



## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

Reaccredited with 'A++' Grade (4<sup>th</sup> 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 2024 - 2025)

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 (TANSCHÉ) 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

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##### 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. Extension Activity
6. Extra Credit Courses (Optional)

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

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**PG PROGRAMMES**

Name of the Course	Course Code	Department
Introduction to Epigraphy	24PHIN21	History
Functional English	24PENN21	English
தமிழ் இலக்கிய வரலாறு	24PTAN21	Tamil
Taxation Concepts and Assessment	24PCON21	Commerce
Entrepreneurship Development	24PBAN21	Business Administration
Mathematics for Life Sciences	24PMTN21	Mathematics
Solid Waste Management	24PPHN21	Physics
Chemistry in Everyday Life	24PCHN21	Chemistry
Food Preservation	24PHSN21	Home Science - Nutrition and Dietetics
Nutritional Biochemistry	24PBCN21	Biochemistry
Tissue engineering	24PBON21	Biotechnology
Web Programming	24PCSN21	Computer Science
Fundamentals of Web Design	24PCAN21	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.

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

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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 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.

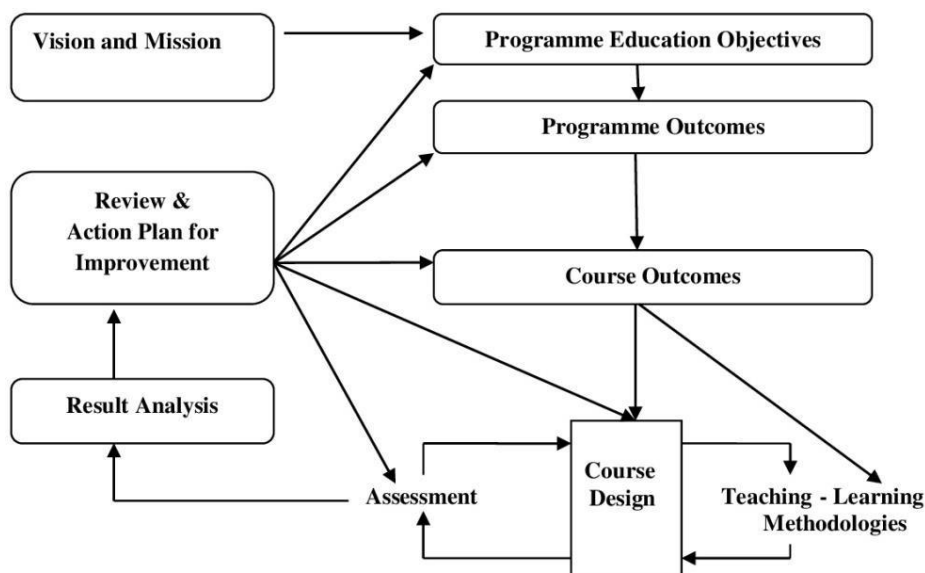
**PO-PEO Mapping Matrix**

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.

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

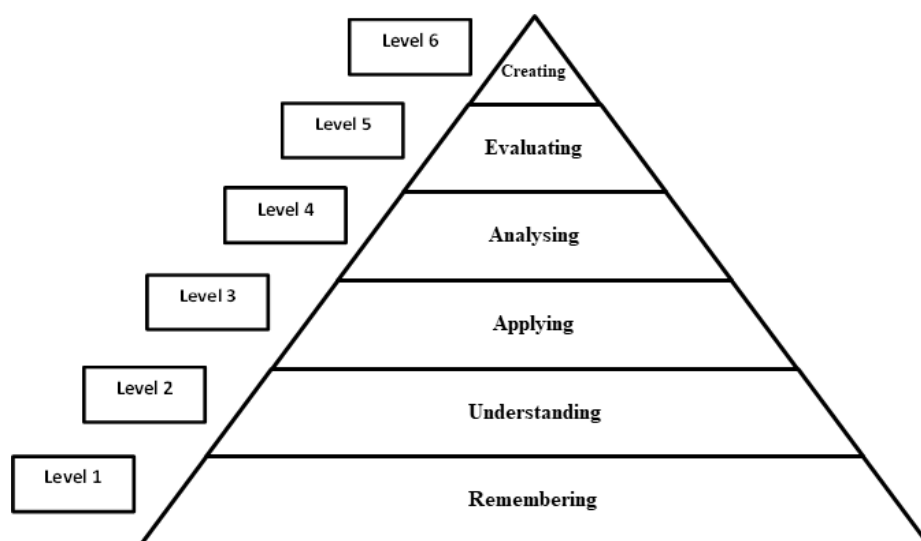
**B.1.4 Course Outcomes (COs)**

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
<b>Total</b>	<b>: 25</b>

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
<b>Total</b>						<b>45*</b>

