	2	1	1	-
CO5	3	1	2	1	1	2	2	1	1	-

Strong (3) Medium (2) Low (1)

Dr.M.Baby rani
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Dr.N.Anitha
Course Designer



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Semester V	PROJECT	Hours/Week: 1	
Core Course - 12		Credits: 1	
Course Code 23UHIC54PR		Internal 100	External --

COURSE OUTCOMES

On completion of the project, the students will be able to

CO1: illustrate the basic concepts of research Project. [K2]

CO2: Indicate the principles and methodologies of research in project. [K2]

CO3: identify the historical sources and organize the documentation for the project. [K3]

CO4: determine and test the hypotheses related to the topics chosen for project. [K3]

CO5: develop their knowledge on findings in historical research. [K3]

The students can undertake individual project on History in Ancient, Medieval and Modern periods. They can choose topics within the region of India. They should follow Research Methodology in History for their study. The project should have five chapters including Introduction and Conclusion and it should not exceed 20 pages. For documentation and citation of sources, eighth edition of MLA Handbook should be followed.

The students can undertake project in any of the specific areas related to History. They can choose topics related to:

❖ **Ancient Period**

- Political History/Social History/Economic History/Cultural History/Religious History/ Land and People/ Law and Order/ Status of Women/ History of Education can be taken.

❖ **Medieval Period**

- Political History/Social History/Economic History/Cultural History/Religious History/ Land and People/ Law and Order/ Status of Women/ History of Education can be taken.

❖ **Modern Period & Contemporary Period**

- Political History/ Constitutional History/Historical Method/ Social History/Economic History/Cultural History/Religious History/ Trends in History/ Land and People/ Law and Order/Status of Women/ Tourism/History of Education/Current Issues/Government Schemes and Policies/Human Rights/Public Administration can be taken.

❖ Inter disciplinary study also can be encouraged.

The primary and secondary data thus obtained should be analysed for their study. The students should prepare questionnaires and collect data from other institutions or from the public. The project should contain Hypothesis they have framed, Review of Literature, details about the areas they intend to collect the data from, the objective /aim of the project, reason for choosing the study, type of data analysis, methodology etc.in the first Introductory chapter. In Conclusion, findings or suggestions should be given. Primary sources like Government Order/Native News Paper Report/Fortnightly Report/Photos/Maps/Questionnaire should be attached in the Appendix.

Guidelines/Regulations for the Project

1. Every student must undertake an individual project.
2. For each project, there must be one teacher-guide.
3. The title of the project must be highly relevant to the course.
4. The project report must be submitted for the completion of the course.
5. It must have typed neatly in MS Word (12 points, Times New Roman, 1.5 point line spacing)
6. For the preparation of project report, research principles and ethics must be followed.

7. Project Report must be prepared in three copies.
8. The students should present their project in Viva-Voce examination.

Assessment by Internal Examiner Only

Internal Assessment

Distribution of Marks

Mode of Evaluation	Marks
Project Work and Report	60
Presentation and Viva – Voce	40
Total	100

CO Mapping with Programme Outcomes

Course Code 23UHIC54PR	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7.a	7.b
CO1	3	2	2	2	1	2	2	2	2	2
CO2	3	2	2	2	1	2	2	2	2	2
CO3	3	2	3	2	2	1	2	2	2	2
CO4	3	3	3	3	3	3	3	2	3	2
CO5	3	1	1	1	1	1	1	1	1	1

Strong (3) Medium (2) Low (1)

Dr.M.Babyrani
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Mrs.M.Maheswari
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B.A. History (for those who join in 2023-2024)

Semester V	ELEMENTS OF HUMAN RIGHTS	Hours/Week: 5	
Elective Course - DSEC-1		Credits: 3	
Course Code 23UHIE51		Internal 25	External 75

COURSE OUTCOMES

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

CO1: identify the history of human rights and its development. [K1]

CO2: explain the elements of human rights and its values. [K2]

CO3: illustrate the institutions, commissions, organisations and conventions of human rights. [K2]

CO4: determine the historical values of human rights in building peace in International Relations. [K3]

CO5: examine the works of National, International organizations on legal protection to human rights. [K3]

UNIT I

Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Man and the Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights: Civil – Political – Religious (15 Hours)

UNIT II

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)

(15 Hours)

UNIT III

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists

(15 Hours)

UNIT IV

Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations

(15 Hours)

UNIT V

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants

(15 Hours)

TEXT BOOKS

1. Agarwal H.O. (2020), *Human Rights*, Central Law Publications, 2020
2. Agarwal H.O. (2020) *International Law and Human Rights*, Central Law Publications.
3. Debarati Haldar, et. al., (2021). *Advancement of Human Rights in India: Contemporary and Emerging Challenges*, Sage Publications.
4. Joshi, S.C. (2006). *Human Rights: Concepts, Issues and Laws*, New Delhi: Akansha Publishing House.
5. Julie A. Mertus, (2005). *The United Nations and Human Rights: A Guide for a New Era*, Routledge.
6. Nirmal C.J. (2000). *Human Rights in India: Historical, Social and Political Perspectives*, OUP.
7. Satwinder Juss, ed., (2020). *Human Rights in India*, Manohar Publishers and Distributors.

REFERENCE BOOKS

- 1.Basu, L.N. (2006).*Human Rights: Practice and Limitations*, Jaipur: Pointer Publishers.
- 2.Chauhan, S.R, Chauhan, N.S.(ed). (2007).*International Dimension of the Human Rights - Vol. I – III*, New Delhi: Rajdhani Publishers.
- 3.Gupta, U.N. (2004). *Human Rights – Vol.I – IV*, New Delhi: Atlantic Publishers.
- 4.Natarajan, A. (2004).*Human Rights in International Perspectives*, Madurai: Munnetra Pathipagam.
- 5.Raja Muthirulandi.E. (2003).*Manidha Urimaigal (Tamil)*, Madurai: BPI Publishers.
- 6.Thomas Cushman (2013). *Handbook of Human Rights*, Routledge.

