



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

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

VIRUDHUNAGAR

Quality Education with Wisdom and Values

OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM REGULATIONS AND SYLLABUS (with effect from Academic Year 2025 - 2026)

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

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

A. CHOICE BASED CREDIT SYSTEM (CBCS)

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

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

UG PROGRAMMES

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

OUTLINE OF CHOICE BASED CREDIT SYSTEM- PG

1. Core Courses
2. Elective Courses
 - Discipline Specific Elective Courses (DSEC)
 - Generic Elective Courses
 - Non-Major Elective Courses (NMEC)
3. Skill Enhancement Courses
4. Self Study Course (Online)
5. Extension Activity
6. Extra Credit Courses (Optional)

**List of Non Major Elective Courses (NME)
(2024-2025 onwards)**

PG PROGRAMMES

Name of the Course	Semester	Course Code	Department
Introduction to Epigraphy	II	24PHIN21	History
Communication Strategies for Leadership Success	III	24PHIN31	
Functional English	II	24PENN21	English
English for Careers	III	24PENN31	
ஆளுமை மேம்பாடு	II	24PTAN21N	Tamil
தகவல் தொடர்பியல்	III	24PTAN31	
Accounting for Managers -I	II	24PCON21N	Commerce
Accounting for Managers -II	III	24PCON31	
Entrepreneurship Development	II	24PBAN21	Business Administration
Employability Skills	III	24PBAN31	
Mathematics for Life Sciences	II	24PMTN21	Mathematics
Statistics for Life and Social Sciences	III	24PMTN31	
Solid Waste Management	II	24PPHN21	Physics
Sewage and Waste Water Treatment and Reuse	III	24PPHN31	

Chemistry in Everyday Life	II	24PCHN21	Chemistry
Industrial Chemistry	III	24PCHN31	
Food Preservation	II	24PHSN21	Home Science - Nutrition and Dietetics
Nutrition and Health	III	24PHSN31	
Nutritional Biochemistry	II	24PBCN21	Biochemistry
Molecular Basis of Diseases and Therapeutic Strategies	III	24PBCN31	
Tissue engineering	II	24PBON21	Biotechnology
Gene manipulation Technology	III	24PBON31	
Web Programming	II	24PCSN21	Computer Science
Python Programming	III	24PCSN31	
Fundamentals of Web Design	II	24PCAN21N	Computer Applications
Fundamentals of Cyber Security	III	24PCAN31	

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 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 for competitive 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

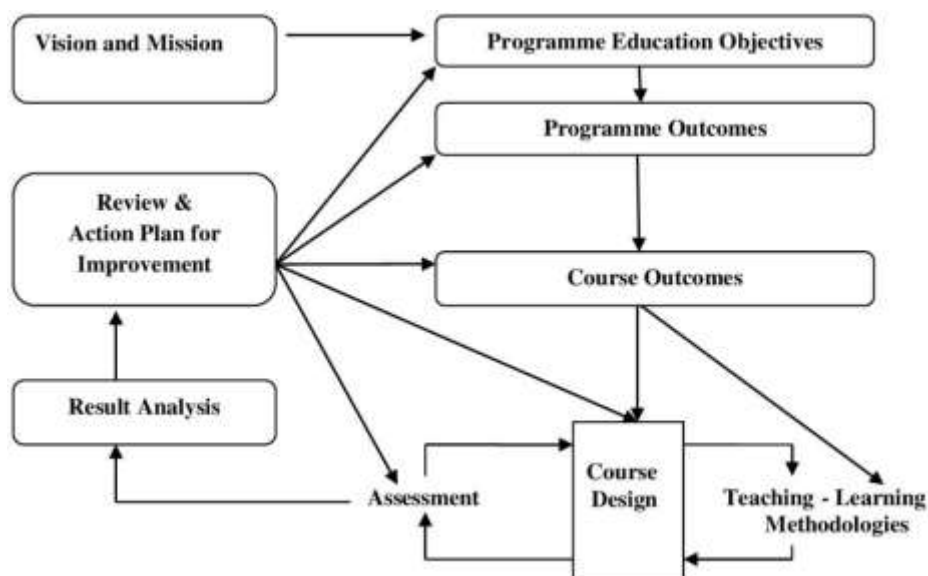
Attainment of PEOs can be measured by a PO-PEO matrix. PEOs should evolve through constant feedback from alumnae, students, industry, management, *etc.* It is mandatory that each PEO should be mapped to at least one of the Pos.

