**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 2023 - 2024)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 15 UG Programmes (SF), 15 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 and University Grants Commission (UGC) & Tamil Nadu State Council for Higher Education (TANSCHE) 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.

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### 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 Applications - 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, Zoology, Biochemistry, Home Science - Nutrition and Dietetics, Biotechnology, Computer Science, Computer Science (Data Science) and Computer Applications (MCA) *Computer Applications (MCA) * |
| Commerce & Management | : | Commerce, Business Administration (MBA) * * AICTE approved Programmes |

**OUTLINE OF CHOICE BASED CREDIT SYSTEM- PG**
1. Core Courses
2. Elective Courses
   - Discipline Specific Elective Courses (DSEC)
   - Generic Elective Courses
   - Non-Major Elective Course (NMEC)
3. Skill Enhancement Courses

4. Self Study Course (Online)
5. Extra Credit Courses (Optional)
6. Extension Activity

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

**PG PROGRAMMES**

| Name of the Course | Course Code | Department |
|---|---|---|
| Tourism in Tamilnadu | 23PHIN31 | History |
| Functional English | 23PENN31 | English |
| தமிழும் பிற துறைகளும் | 23PTAN31 | Tamil |
| Taxation Concepts and Assessment | 23PCON31 | Commerce |
| Entrepreneurship | 23PBAN31 | Business Administration |
| Statistics for Life and Social Sciences | 23PMTN31 | Mathematics |
| Advanced Chemistry for Competitive Examination | 23PCHN31 | Chemistry |
| Nutrition and Health | 23PHSN31 | Home Science - Nutrition and Dietetics |
| Molecular Basis of Diseases and Therapeutic Strategies | 23PBCN31 | Biochemistry |
| Web Programming | 23PCSN31 | Computer Science |
| Fundamentals of Web Design | 23PCAN31 | Computer Applications |

## 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 (PEOs) of M.A History Programme**

**The Students will be able to**

- To become successful research scholars, civil servants, teachers, journalists, archaeologists, curators, administrators, NGOs, tourist guides and agents.

- To develop necessary skills and values to imbibe the historical facts to meet the conflict situations in the contemporary world.

- To enhance their credentials by striving towards excellence in all spheres of life for the sustainable development of human resources.

| Key Components of 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 their in-depth domain knowledge and practical skills in interdisciplinary fields for research-based endeavours, employment and entrepreneurship development. (*Disciplinary Knowledge)*

2 communicate proficiently and confidently with the ability to present complex ideas both in spoken and written forms in a concise manner to assorted groups. (*Communication Skills*)

3 identify, formulate and solve problems in a consistent and systematic way with updated skills using modern tools and techniques. (*Scientific Reasoning and Problem Solving*)

4 analyze the data, synthesis the findings and provide valid conclusion by critical evaluation of theories, policies and practices for the fulfillment of the local, national, regional and global developmental needs. (*Critical Thinking and Analytical Reasoning*)

5 explore and evaluate globally competent research methodologies to apply appropriately in interdisciplinary research; Develop and sustain the research capabilities to meet the emerging needs for the welfare of the society. (*Research Related Skills*)

6 use ICT to mould themselves for lifelong learning activities to face career challenges in the changing environment. (*Digital Literacy, Self - directed and Lifelong Learning*)

7 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*)

8 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 PG 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 Successful completion of M.A History Programme, the students will be able to**

**PO 1:** *Disciplinary Knowledge*

> **PSO 1.a:** apply the in-depth knowledge over the remarkable events in History through the ages in pursuing Research.

> **PSO 2.b:** enhance their skills in acquiring jobs like Teacher, Epigraphist, Curator, Archaeologist, Social Worker, Tourist Guide and Tourist Agent and appearing forcompetitive examinations.

**PO2:** *Communication Skills*

> **PSO 2:** uphold their ability to converse the diversity of human experience influenced by ethnicity, cultural tradition, gender and class and interact efficiently in a conflicting World.

**PO3:** *Scientific Reasoning and Problem Solving*

> **PSO 3.a:** analyse the historical facts that shape individuals and communities, understand and solve the problems and face the challenges in the current scenario.

> **PSO 3.b:** recognise the policies and the reforms of administrators and develop Justice, Peace and Harmony in a pluralistic society for sustainable environment.

**PO4:** *Critical thinking and Analytical Reasoning*

> **PSO 4:** analyze critically the sources in History and the events of bygone ages to write an authentic History.

**PO5:** *Research Related Skills*

> **PSO 5:** associate their knowledge in Archaeological/Archival/Literary Sources/Modern technologies to pursue research.

**PO6:** *Digital Literacy, Self - directed and Lifelong learning*

> **PSO 6:** make effective use of ICT tools for their Self-directed and Lifelong learning activities in the fields of their interest in the broadest perspective of High-Tech change in the world.

**PO7:** *Cooperation/Team Work and Multicultural Competence*

> **PSO 7:** exhibit their cooperation and support in social and civic activities by perceiving the glorious past in establishing an incredible India.

**PO8:** *Moral and Ethical awareness*

> **PSO 8:** practise the importance of legislations, good governance and civic responsibility and thereby becoming a good citizen and empowered women.

**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<br>POs/PSOs | PEO1 | PEO2 | PEO3 |
|---|---|---|---|
| PO1/PSO1 | ✓ | ✓ | ✓ |
| PO2/PSO2 | ✓ | ✓ | ✓ |
| PO3/PSO3 | ✓ | ✓ | ✓ |
| PO4/PSO4 | ✓ | ✓ | - |
| PO5/PSO5 | - | ✓ | ✓ |
| PO6/PSO6 | ✓ | ✓ | ✓ |
| PO7/PSO7 | ✓ | ✓ | ✓ |
| PO8/PSO8 | ✓ | ✓ | - |

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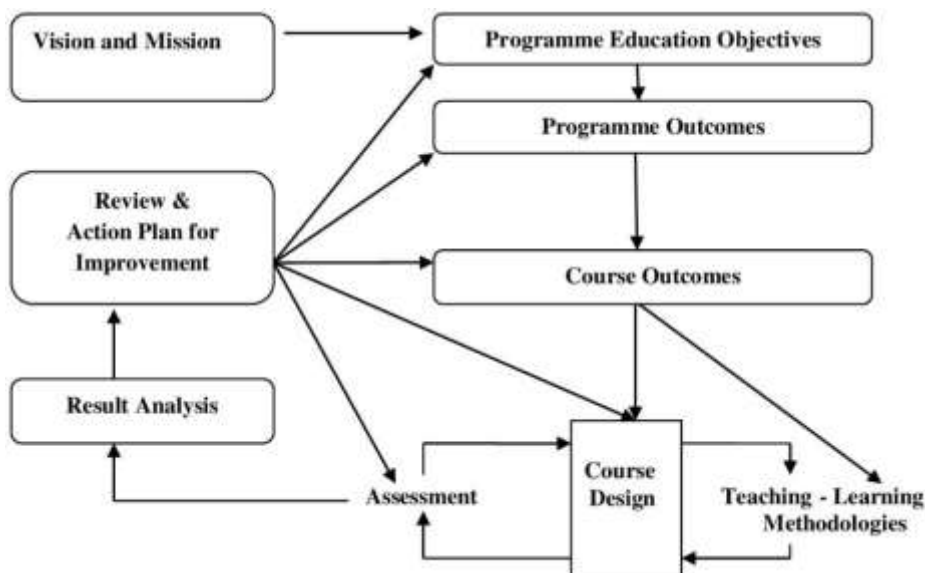
It is important to determine the methods of assessment. A comprehensive assessment strategy may be outlined using the revised Bloom's Taxonomy levels.

**BLOOM'S TAXONOMY**
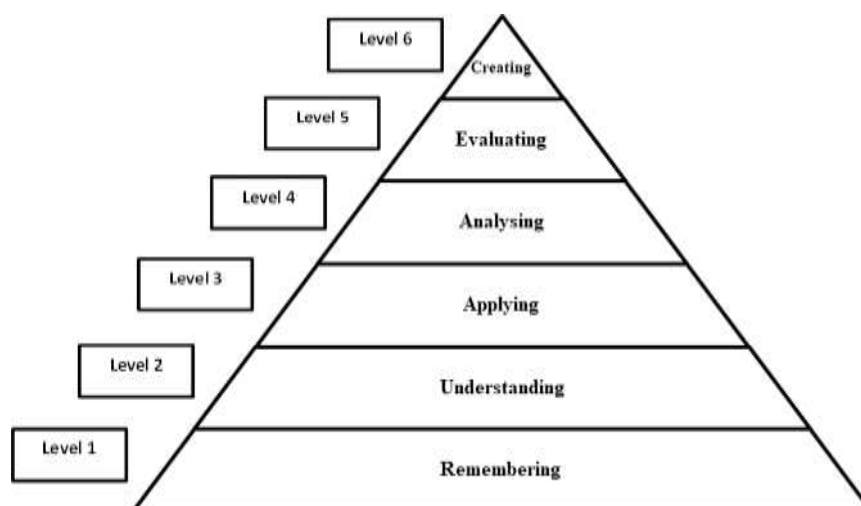


**CO - PO Mapping of Courses**

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 COs | PO1/ PSO 1 | PO2/ PSO 2 | PO3/ PSO 3 | PO4/ PSO 4 | PO5/ PSO 5 | PO6/ PSO 6 | PO7/ PSO 7 | PO8/ PSO 8 |
|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | | |
| CO2 | | | | | | | | |
| CO3 | | | | | | | | |
| CO4 | | | | | | | | |
| CO5 | | | | | | | | |

## ELIGIBILITY FOR ADMISSION

The candidate should have passed in B.A Degree in History from any recognised University.