Web References

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
<https://www.ohchr.org/en/what-are-human-rights>
<https://nhrc.nic.in/>
<http://www.shrc.tn.nic.in/>

CO Mapping with Programme Outcomes

Course Code 23UHIE51	PO1		PO2	PO3		PO4	PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7
CO1	3	2	-	-	-	1	2	3	3
CO2	3	2	-	-	-	1	2	3	3
CO3	3	2	-	-	-	1	2	3	3
CO4	3	2	-	-	-	1	2	3	3
CO5	3	2	-	-	-	1	2	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Dr.M.Babyrani
Head of the Department

Dr.B.Amutha
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VIRUDHUNAGAR

Quality Education with Wisdom and Values

B.A.History (for those who join in 2023-2024)

Semester V	WOMEN STUDIES	Hours/Week: 5	
Elective Course - DSEC-1		Credits:3	
Course Code 23UHIE52		Internal 25	External 75

COURSE OUTCOMES

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

CO1: recall the importance of women Studies in the Current Scenario. [K1]

CO2: illustrate the socio, economic & political empowerment of women. [K2]

CO3: identify the role of women in various fields. [K2]

CO4: construct their knowledge on the empowerment of women in various dimensions. [K3]

CO5: determine the strategies and policies towards women empowerment.[K3]

UNIT I

Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment.- Role of women in freedom struggle (15 Hours)

UNIT II

Social Empowerment – Women's Education –Women and Health - Contribution of Bharathiar, Bharathidhasan, Periyar - Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment (15 Hours)

UNIT III

Economic Empowerment – Participation of Women – Organised and Unorganised sectors
– Women Self-Help Groups – ICT and Women. (15 Hours)

UNIT IV

Political Empowerment of Women in India – Women Leaders – Constitutional and Legal
Provisions for Women Empowerment – Impact of Legislations. (15 Hours)

UNIT V

Women education - Women legislators-Developmental Schemes and Programmes for
Women Empowerment – Developmental schemes for women by Government of Tamil Nadu
(15 Hours)

TEXT BOOK

1.Krishnammal,S. (2012). *Women Studies*, Chennai: Surjirano Publications.

REFERENCE BOOKS

- 1.Chenna Reddy. (2010). *Human Rights of Women, National and International Perspective*, Delhi: Mangalam Publications.
- 2.Dosar, K.D. (2010). *Empower of Women; the impact of Employment*, Delhi: Abhijeet Publications.
- 3.Geraldine Forbes, (2009). *Women in Modern India*, UK: Cambridge University Press.
- 4.Government of India, (1975). *Towards Equality — Report of the Committee on the Status of Women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare..
- 5.Jana Matson Everett, (1981). *Women and Social Change in India*, New Delhi: Heritage Publishers.
- 6.NeeraDesai, (1977). *Women in Modern India*, Amer: Asia Book Corporation.
- 7.Pandey. A.K.,(2002). *Emerging Issues in the Empowerment of Women*, New Delhi: Anmol Publications
- 8.Prasanna Kumar(Ed.), (1995). *Empowering Society*, Chennai The GuruKul Lutheran Theological college and Research Institute.

- 9.PromillaKapur, (2001). *Empowering Indian Women*, New Delhi: Ministry of Information and Broadcasting, Government of India.
- 10.Raj Kumar (Ed.), (2000). *Women and Law*, New Delhi: Anmol Publications Private Limited.
- 11.ShailajaNagendra, (2008). *Women's role in Modern World*, Jaipur: ABD Publishers.
- 12.Tarabai Ali Baig, (1958), *Women of India*, New Delhi: S.L. Publication Divisions.
- 13.TharaBhai L., (2000). *Women's Studies in India*, New Delhi: APH Publishing Corporation.
- 14.Nagar. N.S., (2008). *Empowerment of Women*, Delhi: Vista International Publishing House.

WEB RESOURCES

<http://www.archives.gov>

CO Mapping with Programme Outcomes

Course Code 23UHIE52	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2	3. a	3. b	4	5	6	7. a	7.b
CO1	3	1	3	3	2	3	2	3	2	1
CO2	3	1	2	3	3	1	2	2	1	2
CO3	3	3	3	3	3	2	2	1	2	1
CO4	3	1	2	3	2	3	2	3	2	1
CO5	3	2	2	3	2	1	2	1	1	3

Strong (3) Medium (2) Low (1)

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Head of the Department

Dr.M.Siva Sankari
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VIRUDHUNAGAR

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B.A.History (for those who join in 2023-2024)

Semester V	HISTORY OF DRAVIDIAN MOVEMENT	Hours/Week: 5	
Elective Course - DSEC-2		Credits: 3	
Course Code 23UHIE53		Internal 25	External 75

COURSE OUTCOMES

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

CO1: recall the growth of socio-political movement of the 20th century [K1]

CO2: summarize the evolution of Dravidian movement in Tamil Nadu. [K2]

CO3: understand the ideologies and principles of Dravidian movement. [K2]

CO4: identify the socio-political changes in Tamil Nadu. [K3]

CO5: analyze the impact of the Dravidian Movement in Tamil Nadu and Tamil Society. [K3]

UNIT I

Madras Mahajana Sabha –Dravida Sangam – foundation of the South Indian Liberal Federation- Dr.Natesan- Dr T.M. Nair- Sir Pitty Theagaraya Chetty. (15 Hours)

UNIT II

Rise of Justice Party – Non-Brahmin Manifesto – Non-Brahmin Movement– Justice Party Government-Administration – Communal G.O.- Education and Employment for Non- Brahmins- Women employment and other reforms. (15 Hours)

UNIT III

Periyar E.V.Ramasamy – Self Respect Movement – Formation of Dravida Khazagam.