PEOs 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)

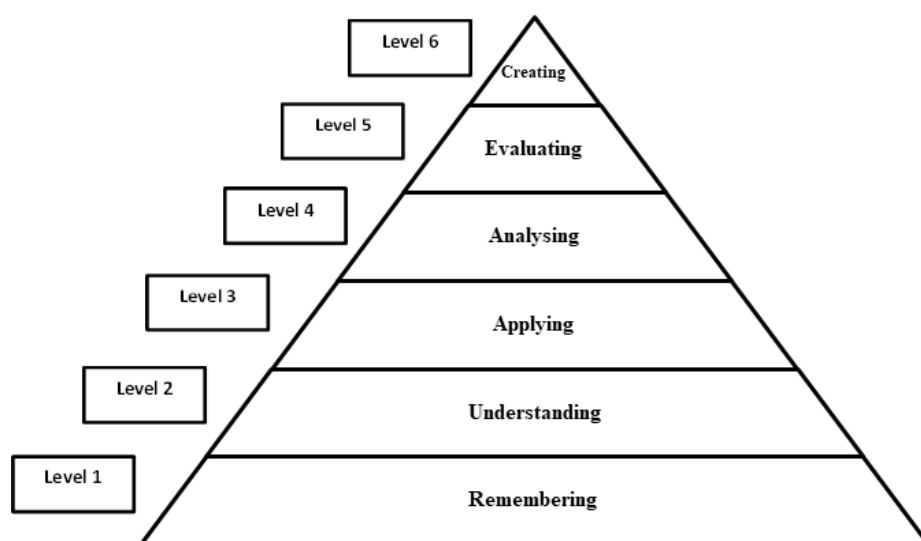
Course Outcomes are narrow statements restricted to the course contents given in five units. Course Outcomes describe what students would be capable of, after learning the contents of the Course. They reflect the level of knowledge gained, skills acquired and attributes developed by the students after 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/ PSO1	PO2/ PSO2	PO3/ PSO3	PO4/ PSO4	PO5/ PSO5	PO6/ PSO6	PO7/ PSO7	PO8/ PSO8
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 - Eitheror Type	5	5	5	25
C	11 - 13	Internal Choice - Either ...or Type	3	3	10	30
Total						60

B.2.2 Project

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

Distribution of Marks

Mode of Evaluation	Marks
Internal Assessment :	40
External Assessment :	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 Assessment:

- Project Report - 40 Marks
- Viva Voce - 20 Marks

B. 2.3 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 - Eitheror Type	5	5	5	25
C	11 - 13	Internal Choice - Either ...or Type	3	3	10	30
Total						60

B. 2.4 Internship / Industrial Training

Internship / Industrial Training is mandatory for all the Students

- **Internship:** Students have to involve in a designated activity, working in an organization for maximum of 30 days (not less than 20 days) under the guidance of an identified mentor.
- **Industrial Training:** Students have to undertake in-plant training in industries individually or in group for maximum of 30 days (not less than 20 days)
- Internship / Industrial Training must be done during the second semester holidays

Distribution of Marks

Mode of Evaluation		Marks
Internal Assessment	:	75
External Assessment	:	25
Total	:	100

Internal Assessment

Mode of Evaluation		Marks
Onsite Learning/Survey	:	50
Report	:	25
Total		75

External Assessment

Mode of Evaluation		Marks
Viva-Voce	:	25
Total		25

B.2.5. 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.2.6. 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.2.7 Transfer of credits earned through MOOC (UGC recognized Courses)