\*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	:
Seminar Presentation	:
<b>Total</b>	<b>75</b>

**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
<b>Total</b>						<b>60</b>

**B.2.2 Project**

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

**Distribution of Marks**

Mode of Evaluation	Marks
Internal Assessment	:
External Examination	:
<b>Total</b>	<b>100</b>

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
<b>Total</b>		<b>25</b>

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
<b>Total</b>						<b>30*</b>

\*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
<b>Total</b>		<b>75</b>

**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
<b>Total</b>						<b>50</b>

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

<b>Mode of Evaluation</b>		<b>Marks</b>
Periodic Test	:	20
Assignment	:	5
<b>Total</b>		<b>25</b>

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**

<b>Section</b>	<b>Q. No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
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
<b>Total</b>						<b>45*</b>

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

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

<b>Mode of Evaluation</b>		<b>Marks</b>
Summative Examination	:	60
Seminar Presentation	:	15
<b>Total</b>		<b>75</b>

**Summative Examination****Question Pattern****Duration: 3 Hours**

<b>Section</b>	<b>Q. No.</b>	<b>Types of Question</b>	<b>No. of Questions</b>	<b>No. of Questions to be answered</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
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
<b>Total</b>						<b>60</b>

**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
<b>Total</b>	<b>:</b>	<b>100</b>

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
<b>Total</b>	<b>:</b>	<b>25*</b>

\*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
<b>Total</b>	<b>:</b>	<b>100</b>

**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
				<b>Total</b>	<b>75</b>

**B.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.

**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 averagemark 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
$60\% \leq$ Attainment Value $< 70\%$	Very Good
$50\% \leq$ Attainment Value $< 60\%$	Good
$40\% \leq$ Attainment Value $< 50\%$	Satisfactory
Attainment Value $< 40\%$	Not Satisfactory

### Level of PO Attainment

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

### B.3.3 Assessment Process for PEOs

The curriculum is designed so that all the courses contribute to the achievement of PEOs. The attainment of PEOs is measured after 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
<b>Total Attainment</b>	<b>100</b>

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

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

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

**Expected Level of Attainment for each of the Programme Educational Objectives**

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

**Level of PEO Attainment**

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

### **C. PROCESS OF REDEFINING THE PROGRAMME EDUCATIONAL OBJECTIVES**

The college has always been involving the key 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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### 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) 20% Theory 80 % Practical	-	-		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)
<b>Total</b>	<b>30 (20)</b>	<b>30 (22)</b>	<b>30 (27)</b>	<b>30 (22)</b>	<b>120 (91)</b>
Extra Credit Course(Optional) - Offered by the Department	-	-	0(2)	-	0(2)
Extra Credit Course(Optional) - MOOC	-	-	-	-	Limited to a maximum of 15 credits



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### M.A. HISTORY- 1016 PROGRAMME CONTENT

For those who join in 2024- 2025

#### SEMESTER I

S.No.	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
1.	<b>Part A</b>	Core Course -1	History of Ancient and Early Medieval India - Prehistory to 1206 CE	24PHIC11	6	5	3	25	75	100
2.		Core Course -2	Socio Cultural History of Tamil Nadu upto 1565 CE	24PHIC12	6	5	3	25	75	100
3.		Core Course -3	History of World Civilizations (Excluding India)	24PHIC13	6	4	3	25	75	100
4.		Elective Course - 1 (DSEC)	Indian Art and Architecture	24PHIE11	6	3	3	25	75	100
5.		Elective Course - 2 (Generic)	Administrative History of Tamil Nadu	24PHIE12	6	3	3	25	75	100
<b>Total</b>					<b>30</b>	<b>20</b>				<b>500</b>

## SEMESTER II

S.No	Components		Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
1.	<b>Part A</b>	Core Course -4	History of Medieval India - 1206 - 1707 CE	24PHIC21	6	5	3	25	75	100
2		Core Course -5	Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.	24PHIC22	6	5	3	25	75	100
3.		Core Course -6	Historiography and Historical Methods	24PHIC23	6	4	3	25	75	100
4.		Elective Course - 3 (DSEC)	History of Journalism	24PHIE21	4	3	3	25	75	100
5.		Elective Course - 4 (Generic)	Indian Constitution	24PHIE22	4	3	3	25	75	100
6.		Elective Course -5 (NME)	Introduction to Epigraphy	24PHIN21	4	2	3	25	75	100
<b>Total</b>					<b>30</b>	<b>22</b>				<b>600</b>