(15 Hours)

UNIT IV

Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations - C.N Annadurai's Ministry – naming Madras State as Tamilnadu – Two language formula - Self Respect Marriages Act - Kalaingar M. Karunanidhi's Administration - Social Welfare measures - education, agriculture and industrial development- Women Empowerment schemes. (15 Hours)

UNIT V

Formation of AIADMK – M.G. Ramachandran – Welfare Measures – J. Jayalalitha - Welfare Schemes - Impact of Dravidian Movement – Socio-Economic, Educational and Cultural Development in Tamil Nadu. (15 Hours)

TEXT BOOKS

- 1.Eugene F. Irschick,(1969). *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, California: University of California Press.
- 2.Hardgrave Jr., R.L.,(1965). *The Dravidian Movement*, Popular Prakasam.
- 3.NambiAarooran,(1990). *Tamil Renaissance and Dravidian Nationalism 1905-1944*.Koodal Publishers, Madurai.
- 4.Pandian, M.S.S. (2016). *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, New Delhi: Permanent Black.
- 5.Rajaram, P.,(1988). *The Justice Party – A Historical Perspective, 1916-1937*, Madras: Poompozhi Publishers.
- 6.Rajayyan.K, (1982). *History of Tamil Nadu, 1565 to 1982*, Raj Publishers.
- 7.Ramaswamy.A,(2018), *Thakala Thamizhnattuvaram*, (Tamil), Chennai: New Century book House.
- 8.Subramanian, N. (1976). *History of Tamil Nadu, 1336 to 1984*, Koodal Publications.

REFERENCE BOOKS

- 1.Baker. C.J,(1974). *Politics of South India*,1920-1937, Cambridge.
- 2.Eugene F.Irschick,(1986). *Tamil revivalism in 1930s*, Madras: Cre-A.
- 3.Eugene F.Irschick, (1994). *Dialogue on History-Constructing South India*(1795-1895),New Delhi: Oxford University Press.
- 4.Rajaram. P., (1997). *Chennai Through the Ages*, Chennai: Poompozhil Publishers.
- 5.Washbrook, D.A.,(1975). *South India, Political Institutions and Political Change from 1880 to 1940*, Mac Millian & Co.,

WEB RESOURCES

https://www.mids.ac.in/assets/doc/WP_120.pdf
<https://repositories.lib.utexas.edu/handle/2152/88016>

CO Mapping with Programme Outcomes

Course Code 23UHIE53	PO1		PO2	PO3		PO4	PO5	PO6	PO7
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7
CO1	3	2	-	-	-	1	2	3	3
CO2	3	2	-	-	-	1	2	3	3
CO3	3	2	-	-	-	1	2	3	3
CO4	3	2	-	-	-	1	2	3	3
CO5	3	2	-	-	-	1	2	3	3
S-Strong (3)			M-Medium (2)			L-Low (1)			

Dr.M.Babyrani
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Dr.M.Fathima Begum
Course Designer



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VIRUDHUNAGAR

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B.A.History (for those who join in 2023-2024)

Semester V	HISTORY OF REVOLUTIONS	Hours/Week: 5	
Elective Course - DSEC-2		Credits:3	
Course Code		Internal	External
23UHIE54		25	75

COURSE OUTCOMES

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

CO1: describe the causes and results of the revolutions.[K1]

CO2: understand the achievements of the revolutions.[K2]

CO3: discuss the various ideologies of revolutions.[K2]

CO4: identify the socio, economic and political consequences of the revolutions.[K3]

CO5: estimate the important personalities and their idea in revolutions.[K3]

UNIT I

American Revolution: Causes: Political – Social – Economic – Intellectual – Course – Impact. (15 Hours)

UNIT II

French Revolution: Causes: Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Directory – Impact of French Revolution. (15 Hours)

UNIT III

Russian Revolution: Causes: Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Impact. (15 Hours)

UNIT IV

Chinese Revolution: Causes: Role of Sun Yat Sen – Kuo Min Tang(KMT) – Tung MengHui – End of Monarchy,1911– Impact (15 Hours)

UNIT V

Revolutions in Cuba and Indonesia - Social Revolution in India – Buddha – Ambedkar - Periyar - Narayana Guru - JyotibaPhule - their contributions (15 Hours)

TEXT BOOKS

- 1.Mahajan.V.D., (2010). *A history of Modern Europe since 1789*, New Deli: S Chand & Company.
- 2.Majumdar.R.K. and Srivastva.A.N., (1977). *History of China*, Delhi: Surjeet Book Depot.
- 3.Rao.B.V., (2018). *History of Europe (1450-1815)*, New York: Sterling Publishers Pvt. Limited.
- 4.Ricklefs.M.C.,(1982). *History of Modern Indonesia c. 1300 to the Present*, London: Macmillan Press Limited.
- 5.Sheila Fitzpatrick, (2017). *The Russian Revolution*, Chennai: Oxford University Press..

REFERENCE BOOKS

- 1.Edmund S. Morgan (Ed.), (1974). *American Revolution: Two Centuries of Interpretation*, Harper.
- 2.Ernesto “Che” Guevara, (2009). *Reminiscences of the Cuban Revolutionary War*, Harper Perennial.
- 3.Figes, Orlando, (1996). *A People’s Tragedy: A History of the Russian Revolution*. London: Jonathan Cape.
- 4.Fitzpatrick, Russian Revolutions Sheila. (2001). *The Russian Revolution 1917-1932*. New York: Oxford University Press.