## DURATION OF THE PROGRAMME

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

## MEDIUM OF INSTRUCTION
English

### B.2 EVALUATION SCHEME

| Components | Internal Assessment Marks | External Examination Marks | Total Marks |
|---|---|---|---|
| Theory | 25 | 75 | **100** |

**B.2.1    Core Courses, Elective Courses (Discipline Specific Elective Courses, Generic Elective Courses & Non Major Elective Courses**

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

**Theory**

| Mode of Evaluation | | Marks |
|---|---|---|
| Periodic Test | : | 20 |
| Assignment | : | 5 |
| **Total** | **:** | **25** |

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

Two Assignments       - Better of the two will be considered

**Question Pattern for Periodic Test**        **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 | Fill in & Sentence Form | 5 | 5 | 1 | 5 |
| B | 6-9 | Internal Choice – Either… or Type | 4 | 4 | 5 | 20 |
| C | 10 - 11 | Internal Choice – Either…. or Type | 2 | 2 | 10 | 20 |
| | | **Total** | | | | **45\*** |

\*The total marks obtained in the Periodic Test will be calculated for 20 marks

**Summative Examination**

**External Assessment**

Distribution of Marks

| Mode of Evaluation | | Marks |
|--------------------|---|-------|
| Summative Examination | : | 60 |
| Seminar Presentation | : | 15 |
| **Total** | : | **75** |

**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 - 5 | Fill in & Sentence Form | 5 | 5 | 1 | 5 |
| B | 6 - 10 | Internal Choice - Either ….or Type | 5 | 5 | 5 | 25 |
| C | 11 - 13 | Internal Choice - Either …or Type | 3 | 3 | 10 | 30 |
| | | | | | **Total** | **60** |

**B.2.2 P R O J E C T**

Individual Project is compulsory for II PG Students in IV Semester.

**Distribution of Marks**

| Mode of Evaluation | | Marks |
|--------------------|---|-------|
| Internal Assessment | : | 40 |
| External Examination | : | 60 |
| **Total** | : | **100** |

Internal Assessment: Pre-submission Presentation    - 10 Marks

Review Report    - 20 Marks

One Open Online Course related to the Project    - 10 Marks

External Examination: Project Report    - 40 Marks

Viva Voce    - 20 Marks

**B.2.3. SKILL ENHANCEMENT COURSES**
**INTERNAL ASSESSMENT**
**Distribution of Marks**

**Theory**

| Mode of Evaluation | | Marks |
|---|---|---|
| Periodic Test | : | 20 |
| Assignment | : | 5 |
| **Total** | **:** | **25** |

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

**Question Pattern for Periodic Test**        **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 | Internal Choice – Either… or Type | 4 | 4 | 5 | 20 |
| B | 5 | Internal Choice – Either… or Type | 1 | 1 | 10 | 10 |
| | | | | | **Total** | **30\*** |

\*The total marks obtained in the Periodic Test will be calculated for 20 marks

**Summative Examination**
**External Assessment**
Distribution of Marks

| Mode of Evaluation | | Marks |
|---|---|---|
| Seminar Paper | | 10 |
| Seminar Presentation | : | 15 |
| Summative Examination | : | 50 |
| **Total** | **:** | **75** |

**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 - 5 | Fill in & Sentence Form | 5 | 5 | 1 | 5 |
| B | 6 - 10 | Internal Choice - Either ….or Type | 5 | 5 | 5 | 25 |
| C | 11 - 12 | Internal Choice - Either …or Type | 2 | 2 | 10 | 20 |
| | | | | | **Total** | **50** |

**B. 2.3.1 Skill Enhancement Course - Professional Competency Skill**
**Types of Question – Multiple Choice Questions only**
**INTERNAL ASSESSMENT**
**Distribution of Marks**
**Theory**

| Mode of Evaluation | | Marks |
|---|---|---|
| Periodic Test | : | 20 |
| Assignment | : | 5 |
| **Total** | **:** | **25** |

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

**Question Pattern for Periodic Test**                    **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 | Multiple Choice Questions | 5 | 5 | 1 | 5 |
| B | 6-9 | Internal Choice – Either… or Type | 4 | 4 | 5 | 20 |
| C | 10 - 11 | Internal Choice – Either…. or Type | 2 | 2 | 10 | 20 |
| | Total | | | | | **45\*** |

*The total marks obtained in the Periodic Test will be calculated for 20 marks

**Summative Examination**
**External Assessment**
Distribution of Marks

| Mode of Evaluation | | Marks |
|---|---|---|
| Summative Examination | : | 60 |
| Seminar Presentation | : | 15 |
| **Total** | **:** | **75** |

**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 - 5 | Multiple Choice Questions | 5 | 5 | 1 | 5 |
| B | 6 - 10 | Internal Choice - Either ….or Type | 5 | 5 | 5 | 25 |
| C | 11 - 13 | Internal Choice - Either …or Type | 3 | 3 | 10 | 30 |
| | | | | | **Total** | **60** |

### B.2.4. Self Study - Online Course
Practice for SET/NET-General Paper -Online

Internal Examination only

- Two Periodic Tests ( Online) with Multiple Choice Questions will be conducted in III Semester.

- Model Examination will be 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. Extension Activities
Assessment by Internal Examiner only

**Distribution of Marks**

| Mode of Evaluation | | Marks |
|---|---|---|
| Attendance | : | 5 |
| Performance | : | 10 |
| Report | : | 10 |
| **Total** | **:** | **25*** |

*The marks obtained will be calculated for 100 marks

### B.2.6. EXTRA CREDIT COURSES (OPTIONAL)

#### 2.6.1 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** |

**2.6.2 Extra credit Course offered by MOOC (Massive Open Online Course)**

➢ The Courses shall be completed within the first III Semesters of the Programme.

➢ The allotment of credits is as follows **(Maximum of 15 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 and a minimum of 50% Pass marks in all the Courses.

➢ No Pass minimum for Internal Assessment for other Courses.

➢ Pass minimum for External Examination is 27 marks out of 60 marks for Core Courses, Discipline Specific Elective Courses and Non-Major Elective Course.

➢ Pass minimum for Practice for SET/NET - General Paper is 50 Marks.

• Attendance

➢ The students who have attended the classes for 76 days (85%) and above are permitted to appear for the Summative Examinations without any condition.

➢ The students who have only 60-75days (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.

➢ 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.

➢ 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.

➢ These rules are applicable to UG, PG and M.Phil. Programmes and come into effect from 2020-2021 onwards.

➢ For Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

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### B.3 ASSESSMENT MANAGEMENT PLAN
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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 therespective 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 | PO8 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| Average Direct PO Attainment | | | | | | | | | |
| Direct PO Attainment in percentage | | | | | | | | | |

## Indirect Attainment of POs for all Courses

| POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|
| Graduate Exit Survey | | | | | | | | |
| Indirect PO Attainment | | | | | | | | |

## Attainments of POs for all Courses

| POs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|
| 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 andExtra-curricular Activities)**

**Expected Level of Attainment for each of the Programme Outcomes**

| POs | Level of Attainment |
|---|---|
| Attainment Value ≥70% | Excellent |
| 60% ≤ Attainment Value < 70% | Very Good |
| 50% ≤ Attainment Value < 60% | Good |
| 40% ≤ 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 3 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 ≥70% | Excellent |
| 60% ≤ Attainment Value < 70% | Very Good |
| 50% ≤ Attainment Value < 60% | Good |
| 40% ≤ 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 PROGRMME EDUCATIONALOBJECTIVES

The college has always been involving the key stake holders 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 M.A. History Programme.

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)
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*Reaccredited with 'A++' Grade (4th Cycle) by NAAC*
**VIRUDHUNAGAR**
**Quality Education with Wisdom and Values**

## MASTER OF HISTORY (6010)

*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** | |
| Core Course | 6 (5) | 6 (5) | 6 (5) | 6 (5) | 24 (20) |
| Core Course | 6 (5) | 6 (5) | 6 (5) | 6 (5) | 24 (20) |
| Core Course | 6 (4) | 6 (4) | 6 (4) | - | 18(12) |
| Core Course | 6 (4) | 6 (4) | 5(3) | - | 17 (11) |
| Project | - | - | - | 6 (5) | 6 (5) |
| Elective Course | 6 (4) | 6 (4) | - | 6 (5) | 18 (13) |
| Elective Course (NME) | - | - | 5 (3) | - | 5 (3) |
| Skill Enhancement Course/ Professional Competency Skill | - | - | 2(2) | 6 (3) | 8(5) |
| Self Study Course | - | - | 0 (1) | - | 0(1) |
| **Total** | **30 (22)** | **30 (22)** | **30 (23)** | **30 (23)** | **120 (90)** |
| Extra Credit Course(Optional) - MOOC | - | - | - | - | Limited to a maximum of 15 credits |

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### VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

**M.A. HISTORY– 6010**
**PROGRAMME CONTENT**

**For those who join in the Academic Year 2023- 2024**

**SEMESTER I**

| S.No. | Title of the Course | | Course Code | Hours Per Week | Credits | Exam. Hours | Marks | | |
|-------|---------------------|---|-------------|----------------|---------|-------------|-------|---|---|
| | | | | | | | Int. | Ext. | Total |
| 1. | Core Course -1 | History of Ancient and Early Medieval India - Prehistory to 1206 CE | 23PHIC11 | 6 | 5 | 3 | 25 | 75 | 100 |
| 2 | Core Course -2 | Socio Cultural History of Tamil Nadu upto1565 CE | 23PHIC12 | 6 | 5 | 3 | 25 | 75 | 100 |
| 3. | Core Course -3 | History of World Civilizations (Excluding India) | 23PHIC13 | 6 | 4 | 3 | 25 | 75 | 100 |
| 4. | Core Course -4 | Indian Art and Architecture | 23PHIC14 | 6 | 4 | 3 | 25 | 75 | 100 |
| 5. | Discipline Specific Elective Course- 1 | Administrative History of Tamil Nadu/Human Rights/Women Studies | 23PHIE11/ 23PHIE12/ 23PHIE13 | 6 | 4 | 3 | 25 | 75 | 100 |
| **Total** | | | | **30** | **22** | | | | **500** |

**SEMESTER II**

| S.No. | Title of the Course | | Course Code | Hours Per Week | Credits | Exam. Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Int. | Ext. | Total |
| 1. | Core Course -5 | History of Medieval India - 1206 - 1707 CE | 23PHIC21 | 6 | 5 | 3 | 25 | 75 | 100 |
| 2 | Core Course -6 | Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E. | 23PHIC22 | 6 | 5 | 3 | 25 | 75 | 100 |
| 3. | Core Course -7 | Historiography and Historical Methods | 23PHIC23 | 6 | 4 | 3 | 25 | 75 | 100 |
| 4. | Core Course -8 | Indian Constitution | 23PHIC24 | 6 | 4 | 3 | 25 | 75 | 100 |
| 5. | Discipline Specific Elective Course -2 | History of Journalism/ Tourism and Travel Management/ Principles of Public Administration | 23PHIE21/ 23PHIE22/ 23PHIE23 | 6 | 4 | 3 | 25 | 75 | 100 |
| **Total** | | | | **30** | **22** | | | | **500** |