- Students can opt for minimum of
 - 12 weeks Courses for Core Courses
 - 8 weeks Courses for Elective Courses
 - 4 weeks Courses for Skill Enhancement Course
- The Online Courses opted by the students will be verified and approved by the Head of the Department and forwarded to the Controller of Examinations through the Principal.
- Students are required to register for the equivalent Online Courses through the Institution's SWAYAM-NPTEL Local Chapter after submitting a Permission letter to the Head of the Department.
- The Course should be completed before the beginning of that particular Semester in which the selected Course is offered.
- The student should submit the Course Completion Certificate immediately after receiving it, to the Department.
- The Head of the Department has to send the list of the students and their Course Completion Certificates to the Controller of Examinations through the Principal.
- The students who have submitted the Completion Certificate are exempted from appearing the Periodic Tests and Summative Examinations of the respective course but without any exemption for class attendance.
- Credits allotted for the particular Course in the Curriculum will be transferred after the completion of the Online Course
- Students can earn up to 10 credits within the mandatory credits requirements of the Degree Programme by completing UGC recognised Online Courses.

B.2.8. EXTRA CREDIT COURSES (OPTIONAL)**2.8.1 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

B.2.8.2 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 all the 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 60-75 days (66% -84%) of attendance are permitted to appear for the Summative Examinations after paying the required fine amount and fulfilling other conditions according to the respective cases.
- 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.
- For Certificate, Diploma, Advanced Diploma and Post Graduate Diploma Programmes, the students require 75% of attendance to appear for the Theory/Practical Examinations.

B.3 ASSESSMENT MANAGEMENT PLAN

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

B.3.1 Assessment Process for CO Attainment

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

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

Indirect Assessment - Done through Course Exit Survey.

CO Assessment Rubrics

For the evaluation and assessment of COs and POs, rubrics are used. Internal assessment contributes 40% and End Semester assessment contributes 60% to the total attainment of a CO for the theory courses. For the practical courses, internal assessment contributes 50% and Semester

assessment contributes 50% to the total attainment of a CO. Once the Course Outcome is measured, the PO can be measured using a CO-PO matrix.

CO Attainment

Direct CO Attainment

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

Target Setting for Assessment Method

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

Formula for Attainment for each CO

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

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

Attainment Levels of COs

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

Indirect CO Attainment

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

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

CO Attainment

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

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

B.3.2 Assessment Process for Overall PO Attainment

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

PO Assessment Tools

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

Programme Articulation Matrix (PAM)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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 and Extra-curricular Activities)**

Expected Level of Attainment for each of the Programme Outcomes

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

Level of 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

$$\begin{aligned} \text{Percentage of PEO Attainment from Employment} &= \frac{\text{Number of Students who have got Employment}}{\text{Target}} \times 100 \\ \text{Percentage of PEO Attainment from Higher Education} &= \frac{\text{Number of Students who pursue Higher Education}}{\text{Target}} \times 100 \\ \text{Percentage of PEO Attainment from Entrepreneurship} &= \frac{\text{Number of Students who have become Entrepreneurs}}{\text{Target}} \times 100 \end{aligned}$$

Expected Level of Attainment for each of the Programme Educational Objectives

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

Level of PEO Attainment

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

C. PROCESS OF REDEFINING THE PROGRAMME EDUCATIONAL OBJECTIVES

The college has always been involving the key 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.



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VIRUDHUNAGAR - 626 001

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 2024-2025

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 (5)	-	18(13)
Core Course	-	-	6(4)	-	6 (4)
Project	-	-	-	6 (5)	6 (5)
Elective Course (DSEC)	6 (3)	4 (3)	3 (3)	-	13 (9)
Elective Course (Generic)	6 (3)	4 (3)	-	-	10 (6)
Elective Course (NME)	-	4 (2)	3(2)	-	7 (4)
Elective Course- (Industry / Entrepreneurship)	-	-		6 (3)	6 (3)
Skill Enhancement Course/ Professional Competency Skill	-	-	-	6(3)	6 (3)
Self-Study Course	-	-	0 (1)	-	0(1)
Internship/Industrial Activity			0 (2)	-	0 (2)
Extension Activity	-	-	-	0 (1)	0 (1)
Total	30 (20)	30 (22)	30 (27)	30 (22)	120 (91)
Extra Credit Course(Optional) – Department	-	-	0(2)	-	0(2)
Extra Credit Course(Optional) - MOOC	-	-	-	-	Limited to a maximum of 15 credits