5. Gordon S. Wood, (2003). *The American Revolution: A History*, Modern Library.
6. Hilaire Belloc, (1966). *French Revolution*, University Press.
7. Hobsbawm, E.J (1996). *Age of Revolution*. London: Weidenfeld and Nicholson. Vintage.
8. Jayapalan, N. (2020). *History of China*, Ghaziabad: Prime max Book
9. Lefebvre, G. (2005). *The French Revolution; from its origin to 1793*, London: Georges; translated by Elizabeth Moss Evanson. Routledge Classics.
10. Leonold Schapiro, (1984). *Russian Revolution of 1917: the origins of Modern Communism*, New York Basic Books Inc, publishers.
11. McCloskey, S (2017) 'Cuba and Revolutionary Latin America: An Oral History', *Policy and Practice: A Development Education Review*, Vol. 24, Spring, pp. 185-195
12. Sheila Fitzpatrick, (2017). *The Russian Revolution*, Oxford University Press.
13. Thomas Carlyle, (1961). *French Revolution Vol. 1 & 2*, London: J. M. Dent and Sons Limited.

CO Mapping with Programme Outcomes

Course Code 23UHIE54	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2	3. a	3. b	4	5	6	7. a	7. b
CO1	3	1	3	3	3	2	1	3	2	2
CO2	3	1	3	3	3	2	1	1	2	2
CO3	3	1	3	3	3	2	1	3	3	3
CO4	3	1	2	1	3	2	1	3	3	3
CO5	3	1	3	3	1	2	1	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Dr. M. Babyrani
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VIRUDHUNAGAR

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B.A.History (for those who join in 2023-2024)

Semester V	HISTORICAL SOURCES OF ANCIENT INDIA	Hours/Week : -	
Extra Credit Course (Self Study Course)		Credits: 2	
Course Code 23UHIO51		Internal 100	External -

COURSE OUTCOMES

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

CO1: recognize the historical importance of sources of ancient India.

CO2: summarize the various sources in ancient history of India.

CO3: trace out the Political Social economic aspects of ancient India.

CO4: construct the history of ancient India.

CO5: identify the comprehensive picture of civilization of ancient India.

UNIT I

Archaeological Sources: Excavation, Epigraphy, Numismatics, Monuments.

UNIT II

Literary Sources: Vedic literature- Epics- Buddhist and Jain literature- Puranas.

UNIT III

Secular literature: Ancient Indian Historical Writings- Ashtadhyayi-Arthashastra-Works of Kalidasa -Rajatarangini-Harshacharita

UNIT IV

Foreign accounts: Greco-Romans - Chinese and Arabs-Marco Polo.

UNIT V

Sources for Ancient Tamil Nadu-Sangam literature-Archaeological Sources –Literary Sources

TEXT BOOKS

- 1 .Anlet Sobithabai.W, (2002). History of India (Upto 712 AD), Marthandam: Sharon Publications.
2. Anlet Sobithabai.W, (2006). History of India (712A.D - 1761 A.D), Marthandam: Sharon Publications.
3. Manoranjithamoni,C. (2012). History of Tamil Nadu upto 1565, Tirunelveli: Deve-Beryl Publication.

REFERENCE BOOKS

1. Khurana, K.L.(2010). History of India: Earliest times to 1526 A.D., Agra: Lakshmi Narain Agarwal.
2. Majumdar, R.C., Raychaudhuri, H. C., Kalikintar Datta,(2003). Advanced History of India, Delhi: Macmillan India Limited.
3. Ranabir Chakravarti, (2016).Exploring Early India up to c. AD 1300, New Delhi: Primus Books.
4. Rajiv Kumar Gohit,(2011). Ancient History of India, Jaipur: RBSA Publishers.
5. Sharma, R.S. (2017).India's Ancient Past, New Delhi: Oxford University Press.
6. Upinder Singh,(2008). A History of Ancient and early Medieval India, Delhi : Pearson and Longman.

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VIRUDHUNAGAR

Quality Education with Wisdom and Values

B.A.History

(for those who join in 2023-2024)

Semester VI	CONTEMPORARY HISTORY OF INDIA	Hours/Week : 6	
Core Course - 13		Credits : 4	
Course Code 23UHC61		Internal 25	External 75

COURSE OUTCOMES

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

CO1: recognize the condition of India after Independence. [K1]

CO2: indicate the policies and schemes of government of India. [K2]

CO3: outline the domestic and foreign policy of contemporary India. [K2]

CO 4: build their ideas on the contributions of political leaders for making modern India. [K3]

CO 5: identify the rise and growth of India as a super power. [K3]

UNIT I

The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies. (18 Hours)

UNIT II

India during Indira Gandhi's First Ministry – Administrative Reforms (1975-1977) – Indo-Pakistan War – National Emergency, 1976– Twenty Point Programmes – Janata Government – Morarji Desai. (18 Hours)

UNIT III

Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi's Rule – Panchayat Raj-Operation Black Board-Development of Science and Technology-Foreign Policy. (18 Hours)

UNIT IV

United National Front Rule –V.P.Singh - Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy. (18 Hours)

UNIT V

United Front Rule –Foreign Policy– National Democratic Alliance –A.B.Vajpayee –Golden Quadrilateral Project- Kargil War– I. K.Gujral- Deva Gowda- Man Mohan Singh Governments- Economic Reforms- Development Schemes - Periyar E.V.Ramasamy, Arignar Anna - DMK – Communists. (18 Hours)

TEXT BOOKS

- 1.Bipan Chandra., Aditya Mukherjee &Mridula Mukherjee,(2008), *India After Independence 1947-2000*, (2nd edn.), New Delhi: Penguin Books.
- 2.Venkatesan. G.,(2001), *History of Contemporary India 1947 – 1997*,Madurai: J.J. Publications (Tamil Version.)