## SEMESTER III

| S.No. | Components | | Title of the Course | Course Code | Hours Per Week | Credits | Exam. Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Int. | Ext. | Total |
| 1. | **Part A** | Core Course -9 | Colonialism and Nationalism in India | 23PHIC31 | 6 | 5 | 3 | 25 | 75 | 100 |
| 2 | | Core Course -10 | Intellectual History of India | 23PHIC32 | 6 | 5 | 3 | 25 | 75 | 100 |
| 3. | | Core Course -11 | Economic History of India since 1857 CE | 23PHIC33 | 6 | 4 | 3 | 25 | 75 | 100 |
| 4. | | Core Course -12 | Principles and Techniques of Archaeology | 23PHIC34 | 5 | 3 | 3 | 25 | 75 | 100 |
| 5. | | Elective Course (NME) | Tourism in Tamilnadu | 23PHIN31 | 5 | 3 | 3 | 25 | 75 | 100 |
| 6. | | Skill Enhancement Course-1 | Communication Strategies for Leadership Success | 23PHIS31 | 2 | 2 | 3 | 25 | 75 | 100 |
| 7. | | Self Study Course | Practice for SET/NET – General Paper-Online | 23PGOL31 | - | 1 | 2 | 100 | - | 100 |
| | | | | **Total** | **30** | **23** | | | | **700** |

**SEMESTER IV**

| S.No. | Components | | Title of the Course | Course Code | Hours Per Week | Credits | Exam. Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Int. | Ext. | Total |
| 1. | **Part A** | Core Course -13 | Contemporary India | 23PHIC41 | 6 | 5 | 3 | 25 | 75 | 100 |
| 2 | | Core Course -14 | Peasant and Labour Movements in India | 23PHIC42 | 6 | 5 | 3 | 25 | 75 | 100 |
| 3. | | Core Course -15 | Project | 23PHIC41PR | 6 | 5 | - | 40 | 60 | 100 |
| 4. | | Elective Course (DSEC-3) | Women in India through the Ages / Science and Technology in India since 1947 CE | 23PHIE41 | 6 | 5 | 3 | 25 | 75 | 100 |
| 5. | | Skill Enhancement Course/ Professional Competency Skill-2 | International Relations since 1945 CE | 23PHIS41 | 6 | 3 | 3 | 25 | 75 | 100 |
| | | | **Total** | | **30** | **23** | | | | **500** |

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## VIRUDHUNAGAR – 626 001

## M.A.HISTORY

## (2023-2024 onwards)

| Semester I | HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA – PREHISTORY TO 1206 CE | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 1 | | Credits: 5 | |
| Course Code **23PHIC11** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO 1:** describe the historical importance of ancient and early medieval India [K2]

**CO 2:** identify the development of Indian culture in the period under study. [K3]

**CO 3:** construct their idea on political, social and the economic life of people in different period. [K3]

**CO 4:** examine the sources and the achievements of rulers of various dynasties. [K4]

**CO5:** analyse the cultural changes of India in the prescribed study. [K4]

## UNIT I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts; Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai **(18 hours)**

## UNIT I I

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander's Invasion and its impact. **(18 hours)**

**UNIT III**

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture.       **(18 hours)**

**UNIT IV**

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature–Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung's account of India

**(18 hours)**

**UNIT V**

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas,Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact                                                     **(18 hours)**

**Self-Study Topic:** Rise of Buddhism and Jainism

**TEXT BOOKS**

Mahajan,V.D. (2019). *Ancient India*, New Delhi: S.Chand & Co.

Anlet Sobithabai,W. (2002). *History of India (Upto 712 AD),* Marthandam: Sharon Publication.

Anlet Sobithabai,W. (2005*).History of India ( AD 712 – 1761)*, Marthandam: Sharon Publication.

## Reference Books

1.Singh, Upinder, (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Delhi : Pearson.

2.Chakravarthy, Ranabir, (2016). Exploring Early India up to c. A.D. 1300, Delhi: Primus Books.

3.Thapar, Romila,  (2003). Early India: From the Origins to A.D. 1300(Tamil Translation),
   Delhi: Penguin.

4.Kosambi, D.D.,  (1997). The Culture and Civilization of Ancient India: An Historical Outline,
   Delhi:Vikas Pub. House Pvt. Ltd.,

5.Kosambi, D.D., (2016). An Introduction to the Study of Indian History, Delhi: Sage
   Publications.

6.Raychaudhuri, Hemchandra, (2004).  Political History of Ancient India, New Delhi: Surjeet
   Publications.

7.Basham, A.L., (2004). The Wonder that was India, Vol. 1, New Delhi: Picador.

**Web sources:**

1. **https://sourcebooks.fordham.edu/india/indiasbook.asp**
2. **https://www.pbs.org/thestoryofindia/resources/websites/**

| Course Code 23PHIC11 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

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

Dr.M.Babyrani                                                                    Dr.P.Malarvizhi
**Head of the department**                                        **Course designer**

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester I | **SOCIO CULTURAL HISTORY OF TAMIL NADU UPTO 1565 CE** | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 2 | | Credits: 5 | |
| Course Code **23PHIC12** | | Internal 25 | External 75 |

**Course Outcomes**

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

**CO 1:** summarise the evolution of Tamil society by reviewing the sources. [K2]

**CO 2:** build their ideas in socio- cultural conditions of Tamil Nadu. [K3]

**CO 3:** identify the social and cultural changes in various regimes of Tamil Nadu. [K3]

**CO 4:** illustrate the knowledge over the legacy of Tamils to culture. [K4]

**CO 5:** analyse the important aspects and the cultural heritage of Tamil Nadu. [K4]

## UNIT I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Thinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal                    **(18 Hours)**

## UNIT II

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and   the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature       **(18 hours)**

## UNIT III

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact                                 **(18 hours)**

**UNIT IV**

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai <u>Meenakshi Temple</u> – Religion: Mathas – Saivasiddhantam and Virsaivism **(18 hours)**

**UNIT V**

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

**(18 hours)**

**Self-Study Topic:** Sangam Literature – Concept of Thinai

**Text Books**

Manoranjithamani,C.(2012).*HistoryofTamilNad(upto1565AD*

Tirunelveli Dave- Beryl Publication

Rajayyan, K. (2005). *Tamil Nadu a real History*, Madurai: Ratna Publications.

**REFERENCE BOOKS**.

1.Karashima, Noboru, (2014). A Concise History of South India: Issues and Interpretations, New Delhi: OUP.

2.Subramanian, N., (2011). Social and Cultural History of Tamilnad(upto 1336 A.D.

3.Kanakasabhai,V.,(1956). The Tamils Eighteen Hundred Years Ago, Tinnevelly: The South India Saiva Siddhantha Works Publishing Society.

4.Pillay, K.K., (2008). Historical Heritage of the Tamils, Chennai: MJP Publishers.

5.Sastri, K.A.Nilakanta, The Colas, Madras: University of Madras.

6.Sastri, K.A.Nilakanta, (1997). A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Chennai: OUP.

**Web sources**

1. **https://www.tn.gov.in/tamilnadustate**
2. **https://diksha.gov.in/tn/**

| Course Code 23PHIC12 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 1 |
| CO5 | 3 | 2 | - | 1 | 1 | 1 | 1 | 3 | - | 1 |

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

Dr.M.Babyrani                                                   Dr.M.Fathima Begum
**Head of the department**                                   **Course designers**

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
## (2023-2024 onwards)

| Semester I | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 3 | **HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)** | Credits: 4 | |
| Course Code **23PHIC13** | | Internal 25 | External 75 |

**Course Outcomes**

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

**CO1:** trace the evolution of civilizations and its impact. [K2]

**CO2:** identify the origin and unique features of ancient civilizations. [K3]

**CO3:** point out the cultural ethics and religious values of ancient people. [K3]

**CO4:** analyse the exclusive accomplishments and limitations of early civilizations. [K4]

**CO5:** evaluate the legacy of world civilizations to the World culture. [K4]

### UNIT I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources, and civilizations                    **(18 Hours)**

### UNIT II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures.                    **(18 hours)**

### UNIT III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire**.**                    **(18 Hours)**

**UNIT IV**

China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec, and Inca Civilizations **(18 Hours)**

**UNIT V**

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science, and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus **(18 Hours)**

**Text Books**

1    Swain J.E, A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.

2    Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)

3    Gokale, B. K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.

4    Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.

5    Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

**Reference Books**

1.Judd, G.P,  (1966). History of Civilization, Newyork: Macmillan.

2.Rebello, (1969). World Civilization – Ancient and Medieval, Part II, Mangalore.

3.Scarre C. and Brian Fagan,(2008).  Ancient Civilizations, New Jersey: Pearson.

4.Finley M.I, (1980). Ancient Slavery: Modern Ideology, London: Chatto and Windus.

5.Brunt P.A. , (1971). Social Conflicts in the Roman Republic, London: Chatto and Windus.

6.Joshel P, (2010). Slavery in the Roman World. Cambridge, Cambridge University Press.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.

Web Sources:

1.    https://www.worldhistory.org/civilization/

2.    https://www.historyworld.net

3.    https://www.ancienthistorylists.com

| Course Code 23PHIC13 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 |
| CO5 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 1 |

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

Dr.M.Babyrani                                                                    Dr.M.Bavani
**Head of the department**                                       **Course designer**

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### VIRUDHUNAGAR – 626 001

### M.A. HISTORY
### (2023-2024 onwards)

| Semester I | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 4 | **INDIAN ART AND ARCHITECTURE** | Credits: 4 | |
| Course Code **23PHIC14** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO 1:** summarise the theme, style and design of diverse art and architecture in India. [K2]

CO **2:** identify the qualities of works of art and architecture in the historical and cultural settings. [K3]

**CO** 3: point out the similarities and differences between various architectural styles. [K3]

**CO 4**: analyse the value of sacred and secular art and architecture in India. [K4]

**CO5:** assess the quality of antiquated and modern styles of architecture. [K4]

### UNIT I:

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars                                                                            **(18 Hours)**

### UNIT II:

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds – Shravanabelagola                                             **(18 hours)**

### UNIT III:

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram **-** Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple (Konarak) **-** Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur –

Gangaikondacholapuram – Airavatesvara Temple, Darasuram **-** Vesara Style of Architecture: Chennakesava Temple (Belur), Hoysaleswara Temple(Halebid)                    **(18 hours)**

## UNIT IV:

Islamic Art: Five Pillars of Islam,Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - Qutub Minar - Mughal Art and Architecture: Humayun's Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings                    **(18 hours)**

## UNIT V:

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai                    **(18 hours)**

## TEXT BOOK

Edith Tomory. (2007). *A History of Fine Arts in India and the West*, New Delhi: Orient Blackswan.