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M.A. HISTORY– 6010

SEMESTER III

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
							Int.	Ext.	Total
1.	Core Course –7	Colonialism and Nationalism in India	24PHIC31	6	5	3	25	75	100
2.	Core Course –8	Intellectual History of India	24PHIC32	6	5	3	25	75	100
3.	Core Course –9	Economic History of India since 1857 CE	24PHIC33	6	5	3	25	75	100
4.	Core Course – 10	Principles and Techniques of Archaeology	24PHIC34	6	4	3	25	75	100
5.	Elective Course - 6 (DSEC)	Tourism in Tamil Nadu	24PHIE31	3	3	3	25	75	100
6.	Elective Course -7 (NME)	Communication Strategies for Leadership Success	24PHIN31	3	2	3	25	75	100
7.	Self-Study Course	Practice for SET/NET-General Paper	24PGOL31	-	1	-	100	-	100
8.	Internship/ Industrial Activity	Internship	24PHII31	-	2	-	75	25	100
Total				30	27				800
9.	Extra Credit Course	Tamil Culture through the ages	24PHIO31	-	2	3	100	-	100

SEMESTER IV

S. No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam Hours	Marks		
							Int.		Total
1.	Core Course - 11	Contemporary India	24PHIC41	6	5	3	25	75	100
2	Core Course - 12	Peasant and Labour Movements in India	24PHIC42	6	5	3	25	75	100
3.	Core Course - 13	Project	24PHIC43PR	6	5	-	40	60	100
4.	Elective Course -8 (Industry/ Entrepreneurship)	Women in India through the Ages	24PHIE41	6	3	3	25	75	100
5.	Skill Enhancement Course/ Professional Competency Skill	History for SET/NET	24PHIS41	6	3	3	25	75	100
6.	Extension Activity			-	1	-	100	-	100
Total				30	22				600



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M.A. HISTORY (2024-2025 onwards)

Semester III	Colonialism and Nationalism in India	Hours/Week: 6	
Core Course – 7		Credits: 5	
Course Code 24PHIC31		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: analyze 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

Reference Books

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 24PHIC31	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
Head of the department

Dr.N.Anitha
Course designer



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VIRUDHUNAGAR

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M.A History (2024-2025 onwards)

Semester III	Intellectual History of India	Hours/Week: 6	
Core Course – 8		Credits: 5	
Course Code 24PHIC32		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 – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant .

(18 Hours)

UNIT II

Economic thought of Early Nationalists – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade – J.C. Kumarappa.

(18 Hours)

UNIT III

Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah . (18 Hours)

UNIT IV

Social Thinkers: Jyoti Rao Phule-Periyar E.V. Ramasamy- B.R. Ambedkar
, Ayothi Das Pandithar ——— 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, Vishnool, *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.Brodovov : 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=.](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 24PHIC32	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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

Head of the department

Dr.R.Malathi

Course designer



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M.A History (2024-2025 onwards)

Semester III	Economic History of India Since 1857 CE	Hours/Week: 6	
Core Course – 9		Credits: 5	
Course Code 24PHIC33		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: Dadabhai Naoroji – Amartya Sen- 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 24PHIC33	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

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Head of the Department

Mrs.M.Maheswari
Course Designer



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M.A History (2024-2025 onwards)

Semester III	Principles and Techniques of Archaeology	Hours/Week: 6	
Core Course – 10		Credits: 4	
Course Code 24PHIC34		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) .

(18 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.

(18 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.