REFERENCE BOOKS

- 1.AchinVanaik and Rajeev Bhargava (Ed.), (2012) *Understanding Contemporary India – Critical Perspective*, Delhi :Orient Black Swan.
- 2.Dhyeya Las.,(2022), *India after Independence*, True Word Publications Pvt Limited.
- 3.Dutt,V.P., (1984),*India's Foreign Policy*, Vikas Publishing House PVT Ltd., Delhi.
- 4.Nagaraj, R and Motiram, S (ed.), (2017),*The Political Economy of Contemporary India*, Cambridge University Press,.
- 5.RamachandraGuha.,(2017), *India After Gandhi: The History of the World's Largest Democracy*, Picador India.
- 6.Gurucharan Das,(2015), *India Unbound: from Independence to the Global Information Age*, Penguin Books, India.

CO Mapping with Programme Outcomes

Course Code 23UHIC61	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2	3. a	3. b	4	5	6	7. a	7.b
CO1	3	3	3	2	3	3	2	2	3	3
CO2	3	2	2	2	3	2	2	2	3	3
CO3	3	3	3	2	3	3	2	3	3	3
CO4	3	2	3	2	3	3	2	1	3	3
CO5	3	3	2	2	3	2	2	1	3	3

3- Strong 2 – Medium 1- Low

Dr.M.Babyrani
Head of the Department

Dr.M.Bavani
Course Designer



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VIRUDHUNAGAR

Quality Education with Wisdom and Values

B.A.History

(for those who join in 2023-2024)

Semester VI	INDIA AND HER NEIGHBOURS	Hours/Week : 6	
Core Course - 14		Credits : 4	
Course Code 23UHIC62		Internal 25	External 75

Course Outcomes:

On the completion of course the students will be able to

CO1: recall the importance of India's foreign policy. [K1]

CO2: explain the war between India and Neighbouring Countries and its impact. [K2]

CO3: outline the aims and plans of confederations formed in Asia. [K2]

CO4: identify India's economic and cultural treaties with its Neighbouring Countries. [K3]

CO5: find out the border and refugee issues between India and its Neighbouring Countries. [K3]

UNIT I

Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine (18 Hours)

UNIT II

India's relations with Pakistan: Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo-Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing – Chinese Factor in Indo-Pak relations – Economic and other issues. (18 Hours)

UNIT III

India's relations with China: Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issues – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations. (18 Hours)

UNIT IV

India's relations with Bangladesh: Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee Crisis. India's relations with Sri Lanka: Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue –IPKF – Gwadar Port. (18 Hours)

UNIT V

India's relations with smaller neighbours: Nepal – Afghanistan – Bhutan – Maldives
SAARC: Origin – Contribution to cooperation and development in South Asia. (18 Hours)

TEXT BOOKS

- 1.Venkatesan,G. (1999).*History of Contemporary India*, Madurai: J.J.Publishers.
- 2.Ramesh Trivedi, ed., (2008). *India's Relations with her Neighbours*, Delhi: Isha Books.

REFERENCE BOOKS

- 1.Arvind Gupta and Anil Wadhwa, ed.,(2020), *India's Foreign Policy: Surviving in a Turbulent World*, New Delhi :Sage Publications India Pvt. Ltd.
- 2.Bipan Chandra., (2000). *India after Independence A.D.1947-2000*, New Delhi: Penguin Books.
- 3.Dixit. J.N. (2001). *India's Foreign Policy and its Neighbours*, New Delhi: Gyan Publishing House.
- 4.Dutt V.P. (1987), *India's Foreign Policy Since Independence*, New Delhi: National Book Trust.
- 5.John Gilbert,G. (2006). *Contemporary History of India*, New Delhi: ANMOL Publication.
- 6.Muni S.D.(1985) *India's Neighbourhood Policy*, Marga Institute.

- 7.Nanda, S.P. (2010). *Main Currents of Indian History*, New Delhi: Dominant Publishers.
- 8.Nalini Kant Jha, (2003), *South Asia in the 21st Century: India Her Neighbours and the Great Powers*, New Delhi: South Asia Publishers.
- 9.Sharma, K.D,(2018), *Modern India*, Delhi; International Publishing House.
- 10.RajivSikri, (2009), *Challenge and Strategy: Rethinking India's Foreign Policy*, New Delhi: Sage Publications India Pvt.Ltd.

WEB RESOURCES

<https://mea.gov.in/>
<http://www.ipcs.org/>
<https://www.idsa.in/>
<https://www.saarc-sec.org/>

CO Mapping with Programme Outcomes

Course	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
Code	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. B	PSO 4	PSO 5	PSO 6	PSO 7.a	PSO 7.b
23UHIC62										
CO1	3	3	3	2	3	3	2	2	3	3
CO2	3	2	2	2	3	2	2	2	3	3
CO3	3	3	3	2	3	3	2	3	3	3
CO4	3	2	3	2	3	3	2	1	3	3
CO5	3	3	2	2	3	2	2	1	3	3

3- Strong 2 – Medium 1- Low

Dr. M. Baby Rani
Head of the Department

Dr. C. Deepa
Course Designer



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VIRUDHUNAGAR

Quality Education with Wisdom and Values

B.A.History

(for those who join in 2023-2024)

Semester VI	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA	Hours/Week : 6	
Core Course - 15		Credits : 4	
Course Code 23UHIC63		Internal 25	External 75

COURSE OUTCOMES

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

CO1: identify the Development of Science and Technology in Colonial India [K1]

CO2: summarize the policies related to Indian Science and Technology. [K2]

CO3: outline the impact of New Technology on various fields. [K2]

CO 4: identify the role of science and technology in economic growth. [K3]

CO 5: analyse the contributions of Scientist and Organization to Modern Science in India. [K3]

UNIT I

Advent of Modern Science in Colonial India- Surveyors, Botanists and Doctors –The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies—Railways -Textiles - Mining - Telegraphs. (18 Hours)

UNIT II

Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms - Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organisation (DRDO) – Information and Communication. (18 Hours)

UNIT III

Growth of Agriculture - Green Revolution – White Revolution – Blue Revolution – Drip Irrigation. (18 Hours)

UNIT IV

Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres - India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II. (18 Hours)

UNIT V

Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai – S. Chandrasekhar - M.S Swaminathan- Verghese Kurien – G.D. Naidu. - Dr.A.P.J. Abdul Kalam. (18 Hours)

TEXT BOOK

1.Verghese Jayaraj. S.(1997), *History of Science and Technology*, ANNS.