## REFERENCE BOOKS

1.Craven, Roy, (1976). A concise history of Indian Art, London: Thames, and Hudson.

2.Hardy, Adam, (2002). The Indian Temple Architecture, Abhinav Publications.

3.Tomory, Edith, (1989). A History of Fine Art in India, and the West, OrientBlackSwan; Reprinted edition.

4.Banerjee.J.N., (2002). Development of Hindu Iconography, MunshiramManoharlal; 3rd edition.

5.Coomaraswamy.A.K., (2003). History of Indian and Indonesian Art, Kessinger Publishing, LLC.

6.Deva,Krishna , (2002). Temples of North Indian National Book Trust.

7.Gupta.R.S., (1980). Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition.

8.Sivaramamurthy.C.,(1981).  South Indian Bronzes, Lalit Kala Akademi.

9.Srinivasan.K.R., (2010).  Temples of South India,National Book Trust; Fourth edition.

Web sources:

1. https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have. pdf

2. https://ignca.gov.in/Asi_data/18060.pdf

3. https://www.culturalindia.net/indian-architecture/colonial-architecture.html

| Course Code 23PHIC14 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | 2 | 3 | 1 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 1 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 1 | 1 |
| CO5 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 |

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


Dr.M.Babyrani                                     Dr.V.Natchathira Selvakumari
**Head of the department**                          **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

*Re-accredited with 'A' Grade (3$^{rd}$ Cycle) by NAAC*

## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester I | **ADMINISTRATIVE HISTORY OF** | Hours/Week: 6 | |
|---|---|---|---|
| DSEC – 1 | | Credits: 4 | |
| Course Code **23PHIE11** | **TAMIL NADU** | Internal 25 | External 75 |

Course outcomes:

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

**CO1:** explain the achievements of Tamil Nadu government since 1801. [K2]

**CO2:** identify the administrative changes in the period of study. [K3]

**CO3:** point out the social and economic measures of the different administrators. [K3]

**CO4:** asses the plans, policies and its significance of Tamil Nadu Government. [K4]

**CO5:** analyse the development of Tamil Nadu and its cumulative impact since independence. [K4]

**Unit I**

Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal-   P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples-  mid –day meal scheme            **(18 hours)**

**Unit II**

 Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth                                                                                      **(18 hours)**

**Unit – III**

 DMK administration-C. N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant. Manu NeethiThittam- Free electricity for farmers- property rights to women; creation of    universities-33 percent

reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development **(18 hours)**

## Unit- IV

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J. Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting **(18 hours)**

## Unit V

Policies and programmes– economic- social and demographic impact **(18 hours)**

## TEXT BOOK

Rajayyan,K. (2005). *Tamil Nadu - A Real History,* Madurai: Ratna Publications.

Jeyapalan, N. (1996). *History of Tamil Nadu till 1987,* Madras: M.S.Publications.

## REFERENCE BOOKS

1.Subramanian,N. (1982). History of Tamil Nadu (A.D. 1565-1956), Madurai: Koodal Publishers.

2.Varghese Jeyaraj,S.(2017).Socio-Economic History of Tamil Nadu (1565-1967), Tamil Nadu. Anns Publication.

3.Rajaram. P The justice Party:A Historical Perspective,1916-1937

4.Venkatesan.G.TharkalaThamizhagaVaralaru (Tamil)

5.Rajmohan Gandhi., Rajaji:A Life

6.Narasimhan.V.K., Kamaraj A Study

7.Sandhya Ravishankar.,Karunanidhi: A Life in Politics

8.Vasanthi., A Lone Empress:A Portrait of Jayalalitha

## Web Source

www.jetir.org

https://www.inc.in

https://dmk.in

| Course Code 23PHIE11 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| CO4 | 3 | 2 | - | 1 | `1 | 1 | 1 | 3 | - | 1 |
| CO5 | 3 | 2 | - | 1 | 1 | 1 | 1 | 3 | - | 1 |

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

Dr.M.Babyrani                                             Dr.S.Lalitha
**Head of the department**                                **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

*Re-accredited with 'A' Grade (3rd Cycle) by NAAC*

**VIRUDHUNAGAR – 626 001**

**M.A. HISTORY**

**(2023-2024 onwards)**

| Semester I | | Hours/Week: 6 | |
|---|---|---|---|
| DSEC-1 | **HUMAN RIGHTS** | Credits: 4 | |
| Course Code **23PHIE12** | | Internal 25 | External 75 |

**COURSE OUTCOMES**

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

CO1: recognize the importance of Human Rights as a citizen of India. [K2]

CO2: identify the origin, concepts, laws and violations of Human Rights. [K3]

CO3: develop their knowledge to face the challenges against Human Rights. [K3]

CO4: illustrate the historical values of Human Rights in Peace building.  [K4]

CO5: analyse the works of National, International organizations and legal protection to Human Rights. [K4]

**UNIT I**

Human Rights: Definition, Nature and scope of Human Rights – Development of Human Rights: The Magna Carta (1215)- The Bill of Rights (1689) -The Declaration on Rights of Man and Citizen (1789) - The Bill of Rights (1791) – Universal Declaration of Human Rights (1948). **(18 Hours)**

**UNIT II**

Theories on Human Rights: Natural Rights Theory – Legal Theory – Marxist Theory – Sociological Theory – Cultural Theory- Historical Theory-International Organizations: Helsinki Declaration – Amnesty International – European Commission on Human Rights- Asia Watch**. (18 Hours)**

**UNIT III**

International Instruments: International Covenant on Civil and Political Rights– International Covenant on Economic, Social and Cultural Rights –Conventions: Convention relating to the Status of Refugees (1951) - Convention on the Elimination of

all forms of Discrimination against Women (1979) - Convention on the Rights of the Child (1989). **(18 Hours)**

## UNIT IV

Human Rights in India: Constitutional Guarantees on Human Rights - The Protection of Human Rights Act (1993) - National Human Rights Commission - State Human Rights Commission – Rules and Regulations - Human Rights Court**.** **(18 Hours)**

## UNIT V

Human Rights Violations in India: Children – Women – Refugees – Minorities – SCs & ST – Trans-gender -Bonded Labour- Capital Punishment – Prisoners – Torture and Custodial Death.

**(18 Hours)**

## TEXT BOOK

Joshi,S.C. (2006).*Human Rights: Concepts, Issues and Laws,* New Delhi: Akansha Publishing House.

## 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.

| Course Code 23PHIE12 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | - | - | - | - |
| CO2 | 3 | 2 | - | 2 | - | - | 2 | 3 | - | - |
| CO3 | 3 | 2 | - | 3 | - | - | 2 | 3 | - | - |
| CO4 | 3 | 2 | - | 3 | - | - | 2 | 3 | - | - |
| CO5 | 3 | 2 | - | - | 2 | - | - | - | - | - |

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

Dr.M.Babyrani                                                                 Dr.M.Siva Sankari
**Head of the department**                                      **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

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## VIRUDHUNAGAR – 626 001

**M.A. HISTORY**
**(2023-2024 onwards)**

| Semester I | | Hours/Week: 6 | |
|---|---|---|---|
| DSEC-1 | **WOMEN STUDIES** | Credits: 4 | |
| Course Code **23PHIE13** | | Internal 25 | External 75 |

## COURSE OUTCOMES

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

CO1: explain the importance of Women Studies. [K2]

CO2: identify the Women Rights and Status in Society. [K3]

CO3: develop their awareness on protection of Women Society. [K3]

CO4: illustrate their ideas on Women Empowerment and Women Welfare. [K4]

CO5: evaluate the role of Women in the establishment of gender equality. [K4]

## UNIT I

Women Studies: Definition - Feminism- Kinds of Feminism - Marxist Feminism- Sociologist Feminism – Radical Feminism - Post Modern Feminism.          **(18 Hours)**

## UNIT II

Violence Against Women: Female Infanticide - Eve-Teasing - Sexual Harassment- Portrayal of women in Mass Media(Cinema, TV, Print media) -Recent Trends in Women's Education-Committees and Commissions.          **(18 Hours)**

## UNIT III

Women's Movements and Organizations in India: Women's Health Movement - CSWB- SEWA-NCW- Women Self Help Groups and leadership-Panchayat Raj-Political role and participation-NGOs and women Development.          **(18 Hours)**

**UNIT IV**

Government policies towards welfare of women: Central Government's Social Welfare schemes- National perspective Plan for Women- National Plan of Action for the Girl Child-Ministry for Women and Child Development –National Policy for Empowerment of Women (2001) - State Government's Social Welfare Programmes for Women. **(18 Hours)**

**UNIT V**

Women Legislations: Indian constitutional safeguards - Dowry Prohibition Act 1961 – SITA 1956 – Equal Remuneration Act 1976 – Hindu Women's Right to Property Act 1989 – Prohibition of indecent Representation of Women Act 1987 – Domestic Violence (Prevention) Act 2005- Empowered Women in India:P. T. Usha -Arundhati Roy - Indira Gandhi-Mother Teresa- Indira Nooyi. **(18 Hours)**

**TEXT BOOK**

Krishnammal,S. (2012). Women Studies, Chennai: Suji Ranoje Publications.