(18 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. (18 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. (18 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 24PHIC34	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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
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Dr.B.Amutha
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Semester III	Tourism in Tamil Nadu	Hours/Week: 3	
Elective Course -6 DSEC		Credits: 3	
Course Code 24PHIE31		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. [K2]

CO2: discuss the elements, components and functions of Tamil Nadu Tourism industry. [K3]

CO3: infer the importance of Tamil Nadu Tourism and its nature. [K3]

CO4: discover the role of tourism in the promotion and protection of Tamil culture. [K4]

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. (9 Hours)

UNIT II

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions. (9 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. (9 Hours)

UNIT IV

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram. (9 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. (9 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 24PHIE31	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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
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Dr.V.Natchathira Selvakumari
Course Designer



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M.A History (2024-2025 onwards)

Semester III	Communication Strategies for Leadership Success	Hours/Week: 3	
Elective Course - 7 NME		Credits: 2	
Course Code 24PHIN31		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.
(9 Hours)

UNIT-II

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

UNIT- III

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

UNIT-IV

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence.
(9 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 . (9 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 24PHIN31	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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

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V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

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VIRUDHUNAGAR

Quality Education with Wisdom and Values

(2024-2025 onwards)

Semester III	Practice for SET/NET– General Paper	Hours/Week: -
Self-Study Course		Credits: 1
Course Code 24PGOL31		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, Rashmi and Asim Khan (2019), *UGC-NET Paper- I*, New Delhi: Disha Publication.

Course code 24PGOL31	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
Dr. V. Navaneethamani
Heads of the Departments

Mrs. K.Anitha
Dr.S. Malathi
Course Designers



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VIRUDHUNAGAR

Quality Education with Wisdom and Values

M.A. History

(2024-2025 onwards)

Semester III	Internship	Hours/Week: -	
Course Code 24PHII31		Credits: 2	
		Internal 75	External 25

COURSE OUTCOMES

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

CO1: apply their theoretical knowledge in practical aspects. [K3]

CO2: improve their employability skill. [K3]

CO3: enhance research and critical thinking. [K3]

CO4: analyze their ability in different careers within the field. [K4]

CO5: develop their skills required for their professional and personal development. [K5]

Guidelines/ Regulations:

- Each student must go for Internship training in a reputed Organization/ Educational Institution/ Publication House/ Media.
- Students should produce the Completion Certificate after the Completion of Internship Period.
- A report of 15 – 20 pages must be submitted by each student after the completion of the Internship period.
- External Viva-voce examination will be conducted.

Course Code 24PHII31	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	-	2	2
CO2	3	3	3	2	3	-	2	2
CO3	3	3	2	2	2	3	1	2
CO4	2	2	2	3	3	2	1	2
CO5	2	2	2	3	2	-	2	2

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

Dr.M.Babyrani
Head of the Department

Dr.P.Malarvizhi
Course Designer



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Quality Education with Wisdom and Values

M.A. History (2024-2025 onwards)

Semester IV	Tamil Culture Through the Ages	Hours/Week: -
Extra Credit Course		Credits: 2
24PHIO31		Internal 100

COURSE OUTCOMES

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

CO1: explain the rich cultural traditions of Tamils.

CO2: identify the customs and practices in Tamil Culture.

CO3: discover the cultural heritage and significance of Tamil Society.

CO4: analyze the glorious cultural contributions of Tamil Kingdoms through the ages.

CO5: develop their knowledge on glimpses of Tamil Culture.

UNI I: Sangam Age and Post Sangam Age: Social Institutions -Customs and Practices - Religion -Literature –Arts - Age of the Pallavas: Society - Religion- Bhakti Movement Literature and Education -Arts.

UNIT II: Age of the Cholas: Society - Religion -Role of the Temple Literature and Education – Arts - Age of the Pandyas: Society - Religion -Foreign Accounts Literature -Arts.

UNIT III: Tamilagam under Vijayanagar and Nayak Rule - Society - Religion -Literature –Arts -Tamilagam under the Marathas: Society - Religion- Literature -Arts.

UNIT IV: Education in Modern Tamilnadu: Introduction of Western Education- Higher Education -Education Policy - Religion in Modern Tamilnadu: Christianity -Hindu Reform Movement

UNIT V: Reform Movement in Modern Tamilnadu: Social Reform Movements -Self Respect Movement -Women Movements in Tamilnadu - Fine Arts in Modern Tamil Nadu - Tamil Renaissance.