REFERENCE BOOKS

1.David Arnold, (2000), *Science,Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press,.

2.Deepak Kumar, ed.,(1991) *Science and Empire: Essays in the Indian Context*, Delhi: AnamikaPrakashan,.

3.Deepak Kumar.,(1995) *Science and the Raj, 1857-1905*. Delhi: Oxford University Press, Kamlesh Mohan.,(2002), *Science and Technology in Colonial India*,Routledge.

4.Navaneethan,(2022) S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai,

5.Sangwan Satpal., (1990). *Science, Technology and Colonisation: Indian Experience*, Delhi: AnamikaPrakashan.

WEB RESOURCES

<http://www.crl.edu.in/topics>

<http://egyankosh.ac.in>

CO Mapping with Programme Outcomes

Course Code 23UHIC63	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7. a	PSO 7.b
CO1	3	1	3	3	2	3	2	3	2	1
CO2	3	1	2	3	3	1	2	2	1	2
CO3	3	3	3	3	3	2	2	1	2	1
CO4	3	1	2	3	2	3	2	3	2	1
CO5	3	2	2	3	2	1	2	1	1	3

Strong (3) Medium (2) Low (1)

Dr.M.Babyrani
Head of the Department

Dr.M.Siva Sankari
Course Designer



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B.A.History

(for those who join in 2023-2024)

Semester VI	INTERNATIONAL RELATIONS SINCE 1919	Hours/Week:5	
Elective Course DSEC - 3		Credits: 4	
Course Code 23UHIE61		Internal 25	External 75

Course Outcomes:

On the completion of course the students will be able to

CO1: recognize the International Relation of World countries and its principles. [K1]

CO2: indicate the world wars and its impact. [K2]

CO3: explain the origin and significance of organizations in World peace. [K2]

CO4: identify the diplomacy, resolution, and international law. [K3]

CO5: build their ideas on the role of organizations in international security. K3]

UNIT I

Origin and Growth of International Relations – Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism-Neo-Liberalism – World Systems and Dependency –Feminist Approaches – Concepts: Balance of Power –Collective Security –Diplomacy –National Interest.

(15 Hours)

UNIT II

First World War 1914-1918 – Wilson's Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement - Second World War – Causes, Course and Results. (15 Hours)

UNIT III

Cold War: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO – SALT I and II – Emergence of Third world. (15 Hours)

UNIT IV

UNO: Principal Organs – Specialised Agencies of UNO – achievements and Failures – Decolonization– Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC. (15 Hours)

UNIT V

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany – Contemporary Issues: Globalization – GATT – WTO – Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement. (15 Hours)

TEXT BOOKS

1. Venkatesan, G. (1999). *History of Contemporary India*, Madurai: J.J. Publishers.

REFERENCE BOOKS

1. Bipan Chandra., (2000). *India after Independence A.D. 1947-2000*, New Delhi: Penguin Book
2. David M. Malone, et. al., ed., (2015), *The Oxford Handbook of Indian Foreign Policy*, UK: Oxford University Press, Oxford.
3. Ministry of External Affairs, Annual Reports, New Delhi :Min. of External Affairs,
4. Raja C. Mohan, (2007). *India’s Neighbourhood Policy: Four Dimensions*, Indian Foreign Affairs Journal, Vol. 2, No. 7.
5. Sahadevan, P. (2001). *Conflict and Peacekeeping in South Asia*, New Delhi: Lancer Books.

WEB RESOURCES

<https://www.geeksforgeeks.org/introduction-to-microsoft-word/>

CO Mapping with Programme Outcomes

Course Code 23UHIE61	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1. a	1. b	2	3. a	3. b	4	5	6	7. a	7.b
CO1	3	3	3	2	3	3	2	2	3	3
CO2	3	2	2	2	3	2	2	2	3	3
CO3	3	3	3	2	3	3	2	3	3	3
CO4	3	2	3	2	3	3	2	1	3	3
CO5	3	3	2	2	3	2	2	1	3	3

Strong (3) Medium (2) Low (1)

Dr.M. BabyRani
Head of the Department

Dr. C. Deepa
Course Designer



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B.A. History

(for those who join in 2023-2024)

Semester VI	HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION	Hours/Week : 5	
Elective Course DSEC - 3		Credits : 4	
Course Code 23UHIE62		Internal 25	External 75

COURSE OUTCOMES

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

CO1: recall the historical background of Latin America. [K1]

CO2: outline the remarkable events of Latin America. [K2]

CO3: identify the colonization of Latin America and its impact in world politics. [K2]

CO 4: analyze the diplomatic relation of Latin America and its significance. [K3]

CO 5: assess the international relation of Latin America and its consequences. [K3]

UNIT I

Discovery and Conquest - Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci-
Conquerors: Henando Cortes, Pizzaro, Jimnez de Queseda and Valdivia. (15 Hours)

UNIT II

Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and
Culture – Administration – Native American Indians. (15 Hours)

UNIT III

Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar

San Martin and Bernardo O' Higgins. (15 Hours)

UNIT IV

Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine - Rise of American imperialism in Latin America in the 19th Century -The Spanish (Hispanic) American War. (15 Hours)

UNIT V

Latin America and USA in the Cold War – Rise of Dictatorship - Latin America in the World Politics. (15 Hours)

TEXT BOOKS

- 1.Bushnell and Macaulay, (1994). *The emergence of Latin America in the nineteenth-century*, Oxford: Oxford University Press.
- 2.Thomas Skidmore y Peter H. Smith, (2001). *Modern Latin America*, Oxford: Oxford University Press.