**REFERENCE BOOKS**

1. Sarojini Nayak, Jeevan Nayar. (1995). *Women's Empowerment in India,*Jaipur: Pointer Publishers.
2. Chenna Reddy, D. (2010). *Human Rights of Women*, Delhi: Mangalam Publishers.
3. Preethi Misra.(2006). *Domestic Violence against Women,* New Delhi: Deep and deep Publishers.
4. Chatterji, M. (2006). *Violence against Women,* Jaipur: Avavishkar Publishers.
5. Aruna Goel, Manvinder Sultana. (2006). *Violence Against Women issues and Perspective*, New Delhi: Deep and deep Publishers.
6. Kumar, A. (2006). *Women's Movement*, New Delhi: Anmol Publishers Pvt.Ltd.
7. Nithin Doshi. (2007). *Towards Empowerment of Women*. New Delhi: Cybertech publications.

| Course Code 23PHIE13 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 1 | - | - | - | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 1 | - | - | - | 2 | 3 | 2 | 1 |
| CO3 | 3 | 2 | 1 | 1 | - | - | 2 | 3 | 2 | 1 |
| CO4 | 3 | 2 | 1 | 3 | - | - | 2 | 3 | 2 | 1 |
| CO5 | 3 | 2 | 1 | - | 2 | - | 2 | 3 | 1 | 1 |

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

Dr.M.Babyrani                                                                Dr.M.Siva Sankari
**Head of the department**                                          **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR – 626 001

### M.A. HISTORY
### (2023-2024 onwards)

| Semester II | **HISTORY OF MEDIEVAL INDIA - 1206 - 1707 CE** | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 5 | | Credits: 5 | |
| Course Code **23PHIC21** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO 1:** understand the establishment of the rule of Sultanate and Mughals. [K2]

**CO 2:** evaluate the achievements of rulers in the period under study. [K3]

**CO 3:** point out the policies and reforms of Sultanates and Mughals. [K3]

**CO 4:** examine the legacy of India in various fields. [K4]

**CO 5**: assess the facets of social, economic and cultural condition in Medieval India.[K4]

### UNIT I

**Establishment of the Delhi Sultanate:** Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion **–**Jalaluddin and Alauddin Khalji's approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

**(18 hours)**

### UNIT II

**Problems of a Centralized State:** Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-Firoz Tughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate **(18 hours)**

**UNIT III**

**The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– Nur Jahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution**.** **(18 hours)**

**UNIT IV**

**Ideology and State in Mughal India:** Akbar's imperial agenda - Suhl-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-**:** Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire. **(18 hours)**

**UNIT V**

**Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society, and the Revenue System – Trade-– relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music**.** **(18 hours)**

**Text Books**

Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.

Chandra, Satish, *Medieval India: From Sultanat to the Mughals,* Har-Anand Pub., Delhi, 1998.

Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.,* Sterling Pub., New Delhi, 1986

Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture,* Sterling Pub., New Delhi, 1990

Raychaudhuri, Tapanand Irfan Habib, ed., *The Cambridge EconomicHistory of India, Vol. I: c. 1200 – c. 1750,* Cambridge University Press, London, 1982.

**Reference Books**

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007

Chandra, Satish, *Essays on Medieval Indian History,* OUP, New Delhi, 2005

Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Nigam, S.B.P., *Nobility under the Sultans of Delhi,* Munshiram Manoharlal, New Delhi, 1968

Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976

Qureshi, *Administration of the Mughal Empire,* Low Price Publications, 1990.

Qureshi, *Administration of the Sultanate of Delhi,* 1942.

**Web sources**:

https://core.ac.uk.in

https://studoc.com

https://indiaolddays.com

| Course Code 23PHIC21 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| **CO1** | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| **CO2** | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| **CO3** | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO5** | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

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

Dr.M.Babyrani                                                     Dr.M.Chandra Kala
**Head of the department**                          **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester II | **SOCIO CULTURAL HISTORY OF TAMIL NADU - 1565 – 1956 C.E.** | Hours/Week: 6 | |
|---|---|---|---|
| Core Course - 6 | | Credits: 5 | |
| Course Code **23PHIC22** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO 1:** discuss the socio-cultural life of the Tamils in the prescribed study. [K2]

**CO2:** determine the socio-cultural condition of Tamil Nādu before and after independence. [K3]

**CO 3:** identify the social, cultural contribution of various administrators in the period under study [K3].

**CO 4:** analyse the socio-cultural reforms in Tamil society in the duration of study. [K4]

**CO 5:** evaluate the growth and development of society and culture of Tamil Nadu since 16$^{th}$ century. [K4]

## UNIT I

The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture. **(18 hours)**

## UNIT II

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas **(18 hours)**

## UNIT III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism **(18 hours)**

## UNIT IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.

**(18 hours)**

## UNIT V

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties **(18 hours)**

## TEXT BOOK

Varghese Jeyaraj,S.(2017).*Socio Economic History of Tamil Nadu 1565 – 1967*, Uthamapalayam: AnnsPublications.

## Reference Books

Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986

Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990

Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981

Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988

Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006

Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002

Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur

Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996

Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

K.A.N.Sastri : The Pandyan Kingdom (London.1929)

Kalidos. R: History and Culture of Tamils (From Prehistoric Times to Present rule)

Krishnaswamy Dr.A.: The Tamil country under Vijayanagar

Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.

RajayyanDr.K: History of Tamil Nadu (1565 – 1982)

Sathianatheir. R: History of Nayaks of Madurai

Subramanian N: History of Tamil Nadu Vol.II

 Web Sources:

1.    https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt

**2.**    https://www.tnarch.gov.in/Library%20BOOk%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf

| Course Code 23PHIC22 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 1 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 1 |

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

Dr.M.Babyrani                                                     Mrs.B.Amutha
**Head of the department**                                **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester II | | HISTORIOGRAPHY AND HISTORICAL METHODS | Hours/Week: 6 | |
|---|---|---|---|---|
| Core Course - 7 | | | Credits: 4 | |
| Course Code **23PHIC23** | | | Internal 25 | External 75 |

**Course Outcome**

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

**CO 1:** summarises the basic concepts in history and historiography [K2]

**CO 2:** determine the theories and philosophical approaches to history. [K3]

**CO 3:** construct the knowledge on theories and phases in historiography. [K3]

**CO 4:** analyse the ideas and the contribution of historians to historiography. [K4]

**CO 5**: evaluate the nature of history and methodology in historical research. [K4]

## UNIT I

Meaning, Nature, and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History **(18 hours)**

## UNIT II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History **(18 hours)**

## UNIT III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

**(18 hours)**

**UNIT IV**

Development of Historical writing in the West – Herodotus,Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee,E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm **(18 hours)**

**UNIT V**

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar,Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai **(18 hours)**

**TEXT BOOKS**

1.Ali, Sheik, (2019). History: Its Theory and Method, Laxmi Publications.

2.Carr, E.H., (2018). What is History?, Penguin Books Ltd., New Delhi.

3.Manikam, S., On History & Historiography,Madurai:  Padumam Publishers.

4.Rajayyan, K, (1982).History in Theory and Method: A Study in Historiography, Madurai:  Raj Publications.

**REFERENCE BOOKS**

1.Ali, Sheik, (2019). History: Its Theory and Method, Laxmi Publications.

2.Carr, E.H., (2018). *What is History?*, New Delhi: Penguin Books Ltd.,

3.Sreedharan, E.,(2004). *A Textbook of Historiography: 500 BC to AD 2000*, New Delhi:  Orient Longman.

4.Bloch, Marc, (2017). The Historian's Craft, Delhi: Aakar Books.

5.Collingwood, R.G., (1994).  The Idea of History, Delhi: OUP.

6.Dray, W.H., (1964). Philosophy of History, New Jersey: Prentice-Hall.

7.Jenkins, Keith, (1999). Why History? Ethics and Postmodernity, London: Routledge.

8.Sen, S.P., (1973).  *Historians and Historiography in Modern India*, Calcutta: Institute of  Historical Studies.

9.Sreedharan, E., (2007).  A Manual of Historical Research Methodology*,* Trivandrum:  Centre for South Indian Studies.

10.Tosh, John, (2015). The Pursuit of History: Aims, Methods and New Directions in the  Study of History, New York: Routledge.

11.Webster, John C.B., (2019). Studying History, Delhi: Primus Books.


Web sources:

1. https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf

2. http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf

3. https://www.britannica.com/biographies/history/history

| Course Code 23PHIC23 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | - | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 2 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 2 |

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


Dr.M.Babyrani                                                     Dr.N.Anitha
**Head of the department**                              **Course designer**

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**VIRUDHUNAGAR – 626 001**

**M.A. HISTORY**
**(2023-2024 onwards)**

| Semester II | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course: 8 | **INDIAN CONSTITUTION** | Credits: 4 | |
| Course Code **23PHIC24** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO 1:** describe the principles and the unique features of Indian constitution. (K2)

**CO 2:** point out the working system of the three organs of governments. (K3)

**CO 3:** determine the nature of Indian federalism. (K3)

**CO 4**: assess the powers and functions of the various units of the government. (K4)

**CO 5**: analyse the constitutional values and thereby becoming a good citizen. (K4)

**UNIT I**

Historical background - Sources of the Indian Constitution - Preamble-citizenship

**(18 hours)**

**UNIT II**

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties- important amendments to the Constitution **(18 hours)**

**UNIT III**

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions **(18hours)**

**UNIT IV**

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers, and functions- Process of law making – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers, and functions.

**(18 hours)**

**UNIT V**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts.

**(18 hours)**

**TEXT BOOK**

Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996

**REFERENCE BOOKS**

Austin Granville, The Indian Constitution: Cornerstone of A Nation, Oxford University Press, 1999.

Durga Das Basu, An Introduction to Indian Constitution, Wadha & Company, 2001

Shukla, V.N, The Constitution of India, Eastern Book Company, 1977.

 Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981.

Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009.

Durga Das Basu, *Commentary on the Constitution of India*,Wadha & Company,2000.

Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019.

Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952.

 Web Sources:

1. https://legislative.gov.in/constitution-of-india

2. https://www.constitutionofindia.net/constitution_of_india

3. https://www.loc.gov/item/57026883

| Course Code 23PHIC24 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| **CO1** | 3 | 2 | 2 | - | - | - | 2 | 3 | 2 | 1 |
| **CO2** | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| **CO3** | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| **CO4** | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | - | 1 |
| **CO5** | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |

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

 Dr.M.Babyrani                                                                 Dr.M.Siva Sankari
**Head of the department                                      Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN
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*Re-accredited with 'A' Grade (3rd Cycle) by NAAC*
## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester II | | Hours/Week: 6 | |
|---|---|---|---|
| DSEC: 2 | **HISTORY OF JOURNALISM** | Credits: 4 | |
| Course Code **23PHIE21** | | Internal 25 | External 75 |

**Course Outcomes**

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

**CO1:** explain the origin and the role of press in social awakening. (K2)

**CO2:** identify the role of the press in the freedom movement at the national level. (K3)

**CO3:** point out the government reaction to the role of the press. (K3)

**CO4:** assess the role of prominent personalities for the growth of journalism. (K4)

**CO5:** exaime the contribution of various newspapers. (K4)

## UNIT I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay, and Madras presidencies.       **(18 hours)**

## Unit II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India       **(18 hours)**

## Unit III

Government and the press: reaction and regulation –Press laws       **(18 hours)**

## Unit IV

Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi – – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiryar-Aditanar-Kalaignar       **(18 hours)**

**Unit V**

Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- Dhina Thanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli **(18 hours)**

**TEXT BOOK**

Ahuja,B.N.*(2005).* Theory and Practice of Journalism, Delhi: Surjeet Publications.