LEARNING RESOURCES

Recommended Readings

Devanesan,A. (1997). *History of Tamil Nadu (Political, Social, Economic, Cultural and Religion)*,Marthandam: Renu Publication.

Manoranjithamani.C.(2012).*History of Tamil Nadu upto1565AD*,Tirunelveli: Dave berylPublications.

Subramanian, N. (1977). *History of Tamilnad*, Madurai: Koodal Publishers.

REFERENCES

- AvvaiDuraisamy Pillai, (2020). *History of the Chera King*, Chennai:Saran Books.
- Chellam, V.T. (1981). *New Light on the Early History of Tamil Nadu*, Trichy :Vijay Publications.
- Chellam, V.T. (2016). *Tamil Nadu: History and Culture* (in Tamil), ManivasagarPathipakam.
- Eraiyarasan, B.(2017). *The History of Tamil Nadu (The Only Surviving Classical Civilization)*,
Chennai: International Institute of Tamil Studies.
- Kanakasabhai, V. (1982).*Tamils Eighteen Hundred Years Ago*, New Delhi: Asian EducationalService.
- Minakshi, C. (1938). *Administration and Social Life Under the Pallavas*, Madras: University ofMadras.
- Nilakanta Sastri, K.A. *The Colas*, (1984). Madras: University of Madras
- Nilakanta Sastri, K.A.(1997). *A History of South India: From Prehistoric Times to the Fall ofVijayanagar*, Chennai:Oxford University Press.
- Noboru Karashima, ed., (2014)..*A Concise History of South India: Issues and Interpretations*
New Delhi:Oxford University Press.
- Pillay, K.K. (1967).*A Social History of the Tamils*, Madras: University of Madras.Pillay, K.K. (2021). *Historical Heritage of Tamils*, Chennai: MJP Publishers.
- Rajamanickanar, Ma. *History of Cholas*, Chennai: Saran Books. Rajamanickanar, Ma. *History of Pallavas*, Chennai: Saran Books.
- Ramasamy, A. *A History of Ancient Tamil Civilization*, Chennai: New Century Book House.
- Srinivasa Iyengar, P.T.(2001). *History of the Tamils: From the Earliest Times to 600 A.D.*, NewDelhi: Asian Educational Services.
- Subramanian, N.(1966). *Sangam Polity*, Bombay :Asia Publishing House.
- Subbarayalu, Y.(2012). *South India under the Cholas*, New Delhi: Oxford University Press.

Web Resources

- <https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>
- <http://www.historydiscussion.net>
- <http://globalsecurities.org/military/world/india/history-chola.htm>

Dr.M.Babyrani
Head of the department

Dr.V.Natchathira Selvakumari
Course designer



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Quality Education with Wisdom and Values

M.A History (2024-2025 onwards)

Semester : IV	Contemporary India	Hours/Week: 6	
Core Course : 11		Credits: 5	
Course Code 24PHIC41		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. Kuppaswamy : 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](https://www.jstor.org/contemporaryindia)

Course Code 24PHIC41	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
Head of the Department

Dr.M.Bavani
Course Designer



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Quality Education with Wisdom and Values

M.A History (2024-2025 onwards)

Semester : IV	Peasant and Labour Movements in India	Hours/Week: 6	
Core Course :12		Credits: 5	
Course Code 24PHIC42		Internal 25	External 75

Course Outcomes:

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

CO1: indicate the reasons 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. Chakrabarty, 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 24PHIC42	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
Head of the Department

Dr.M.Siva Sankari
Course Designer



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VIRUDHUNAGAR

Quality Education with Wisdom and Values

M.A History (2024-2025 onwards)

Semester : IV	Project	Hours/Week: 6	
Core Course :13		Credits: 5	
Course Code 24PHIC43PR		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.[K3]

CO3: interpret the documentation of data for their project. [K3]

CO4: evaluate the hypothesis related to the topics chosen for project. [K4]

CO5: appraise the findings and provide further suggestions.[K5]

The students can undertake individual project on History in Ancient, Medieval and Modern periods. They can choose topics within the region of India. They should follow Research Methodology in History for their study. The project should have 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 be encouraged.