REFERENCE BOOKS

- 1.Adalbert Krieger Vasena,Javier Pazos,(1973).*Latin America: a proader World role*, London: Ernest Benn Limited.
- 2.Bradford Burns, E., (1993). *Latin America Conflict and Creation: A Historical Reader*, New Jersey: Prentice Hall.
- 3.Edwin Williamson,(2010). *The Penguin History of Latin America*, Penguin.
- 4.Joseph Smith, (2005). *United States and Latin America: A History of American Diplomacy 1776-2000*, Oxon: Routledge.

CO Mapping with Programme Outcomes

Course Code 23UHIE62	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7. a	PSO 7.b
CO1	3	1	3	3	2	3	2	3	2	1
CO2	3	1	2	3	3	1	2	2	1	2
CO3	3	3	3	3	3	2	2	1	2	1
CO4	3	1	2	3	2	3	2	3	2	1
CO5	3	2	2	3	2	1	2	1	1	3

Strong (3) Medium (2) Low (1)

Dr.M.Babyrani
Head of the Department

Dr.M.Chandrakala
Course Designer



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VIRUDHUNAGAR

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B.A.History (for those who join in 2023-2024)

Semester VI	HISTORY OF CHINA AND JAPAN	Hours/Week: 5	
Elective Course DSEC - 4		Credits: 4	
Course Code 23UHIE63		Internal 25	External 75

Course Outcomes:

On the completion of course the students will be able to

CO1: to recall the history of China and Japan from 20th Century. [K1]

CO2: summarize the Western influence on China and Japan and its impacts. K2]

CO3: identify the relationship between the Far Eastern and Western countries. [K2]

CO4: estimate the Political, Social, and economic Conditions of China and Japan K3]

CO5: to analyze the remarkable events in the History of China and Japan. [K3]

UNIT I

Background – Chinese Revolution of 1911 – Causes – Dr. Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement. (15 Hours)

UNIT II

Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference. (15 Hours)

UNIT III

Kuo Min Tang rule - Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution. (15 Hours)

UNIT IV

Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co - Prosperity Sphere
- impact. (15 Hours)

UNIT V

China under Deng Xiaoping - Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao -
Foreign Policy 1949-1990. MacArthur Constitution – Changes in Economy – Hirohito –
Mutsuhito - Japan and World's affairs between 1951-2000. (15 Hours)

TEXT BOOKS

- 1.Paramasivam,M. (1985).*History of China and Japan*,Madurai: Pannai Pathipagam.
- 2.Majumdar, R.K.& Srivastava. (1977). *History of China, Delhi*: Surjeet Publication.

REFERENCE BOOKS

- 1.Alalasundaram,R.(1976).*History of China Japan and Far East Asia*,Pondicherry:
Pothisgai Pathipagam.
- 2.David.M.D.(1993). *The Making of Modern China*,Delhi:Himalaya Publishing House.
- 3.Shivkumar & Jain.(1982). *History of FarEast.*, NewDelhi:S.Chand& Co.
- 4.SurendraLal Roy. (1987). *History of the Far East in ModernTimes*,Calcutta: Charu
Publishing Company.
- 5.Harold. M. Vinacke .(2011).*A History of Far East in Modern Times*, Delhi: Surjeet
Publication.

CO Mapping with Programme Outcomes

Course	PO1		PO2	PO3		PO4	PO5	PO6	PO7	
Code 23UHIE63	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3. b	PSO 4	PSO 5	PSO 6	PSO 7.a	PSO 7.b
CO1	3	1	3	3	2	3	2	3	2	1
CO2	3	1	2	3	3	1	2	2	1	2
CO3	3	3	3	3	3	2	2	1	2	1
CO4	3	1	2	3	2	3	2	3	2	1
CO5	3	2	2	3	2	1	2	1	1	3

Strong (3) Medium (2) Low (1)

Dr.M. Babyrani
Head of the Department

Dr.M.Fathima Begum
Course Designer



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B.A.History (for those who join in 2023-2024)

Semester- VI	HISTORY OF PONDICHERRY	Hours /Week:5	
Elective Course DSEC-4		Credits:4	
Course Code: 23UHIE64		Internal 25	External 75

Course Outcomes

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

CO 1 : describe the historical background of Pondicherry. [K1]

CO 2 : identify the advent of the French and their settlement in Pondicherry. [K2]

CO 3 : trace the French Colonization and its impact on Pondicherry. [K2]

CO 4 : describe the causes and course of the nationalist movement in the city of
Pondicherry. [K3]

CO 5 : examine the French administration and cultural contributions. [K3]

UNIT I:

Sources- Geographical features – Excavations (15 Hours)

UNIT II:

Advent of the French – Dupleix – Carnatic wars - effects . (15 Hours)

UNIT III:

French relations with Hyder Ali – Tipu Sultan – Impact of Napoleonic wars – Restoration of the
Indian colonies to the French 1816. (15 Hours)

UNIT IV:

Impact of Indian National movement on Pondicherry – Contribution of Subramaniya Bharathi,
VVS Iyer and Aurobindo Gosh – Anti colonial movement in Pondicherry – Subbiah and Labour
movement -The Liberation of Pondicherry – Keezhur Referendum – De-facto merger in 1954.
(15 Hours)

UNIT V:

French Legacy in Pondicherry –Urbanisation of Pondicherry – Educational Development –
Commune system - Colonial architecture and monuments. (15 Hours)

TEXT BOOKS

- 1.Ajit Neogy.K.(1997), *Decolonisation of French India: Pondicherry*,.
- 2.Francis Cyril Antony,ed.,(1982) *Gazetteer of India :Union Territory of Pondicherry, Vol 1*,Pondicherry.