**REFERENCE BOOKS**

1.Kamath,M.V. (1981). Professional Journalism**,** NewDelhi: Vikas Publishing House.

2.Natarajan, J. (1955). History of Indian Journalism**,** Delhi: The Publication Division.

3.Rengasamy Parathsarathy. (1984). Basic Journalism**,** Delhi: Macmillan India Ltd.

4.Nadig Krishna Murthy., Indian Journalism, Mysore University Press.

5.Parthasarathi,R., Modern Journalism in India. Sterling Publishers.

6.Seshagiri Rao.,J.V., Studies in the history of journalism.

7.MohitMoitra., A History of Indian Journalism; National Book Agency.

8.Natarajan,J., History of Indian Journalism; Publication Division.

9.Basu,J.A., Romance of Indian Journalism; University of Calcutta.

**Web sources:**

https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150

https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf

https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143

| Course Code 23PHIE21 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | - | - | - | 2 | 3 | 2 | 1 |
| CO2 | 3 | 2 | 3 | - | - | - | 1 | 3 | 2 | 1 |
| CO3 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| CO4 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |
| CO5 | 3 | 2 | - | - | - | - | 1 | 3 | - | 1 |

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

Dr.M.Babyrani                                                    Dr.R.Malathi

 **Head of the department**                                 **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester II | | Hours/Week: 6 | |
|---|---|---|---|
| DSEC-2 | **TOURISM AND TRAVEL MANAGEMENT** | Credits : 4 | |
| Course Code **23PHIE22** | | Internal 25 | External 75 |

**COURSE OUTCOMES**

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

CO1: recognise the importance of Tourism and Travel Management inIndia.K2]

CO2: identify the Tourism Development in India [K3]

CO3: discover the role of Tourism Industry in Indian Economy. [K3]

CO4: analyse the nature and function of Tourism Department in India. [K4]

CO5: evaluate the National and International Concepts and formalities in Tourism.[K4]

**UNIT I**

Basic Concepts of Tourism: Definition - Nature of Tourism – Types of Tourism – Elements of Tourism – Basic Components of Tourism – Transport –Accommodation and Location.                                        (18 Hours)

**UNIT II**

Tourism Administration in India: The Genesis of Tourism Development in India – Post Independence Era –Department of Tourism-Formation of the Ministry of Tourism – Organization and Functions of the Ministry of Tourism –Development of Tourism in Tamil Nadu-ITDC.                                        (18 Hours)

**UNIT III**

Travel Formalities and Travel Agencies: Passport – Visa – Currency Regulation – Customs and Excise Duty – Travel Agency –Tourist Guides Computer Reservation System – Airlines – Railways.                                        (18 Hours)

**UNIT IV**

Travel Organisations and Management: World Tourism Organisation (WTO) - Pacific Areas Travel Association PATA) – International Tourism Development Corporation-International Air Transport Association (IATA).                    (18 Hours)

**UNIT V**

Sustainable Tourism and Tourism Marketing: Definition and Principles of Sustainable Tourism – Tourism as a Product –Tourism Publicity – Advertisement - Mass Media – Public Relations - Impact of COVID 19 on Tourism.                    (18 Hours)

**TEXT BOOK**

Bhatia, A.K.(1996).*Tourism Development Principles and Practices,* New Delhi: Sterling   Publishers

**REFERENCE BOOKS**

1. Bhatia, A.K. (2007).*International Tourism Management,* New Delhi: Sterling    Publishers

2. Bhatia, A.K. (1997).*International Tourism Fundamentals and Practices,* New     Delhi: Sterling Publishers.

3. Bhatia, A.K. (1998).*Tourism Management and Marketing,* New Delhi: Sterling    Publishers

4. Geethanjali. (2010).*Tourism Management,* New Delhi: *ADD Publishers.*

5. Kailash Hariharan Iyer. (2006).*Development in India,* New Delhi: Vista    International Publishing house.

| Course Code 23PHIE22 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2.a | PSO 3.a | PSO 3.b | PSO 4.a | PSO 5.a | PSO 6.a | PSO 7.a | PSO 8.a |
| CO1 | 3 | 3 | 2 | - | - | - | 2 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | - | - | - | 2 | 2 | 3 | 2 |
| CO3 | 3 | 3 | 2 | - | - | - | 2 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | - | - | - | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | - | - | - | 2 | 2 | 3 | 2 |

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

                                        Dr.M.Babyrani
Dr.M.Babyrani                           Dr.V.Natchathira Selvakumari
**Head of the Department**              **Course Designers**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR – 626 001

## M.A. HISTORY
### (2023-2024 onwards)

| Semester II | **PRINCIPLES OF PUBLIC ADMINISTRATION** | Hours/Week: 6 | |
|---|---|---|---|
| DSEC-2 | | Credits : 4 | |
| Course Code **23PHIE23** | | Internal 25 | External 75 |

**COURSE OUTCOMES**

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

CO1: recognise the importance of Public Administration. [K2]

CO2: identify the structure and functions of Public Administration. [K3]

CO3: discover the role of Public Welfare Department in Welfare State. [K3]

CO4: analyse the basic concept and theory of Public Administration. [K4]

CO5: evaluate the role of people in Public Administration. [K4]

**UNIT I**

Meaning, Nature and Scope of Public Administration – Approaches to Public Administration – Politics and Public Administration. (18 hours)

**UNIT II**

Formal and Informal – Principles of Organisation- Hierarchy – Span of Control – Unity of Command – Delegation of Authority – Centralisation Vs Decentralisation – Co-ordination. (18 hours)

**UNIT III**

Leadership – Communication – Motivation – Decision Making – Organisation and Methods. (18 hours)

## UNIT IV

Personnel Administration – Recruitment –Training – Promotion – Conduct, Discipline and Morale in Public Administration.                    (18 hours)

## UNIT V

Financial Administration – Principles of Budget - Preparation, Enactment and Execution of Budget – Parliamentary Control over Public Finance.          (18 hours)

## TEXT BOOK

Bhambhri,C.P.(1973).*Public Administration in India,* New Delhi: Vikas Publishing House Private Limited.

## REFERENCE BOOKS

1. Basu,Rumki. (1986). *Public Administration: An introduction to concept and theory*, New Delhi: Sterling Publishers Pvt Ltd.

2. Ramachandran, Padma. (2003). *Public Administration in India*, New Delhi: National Book Trust.

3. Laxmikanth,M.(2007). *Public Administration*; *for the UPSC Civil Services Preliminary Examination*, New Delhi: Tata MaGrow Hill Publishing Company Limited.

4. Henry,Nicholas. (2004). *Public Administration and Public Affairs*, New Delhi: Tata MaGrow Hill Publishing Company Limited.

5. Fadio,B.H.*(2005).Public Administration*, Agra: Sathiya Bhavan Publication.

6. Maheshwari,S.R.(1994).*Administrative Theories*, New Delhi: Allied.

7. Nilgam,S.R.(1980), *Principles of Public Administrations*, Allahabad: Kitab Mahal.

| Course Code 23PHIE23 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2.a | PSO 3.a | PSO 3.b | PSO 4.a | PSO 5.a | PSO 6.a | PSO 7.a | PSO 8.a |
| CO1 | 3 | 3 | 2 | - | - | - | 2 | - | - | 2 |
| CO2 | 3 | 3 | 2 | - | - | - | 2 | - | - | 2 |
| CO3 | 3 | 3 | 2 | - | - | - | 2 | - | - | 2 |
| CO4 | 3 | 3 | 2 | - | - | - | 2 | - | - | 2 |
| CO5 | 3 | 3 | 3 | - | - | - | 2 | - | - | 2 |

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

Dr.M.Babyrani

Dr.M.Babyrani                          Dr.V.Natchathira Selvakumari
**Head of the Department**                **Course Designers**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN
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## VIRUDHUNAGAR
**Quality Education with Wisdom and Values**

## M.A. HISTORY
**(for those who join in 2023-2024)**

| Semester III | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course – 9 | **Colonialism and Nationalism in India** | Credits: 5 | |
| Course Code **23PHIC31** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** trace the impact of Colonialism on Indian Nationalism. [K2]

**CO2:** interpret the rise and growth of Nationalism in India. [K3]

**CO3:** illustrate the remarkable events during British Colonialism and Indian Nationalism. [K3]

**CO4:** analyse the glimpses of Indian National Movement. [K4]

**CO5:** evaluate the ideas, policies and reforms of British Administrators and Indian National Leaders. [K4]

## UNIT I

Colonialism**:** European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states –British imperialism and its impact.                                            (18 Hours)

## UNIT II

Emergence of Nationalism in India**:** Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement.                                (18 Hours)

**UNIT III**

From Representative politics to the idea of Self-rule**:** Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919.                           (18 Hours)

**UNIT IV**

Era of Mass Movements**:** Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.                           (18 Hours)

**UNIT V**

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps' Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.                           (18 Hours)

**LEARNING RESOURCES**

**Recommended Readings**

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India,* Orient Longman, New Delhi, 2006

Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times,* S. Chand & Co. Ltd., New Delhi, 2018

Masselos, Jim, *Indian Nationalism: A History,* New Dawn Press, 2005

Sarkar, Sumit, *Modern India, 1885-1947,*Laxmi Pub., New Delhi, 2008

**References**

Chand, Tara, *History of Freedom Movement in India, Vol. I - IV,* Pub. Div., New Delhi, 2017

Dutt, R.P., *India Today,* Read Books, 2008

Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization,* OUP, New Delhi, 1993

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa& Co., 2007

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935,* Indian National Congress Working Committee, 1935

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947,* Padma Pub., 1947

**Web sources**

1. https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676

2. https://www.jstor.org/stable/44140761

3. https://www.jstor.org/stable/44141769

| Course Code 23PHIC31 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                                        Dr.N.Anitha
**Head of the department**                                    **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

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

| Semester III | **Intellectual History of India** | Hours/Week: 6 | |
|---|---|---|---|
| Core Course – 10 | | Credits: 5 | |
| Course Code **23PHIC32** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** explain the various concepts of Intellectual History in Modern India. [K2]

**CO2:** identify the role of intellectuals in Indian History. [K3]

**CO3:** interpret the ideas and philosophy in Intellectual History. [K3]

**CO4:** classify the political, socio-economic and religious thoughts of Indian

Intellectuals. [K4]

**CO5:** illustrate the impact of Intellectual History on Indian Society. [K4]

**UNIT I**

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant .

(18 Hours)

**UNIT II**

Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa. (18 Hours)

**UNIT III**

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah . (18 Hours)

**UNIT IV**

Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar —— M.N. Roy. (18 Hours)

## UNIT V:

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution.                                           (18 Hours)

## LEARNING RESOURCES

### Recommended Books

Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.

Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959

Bhagwan, Vishnoo, *Indian Political Thinkers,*Atma Ram Pub., Lucknow, 1999

### References

C.P.Andrews : The Renaissance in India

P.K.Gopalakrishnan : Development of Economic Ideas in India.

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web sources

1. https://books.google.com/books/about/Makers_of_Modern_India.html?id=.

2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

| Course Code **23PHIC32** | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                              Dr.R.Malathi
**Head of the department**                               **Course designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

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

| | | | |
|---|---|---|---|
| Semester III | **Economic History of India since 1857 CE** | Hours/Week: | 6 |
| Core Course – 11 | | Credits: | 4 |
| Course Code **23PHIC33** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** discover the economic History of India since 1857 CE. [K2]

**CO2:** illustrate the impact of Agriculture, Industrial, Trade and Transport on Indian Economy. [K3]

**CO3:** interpret the evolution of economic growth in the period under study. [K3]

**CO4:** infer the economic ideas and policies in various sectors. [K4]

**CO5:** classify the economic spheres and its influence on Indian Scenario. [K4]

**UNIT I:**

Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy. (18 Hours)

**UNIT II:**

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class. (18 Hours)

**UNIT III:**

Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank .

(18 Hours)

**UNIT IV:**

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi – Chennai.     18 Hours)

**UNIT V**:

Nationalist Critique**:** DadabhaiNaoroji – AmartyaSen- Raja Chelliah– C. Rangarajan.

(18 Hours)

**LEARNING RESOURCES**

**Recommended Books**

Desai, S.S.M., et. al., *Economic History of India,* Himalaya Pub. House, 2010

Dutt, R.C., The Economic History of India, Vols. I & II, Publications Division, New Delhi, 2006

Dutt, R.P., *India Today,* Read Books, 2008

Roy, Tirthankar, *The Economic History of India, 1857-1947,* OUP India, New Delhi, 2010

Singh, V.B., *Economic History of India, 1857-1956,* Allied Pub. Pvt. Ltd., New Delhi, 1965

**Reference:**

Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*,Routledge, 1993.

Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II,* Cambridge University Press, Cambridge, 2008

**Web sources**

1.http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf

https://indianculture.gov.in/ebooks/economic-history-india-1600-1800

| Course Code 23PHIC33 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                                                    Mrs.M.Maheswari
**Head of the Department**                                        **Course Designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

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

## VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

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

| Semester III | **Principles and Techniques of Archaeology** | Hours/Week: 5 | |
|---|---|---|---|
| Core Course – 12 | | Credits: 3 | |
| Course Code **23PHIC34** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** summarize the basics of Archaeology and its importance.[K2]

**CO2:** sketch the archaeological developments from its beginnings. [K3]

**CO3:** identify the importance of archaeological sites and the contribution of archaeologists.[K3]

**CO4:** analyse the evolution, methods and techniques in the field of Archaeology.[K4]

**CO5:** illustrate the role of Archaeology and Archaeologists in historical research.[K4]

**UNIT I**

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology ,New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact) .

(15 Hours)

**UNIT II**

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India.

(15 Hours)

**UNIT III**

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Stratigraphy: Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

(15 Hours)

## UNIT IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.-Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.                                                           (15 Hours)

## UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.                                                           (15 Hours)

**LEARNING RESOURCES**
**Recommended Books**

Raman, K.V.              : Principles and Methods of Archaeology
Rajan.K                      : Archaeology: Principles and Methods

**References**

Atkinson.R.J.C          : Field Archaeology, 2nd edn
Barker Philip            : Understanding Archaeological Excavation
Fleming.S.              : Dating in Archaeology
Renfrew, C and Bhan : "Archaeology"
Robert.f.Heizer(ed.,)  : The Archaeologist at Work: A source Book in Archaeological
                              Method and Interpretation
Roy.Sourindranath      :The Story of Indian Archaeology
Renfrew, C &Paul Bahn: Archaeology: Theories, Methods and Practicals

**Web Sources**
1.https://www.britannica.com/science/archaeology
2.https://asi.nic.in

| Course Code 23PHIC34 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                              Dr.B.Amutha
**Head of the Department**                              **Course Designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR

### Quality Education with Wisdom and Values

**M.A History**

**(for those who join in 2023-2024)**

| Semester III | | Hours/Week: 5 | |
|---|---|---|---|
| Elective Course (NME) | **Tourism in Tamil Nadu** | Credits: 3 | |
| Course Code **23PHIN31** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** define the basic features in Tamil Nadu tourism and its significance. [K1]

**CO2:** discuss the elements, components and functions of Tamil Nadu Tourism industry. [K2]

**CO3:** infer the importance of Tamil Nadu Tourism and its nature. [K2]

**CO4:** discover the role of tourism in the promotion and protection of Tamil culture. [K3]

**CO5:** focus the knowledge on the growth of tourism industry.[K4]

**UNIT I**

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals.                    (15 Hours)

**UNIT II**

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions.                    (15 Hours)

**UNIT III**

Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli.                    (15 Hours)

**UNIT IV**

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram.

(15 Hours)

**UNIT V**

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities  - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter.                                    (15 Hours)

**LEARNING RESOURCES**

**Recommended Books**

Bhatia, A.K., *Tourism Development, Principles and Practices,* Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices,* Sterling Publishers, New Delhi, 1997

**References**

*Citizen's Charter,* Tourism Department, Government of Tamil Nadu, 2002

*Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005

Selvam, M., *Tourism Industry in India,* Himalaya Publishing House, Bombay, 1989

Web Sources

1.https://www.tamilnadutourism.tn.gov.in

2. https://www.e-unwto.org/

| Course Code 23PHIN31 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                                Dr.V.Natchathira Selvakumari
**Head of the Department**                                **Course Designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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## VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

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

| Semester III | | Hours/Week: 2 | |
|---|---|---|---|
| SEC - 1 | **Communication Strategies for Leadership Success** | Credits: 2 | |
| Course Code **23PHIS31** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** label the basic definitions of Communication and Communication Skills.[K1]

**CO2:** discuss the types of effective skills. [K2]

**CO3:** express the methods to improve communication skill. [K2]

**CO4:** discover the importance of Communication in day today life.[K3]

**CO5:** focus the communication strategies for leadership success. [K4]

**UNIT -I-**

Definition of communication-methods of communication-Definition of communication skills.

(6 Hours)

**UNIT-II**

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Nonverbal cues- Responsiveness.

(6 Hours)

**UNIT- III**

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism-Practice- Attendance of classes and workshop – effective usage of opportunities.

(6 Hours)

**UNIT-IV**

Effective Communication in workplace- Clarity and concise- practice of empathy-Assertion- calm and consistence. (6 Hours)

**UNIT-V**

Corporate communication-  Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills -  usage of chat bots, block chain, virtual reality .                    (6 Hours)

**Learning Resources**

**Recommended Books**

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,

Andrew Sobal and Jerold Panas, 10 skills for effective Business communication

**References**

Paul A. Argenti, Corporate communication

Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

**Web sources**

**https://www.rock.so/blog/communication-strategies**

**https://www.revechat.com/blog/effective-customer-service-communication/**

**https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/**

| Course Code 23PHIS31 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                                         Dr.R.Malathi
**Head of the Department**                              **Course Designer**

# V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)
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Reaccredited with 'A++' Grade (4ᵗʰ Cycle) by NAAC

## VIRUDHUNAGAR
**Quality Education with Wisdom and Values**

## (for those who join in 2023-2024)

| Semester III | | Hours/Week: - |
|---|---|---|
| Self Study Course | **PRACTICE FOR SET/NET – GENERAL PAPER** | Credits: 1 |
| Course Code **23PGOL31** | | Internal 100 |

## COURSE OUTCOMES

On completion of the course, students will be able to

CO1: discuss various concepts related to higher education system, teaching, communication, research, ICT and environmental studies.[K2]

CO2: apply the skills of communication, mathematical, internet and research aptitude in competitive examinations. [K3]

CO3: analyze the circumstances, instances, contents and arrive at / choose the Best option. [K3]

CO4: evaluate the data using ICT tools and logical reasoning.[K4]

CO5: develop self-learning activities to face challenges in their life.[K4]

## UNIT I

## TEACHING & RESEARCH APTITUDE

Teaching: Concept, Objectives, Levels of teaching, Factors affecting teaching, Methods of teaching of Higher learning, Evaluation systems

Research: Meaning, Types, Methods of Research, Steps of Research, Thesis and Article writing, Application of ICT in Research

## UNIT II

## COMMUNICATION AND HIGHER EDUCATION SYSTEM

Communication: Meaning, Types, Characteristics, Verbal and Non–verbal Communication and Barriers to Communication

Higher Education System: Professional, Technical, Skill Based Education, Value Education, Policies, Governance and Administration

## UNIT III

## PROSE COMPREHENSION

A text passage followed by a set of questions to be answered based on students' comprehensive ability

## UNIT IV

## MATHEMATICAL, LOGICAL REASONING AND DATA INTERPRETATION

Mathematical Logical Reasoning: Number series, letter series, Analogies, Venn diagram and Mathematical Aptitude

Data Interpretation: Graphical representation and mapping of Data, Data and Governance

## UNIT V

## ICT AND ENVIRONMENTAL STUDIES

ICT: General abbreviations, Basics of Internet, E-mail, Digital initiatives in higher education
Environmental Studies: Pollution, Impacts of Pollutants, Natural and energy sources, Natural Disasters and Environmental Protection Act

## TEXT BOOKS

Madan KVS (2019), NTA – UGC NET/SET/JRF- Teaching and Research Aptitude,  Pearson India Education Services Pvt.Ltd., Noida.