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 24PHIC43PR	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
Head of the Department

Dr.M.Babyrani
Course Designer



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Quality Education with Wisdom and Values

M.A History (2024-2025 onwards)

Semester : IV	Women in India Through the Ages	Hours/Week: 6	
Elective Course - 8 (DSEC)		Credits: 3	
Course Code 24PHIE41		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 24PHIE41	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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
Head of the Department

Dr.M.Fathima Begum
Course Designer



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VIRUDHUNAGAR
Quality Education with Wisdom and Values

M.A. History
(2024-2025 onwards)

Semester IV	History for SET/NET	Hours/Week: 6	
SEC		Credits: 3	
Professional Competency Skill 24PHIS41		Internal 25	External 75

COURSE OUTCOMES

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

CO1: define the pattern and get the clarity of various competitive exams. [K1]

CO2: identify the essential of writing methods in History. [K2]

CO3: develop their competitive and time management skill in appearing Government Exams. [K2]

CO4: improve their aptitude test and General Knowledge in History. [K3]

CO5: analyze their skill in answering complex questions in History.[K4]

Unit I: Negotiating the Sources: Archaeological sources - Indus/Harappa Civilization - Expansion of State system - Vedic and later Vedic periods -Pastoralism and Food Production - **From State to Empire:** Dissolution of Empire and Emergence of Regional Powers -Salankayanas and Visnukundins in Andhradesa -Harsha and his Times - Gupta Vakataka age - From State to Empire (18 Hours)

Unit II: The emergence of Regional Kingdoms:Kingdoms in Deccan, South India, Eastern India, Western India, North India -Characteristics of Early Medieval India - Trade and urbanization - Growth of Brahminical religions - Debates of state formation in Early Medieval India - **Source of Medieval Indian History:** Rise of the Marathas & the foundation of Swaraj by Chhatrapati Shivaji Maharaj -Source of Medieval Indian History - The Vijayanagara and the Bahmanis -Foundation of the Mughal Empire -Later Mughals and Disintegration of the Mughal Empire. (18 Hours)

Unit III: Administration & Economy: Sher Shah's Administrative Reforms - Administrative System in the Deccan - Frontier Policies under Delhi Sultanate and Mughals

- Inter-State Relations during the Sultanate and the Mughals - **Society and Culture:** The Saints of the Medieval Period - The Sufis - The Sikh Movement - Bhakti Movement - Development of Education, Fine Arts. (18 Hours)

Unit IV: Sources of Modern Indian History: Sources of Modern Indian History - Rise of British Power - Establishment and Expansion of British Dominion in India - British Relations with the Principal Indian States - Revolt of 1857 - Colonial Economy - Expansion and Commercialization of Agriculture - British Industrial Policy - Modernization of Indian Languages and Literary Forms - Indian Society in Transition. (18 Hours)

Unit V: Rise of Indian Nationalism: Swadeshi and Swaraj - Birth of the Indian National Congress - B.R. Ambedkar - Gandhian Mass Movements - India after Independence - **Historical Method, Research, Methodology, and Historiography :** Scope and Importance, Objectivity and Bias in History - Recent Trends in Indian History - Beginnings of Historical Writings – Greek, Roman, and Church - Renaissance and its Impact on History Writing -Post–Modernism in History. (18 Hours)

Reference Book:

<https://www.adda247.com/teaching-jobs-exam/ugc-net-history-syllabus/>

TEXT BOOKS

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

AnletSobithabai,W. (2002). *History of India (Upto 712 AD)*,

Marthandam: Sharon Publication.

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Reference Books

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

Chakravarthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

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

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

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016
Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Web sources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

Course Code 24PHIS41	PO1		PO2	PO3		PO4	PO5	PO6	PO7	PO8
	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO	PSO
	1.a	1.b	2	3.a	3.b	4	5	6	7	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
Head of the department

Dr.S.Lalitha
Course designer