REFERENCE BOOKS

- 1.Aminesh Rai., (2008), *The Legacy of French rule in India, 1674-1954*, Pondicherry.
- 2.Malleson ,(1986), *G.B.History of French in India 1674- 1761*, New Delhi.
- 3.Mathew K.S.,(1999), *French in India and Indian Nationalism , Vol 1 &Vol 2*, New Delhi.
- 4.Ramaswamy .A.,(1997), *History of Pondicherry*, New Delhi.

WEB SOURCES :

1. <https://www.mapsofindia.com/pondicherry/geography-history.html>
2. <https://puducherry-dt.gov.in/history/>

CO Mapping with Programme Outcomes

Course Code 23UHIE64	PO1		PO2	PO 3		PO4	PO 5	PO 6	PO 7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3.b	PSO 4	PSO 5	PSO 6	PSO 7.a	PSO 7.b
CO1	3	3	3	3	3	2	1	3	2	2
CO2	3	1	3	3	3	2	1	1	2	2
CO3	3	1	3	3	3	2	1	3	3	3
CO4	3	1	2	1	3	2	1	3	3	3
CO5	3	1	3	3	1	2	1	3	3	3

S-Strong (3)**M-Medium (2)****L-Low (1)**

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B.A.History

(for those who join in 2023-2024)

Semester- VI	History for Competitive Examinations	Hours /Week:2
SEC-7		Credits:2
Course Code: 23UHIS61		Internal 100

Course Outcomes:

On completion of the course, the student will be able to

CO1: identify their skill and knowledge in appearing the competitive examinations. [K1]

CO2: understand the Heritage of Indian Culture. [K1]

CO3: trace the fusion of Hindu Muslim culture. [K2]

CO4: summarize the economic reforms of Sultanates. [K2]

CO5: determine the causes for the establishment of British Rule in India. [K3]

UNIT I:

Geographical Features of India – Sources – Indus Valley Civilization – Vedic Civilization – Buddhism – Jainism – Greek and Persian Invasions. (6 hours)

UNIT II:

Mahajanapadas- Mauryan Empire – Kushan Dynasty – Gupta Dynasty – Vardhana Dynasty – Rajputs - Arab Invasion – Mahmud Ghazni – Mohammad Ghorī (6 hours)

UNIT III:

Delhi Sultanates: Slave Dynasty – Khilji Dynasty – Tughluq Dynasty – Sayyid Dynasty – Lodi Dynasty – Mughals – Babur – Humayun – Shershah – Akbar – Jahangir – Nurjahan – Shahjahan – Aurangzeb. (6 hours)

UNIT IV:

Advent of Europeans – Battle of Plassey, Buxar - Carnatic Wars, Mysore Wars and Maratha Wars – Warren Hastings – Wellesley – William Bentinck – Dalhousie – Canning - Ripon – Curzon . (6 hours)

UNIT V:

Socio-Religious Reform Movements – Indian National Congress – Pre Gandhian Era – Gandhian Era – Mission and Plans towards Independence – Indian Independence Act,1947. (6 hours)

TEXT BOOKS

- 1.AnletSobithabai,W. (2002). *History of India (Upto 712 AD)*, Marthandam: Sharon Publications.
- 2.AnletSobithabai,W. (2005).*History of India (AD 712 – 1761)*, Marthandam: Sharon Publication.
- 3.Anlet Sobithabai, W.(2005). *History of India(AD 712 –1761)*, Marthandam :SharonPublication.
- 4.Sharma, L.P. (1997). *History of Medieval India*, 1000-1740 A.D., NewDelhi: Konark Pub. Pvt.Ltd.,

REFERENCE BOOKS

- 1.Basham, A.L.(2004).*The Wonder that was India*, Macmillan: London.
- 2.Khurana, K.L. *History of India: Earliest times to 1526 A.D.*, Agra:Lakshmi
- 3.Narain Agarwal.Luniya, B.N.(2005). *Evolution of Indian Culture*, Lakshmi Narain Publication: Agra.
- 4.Chandra, Satish, (2005). *Essays on Medieval Indian History*, New Delhi :OUP. Habibullah, A.B.M. (1967).
- 5.*The Foundation of Muslim Rule in India*, Central Book Depot. Ramalingam,T.S. (1994).
- 6.History of India up to 1707, Madurai: T.S.R.Publications.

Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

CO Mapping with Programme Outcomes

Course Code 23UHIS61	PO1		PO2	PO 3		PO 4	PO 5	PO 6	PO 7	
	PSO 1. a	PSO 1. b	PSO 2	PSO 3. a	PSO 3.b	PSO 4	PSO 5	PSO 6	PSO 7.a	PSO 7.b
CO1	3	-	2	3	2	1	1	-	-	1
CO2	3	-	3	2	3	2	-	1	2	1
CO3	2	-	1	3	2	3	-	3	3	3
CO4	3	-	2	1	3	1	2	3	-	3
CO5	3	-	3	3	-	-	1	3	1	1

Strong (3) Medium (2) Low (1)

Dr.M.Babyrani
Head of the Department

Dr.V.Natchathira Selvakumari
Course Designer