**REFERENCES**

Jain, Usha Rani. (2018), *UGC-NET* New Delhi: Mital Books India Ltd.

Singh, Rashmiand Asim Khan (2019), *UGC-NET  Paper- I*, New Delhi:Disha Publication.

| Course code 23PGOL31 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | - | - | 2 | 1 | - | 1 |
| **CO2** | 3 | 3 | 1 | 2 | 3 | 2 | - | 2 |
| **CO3** | 3 | 2 | 2 | 3 | 3 | 2 | - | 2 |
| **CO4** | 3 | 2 | 3 | 3 | 3 | 3 | - | 1 |
| **CO5** | 3 | 1 | 2 | 1 | 1 | 3 | - | 1 |

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

Dr.M.C. Maheswari                                              Mrs. K.Anitha
Dr. V. Navaneethamani                                        Dr.S. Malathi
**Heads of the Departments**                          **Course Designers**

**V.V.VANNIAPERUMAL COLLEGE FOR WOMEN**

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**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

**M.A History**

**(for those who join in 2023-2024)**

| Semester : IV | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course : 13 | **Contemporary India** | Credits: 5 | |
| Course Code **23PHIC41** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** indicate the condition of India after Independence.[K2]

**CO2:** interpret the Policies ,plans and schemes of Government of India during the period under study.[K3]

**CO3:** construct their knowledge over the remarkable events in the Contemporary History of India.[K3]

**CO4:** summarise the challenges before India and solutions, recoveries by Indian Government towards its development.[K4]

**CO5:** appraise the rise of India as a super powering he World.[K4]

**UNIT I**

Demographic profile – characteristics of Indian Population – Population growth – – Religion – Language – Occupation – National Policy on Population.

The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during BharathiyaJanata Party.                                              (18 Hours)

**UNIT II**

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.                                              (18 Hours)

**UNIT III**

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia.

(18 Hours)

**UNIT IV**

Indian Society: Rural and Urban context ––– Constitutional framework for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education.     (18 Hours)

**UNIT V**

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation
and Sports – Performing Arts – Drama and Cinema- Folk Arts.     (18 Hours)

**LEARNING RESOURCES**

**Recommended Books**

S.C. Dube (Ed)          : India since Independence (1947-1977)

S. Gopal          : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.

M.J.Akbar          : The Siege within: Problems of Modern India

A. Appadurai          : Foreign policy (Consumer Library)

V.D. Mahajan          : History of Modern India up to 1980's

**References**

B. Kuppuswamy          : Social Change in India

R.N. Sharma          : Social problems in India

Ronald Segal          : The Crisis of India

Bipan Chandra, et. al. : India After independence, 1947- 2000

**Web Sources**

1.https://www.ddutkal.ac.in

2.https:// www.jstor.org/contemporaryindia

| Course Code 23PHIC41 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani **Dr.M.Bavani**

**Head of the Department** **Course Designer**

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## VIRUDHUNAGAR

**Quality Education with Wisdom and Values**

## M.A History

## (for those who join in 2023-2024)

| Semester : IV | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course :14 | **Peasant and Labour Movements in India** | Credits: | 5 |
| Course Code **23PHIC42** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** indicatethereasons for Peasant and Labour Movements in India. [K2]

**CO2:** discover the Problems of Labour and Government Welfare Schemes for Labour.[K3]

**CO3:** determine the nature of the Peasant and Labour Movements in India.[K3]

**CO4:** categorize the demands of Peasants and Labours in India. [K4]

**CO5:** appraise the influence and impact of Peasant and Labour Movements on the State and

Society.[K4]

## UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour-Plantation labour. (18 Hours)

## UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - KisanSabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

(18 Hours)

## UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class. (18 Hours)

**UNIT IV**

Trade Unionism &Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector.                    (18 Hours)

**UNIT V**

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.                    (18 Hours)

**LEARNING RESOURCES**

**Recommended Books**

Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.

Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.

Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.

Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.

Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press,

Delhi, 1983. Chakrabarthy, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.

Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

**References**

Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.

Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.

Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.

Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947.

Cambridge University Press, Cambridge, 1986.

Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.

Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984

Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.

Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992

## Web Source

1.https://www.historydiscussion.net

2.https://www.jstor.org/peasantmovementinindia

3.https://www.jstor.org/stable/27768140

| Course Code 23PHIC42 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                                 Dr.M.Siva Sankari
**Head of the Department**                                       **Course Designer**

## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN
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### VIRUDHUNAGAR
**Quality Education with Wisdom and Values**

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

| Semester : IV | | Hours/Week: 6 | |
|---|---|---|---|
| Core Course :15 | **Project** | Credits: 5 | |
| Course Code **23PHIC41PR** | | Internal 40 | External 60 |

**Course Objectives**
**COURSEOUTCOMES**

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

**CO1**: identify the basic concepts relating to History and its Allied Subjects. [K2]

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

**CO3**: classify, analyse, interpret and the documentation of data for their project. [K3]

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

**CO5**: formulate the findings and provide further suggestions.[K4]

The students can undertake individual project on History in Ancient, Medieval and Modern periods. They can choose topics within the region of Tamil Nadu. They should follow Research Methodology in History for their study. The project should have four- or five-chapters including Introduction and Conclusion and it should not exceed 50 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**
PoliticalHistory/SocialHistory/EconomicHistory/CulturalHistory/ReligiousHistory/ Land and People/ Law and Order/ Status of Women/ History of Education can be taken.

**Medieval Period**
PoliticalHistory/SocialHistory/EconomicHistory/CulturalHistory/ReligiousHistory/ Land and People/ Law and Order/ Status of Women/ History of Education can be taken.

**Modern Period**

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

Inter disciplinary Study also can been couraged.

The primary and secondary data thus obtained should be analyzed 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 before the completion of the course.
5. It must have typed neatly in MSWord (12points, TimesNewRoman,1.5point spacing)
6. For the preparation of project report, research principles and ethics must be followed.
7. Project Report must be prepared in three copies.

The students should present their project in Viva-Voce examination.

**Distribution of Marks**

| Mode of Evaluation | | Marks |
|---|---|---|
| Internal Assessment | : | 40 |
| External Examination | : | 60 |
| **Total** | **:** | **100** |

Internal Assessment:  Pre-submission Presentation — 10 Marks

 Review Report — 20 Marks

 One Open Online Course related to the Project — 10 Marks

 External Examination: Project Report — 40 Marks

 Viva Voce — 20 Marks

| Course Code 23PHIC41PR | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                             Dr.M.Babyrani
**Head of the Department**                      **Course Designer**

# 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**

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

| Semester : IV | | Hours/Week: 6 | |
|---|---|---|---|
| Elective Course (DSEC) - 3 | **Women in India through the Ages** | Credits: 5 | |
| Course Code **23PHIE41** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** express the facets of Women in India.[K2]

**CO2:** interpret the Women Rights in Indian Society. [K3]

**CO3:** develop their awareness on social problems and legal protection of Women through the ages. [K3]

**CO4:** analyse the real status of Women in India. [K4]

**CO5:** focus their ideas on Women Empowerment and Women Welfare. [K4]

**UNIT I**

**Perspectives on Women's Issues:** Liberal – Radical – Socialist – Marxist – **Historical Aspects:** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle. (18 Hours)

**UNIT II**

**Social Reform Movements and their impact**: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirthamAmmaiyar. (18 Hours)

**Unit III**

**Constitution, Laws and the changing status of women**: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights,

Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws .                                                                               (18 Hours)

**Unit IV**

**Women's Welfare Organizations and Schemes:** Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation –  women welfare Schemes of the Government of India.              (18 Hours)

**Unit V**

**Women and Economy:** Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups-

Women and Media**:**  Women in Print- Visual and Social Media.                            (18 Hours)

**LEARNING RESOURCES**

**Recommended Books**

Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.

Nandal Santosh , "Women and Development", A Mittal Publications, New Delhi, 2012

Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.

**References**

Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019

Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing Women"s Lives", Kindle Edition, 2014.

Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Educreation Publishing House, New Delhi, 2016.

Rao, Pulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.

**Web sources**

1.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/

2.https://www.sociologydiscussion.com

| Course Code 23PHIE41 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | PSO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani                                   Dr.M.Fathima Begum

**Head of the Department**                              **Course Designer**

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### VIRUDHUNAGAR

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

| Semester : IV | | Hours/Week: 6 | |
|---|---|---|---|
| SEC – 2 Professional Competency Skill | **International Relations since 1945 CE** | Credits: 3 | |
| Course Code **23PHIS41** | | Internal 25 | External 75 |

**Course Outcomes:**

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

**CO1:** idenfy the political ideas and principles of the Modern World [K1]

**CO2:** indicate their knowledge over the importance of World Peace. [K2]

**CO3:** discuss the remarkable events and treaties in World Politics and its effects. [K2]

**CO4:** establish the international relationship between various countries. [K3]

**CO5:** focustheir ideas on the role of Super Powers in maintaining World Peace. [K4]

### UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats. (18 Hours)

### UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis. (18 Hours)

**UNIT III**

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC.                                                   (18    Hours)

**UNIT IV**

Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO.                                     (18 Hours)

**UNIT V**

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace .

                                                                                (18 Hours)

**LEARNING RESOURCES**

**Recommended Books**

Palmer and Perkins .,International Relations: World Community in Transition

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

**References**

Joseph Frankel        : International Relations in a Changing World

Michael Dockrill    : The Cold War: 1945-196

K.P. Misra&

K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations

Rasul B. Rais         : The Indian Ocean and the Superpowers

K.R. Singh          : The Indian Ocean: Big Power Presence and Local

Response

**Web Source**

1.https://www.britannica.com/topic/international-relations

2.https://www.futurelearn.com/experttracks/global-studies-international-

relatio**ns**

| Course Code 23PHIS41 | PO1 | | PO2 | PO3 | | PO4 | PO5 | PO6 | PO7 | PO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| | PSO 1.a | PSO 1.b | SO 2 | PSO 3.a | PSO 3.b | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
| **CO1** | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| **CO2** | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| **CO3** | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO5** | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

**3 – Strong, 2 – Medium, 1 - Low**

  Dr.M.Babyrani                                        Dr.P.Malarvizhi
**Head of the Department**                                **Course Designer**