**SEMESTER III**

S.No.	Components	Title of the Course	Course Code	Hours Per Week	Credits	Exam. Hours	Marks			
							Int.	Ext.	Total	
1.	<b>Part A</b>	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 Tamilnadu	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	2	100	-	100
8.		Internship/Industrial Activity		24PHII31	-	2	-	100	-	100
<b>Total</b>					<b>30</b>	<b>27</b>				<b>800</b>
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.	Ext.	Total	
1.	<b>Part A</b>	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	24PHIC41PR	6	5	-	40	60	100
4.		Elective Course -8 (Industry/Entrepreneurship) - I 20% Theory 80 % Practical	Women in India through the Ages / Science and Technology in India since 1947 CE	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
<b>Total</b>				<b>30</b>	<b>22</b>					<b>600</b>



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### M.A. HISTORY

(for those who join in 2024-2025)

Semester I	<b>History of Ancient and Early Medieval India – Prehistory to 1206 CE</b>	Hours/Week: 6	
Core Course - 1		Credits: 5	
Course Code <b>24PHIC11</b>		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 II

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 Arthashastra – 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, Pratiharas 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

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

Chakravarty, 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 24PHIC11	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.P.Malarvizhi  
Course designer



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**VIRUDHUNAGAR**

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### M.A. HISTORY

(for those who join in 2024-2025)

Semester I	<b>Socio Cultural History of Tamil Nadu upto 1565 CE</b>	Hours/Week: 6	
Core Course - 2		Credits: 5	
Course Code <b>24PHIC12</b>		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 Thinaï– 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 Meenakshi Temple – 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 (18 hours)

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

#### Text Books

Manoranjithamani,C.(2012).*HistoryofTamilNad(upto1565AD*Tirunelveli Dave-Beryl Publication

Rajayyan,K.(2005).*TamilNaduarealHistory*,Madurai:RatnaPublications.

#### REFERENCEBOOKS.

Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

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

Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India SaivaSiddhantha Works Publishing Society, Tinnevelly, 1956.

Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008

Sastri, K.A.Nilakanta, *The Colas*,University of Madras, Madras

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

#### Web sources

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

Course Code 24PHIC12	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
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

**3 – Strong, 2 – Medium, 1 – Low**

Dr.M.Babyrani  
Head of the department

Dr.M.Fathima Begum  
Course designers



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### M.A. HISTORY

(for those who join in 2024-2025)

Semester I	<b>History of World Civilizations (Excluding India)</b>	Hours/Week: 6	
Core Course - 3		Credits: 4	
Course Code <b>24PHIC13</b>		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, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello, World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

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 24PHIC13	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

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Dr.M.Bavani  
Course designer



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### M.A. HISTORY

(for those who join in 2024-2025)

Semester I	<b>Indian Art and Architecture</b>	Hours/Week: 6	
Elective Course - 1 (DSEC)		Credits: 3	
Course Code <b>24PHIE11</b>		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]

**CO2:** 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 - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings (18 hours)

#### UNIT V

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

#### TEXTBOOK

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

#### REFERENCE BOOKS

Craven, Roy, *A concise history of Indian Art*, Thames, and Hudson; London; 1976

Hardy, Adam, *The Indian Temple Architecture*, Abhinav Publications, 2002

Tomory, Edith, *A History of Fine Art in India, and the West*, Orient BlackSwan; Reprinted edition (1989)

Banerjee.J.N., *Development of Hindu Iconography*, Munshiram Manoharlal; 3rd edition, 2002

Coomaraswamy.A.K., *History of Indian and Indonesian Art*, Kessinger Publishing, LLC, 2003

Deva, Krishna, *Temples of North India*, National Book Trust, 2002

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

Sivaramamurthy.C., *South Indian Bronzes*, Lalit Kala Akademi, 1981

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

#### Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. [https://ignca.gov.in/Asi\\_data/18060.pdf](https://ignca.gov.in/Asi_data/18060.pdf)
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Course Code 24PHIE11	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

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Dr.V.NatchathiraSelvakumari  
Course designer



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### M.A. HISTORY (for those who join in 2024-2025)

Semester I	<b>Administrative History of Tamil Nadu</b>	Hours/Week: 6	
Elective Course -2 (Generic)		Credits: 3	
Course Code <b>24PHIE12</b>		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. [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:** assess 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.SubbarayuluReddiyar- 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.NAnnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar 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-30 percent 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- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rainwater 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**

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

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

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., *Rajaji:A Life*

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

SandhyaRavishankar.,*Karunanidhi: A Life in Politics*

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

#### **Web Source**

[www.jetir.org](http://www.jetir.org)

<https://www.inc.in>

<https://dmk.in>

Course Code <b>24PHIE12</b>	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
	<b>CO1</b>	3	2	2	-	-	-	2	3	2
<b>CO2</b>	3	2	3	-	-	-	1	3	2	1
<b>CO3</b>	3	2	-	-	-	-	1	3	-	1
<b>CO4</b>	3	2	-	1	1	1	1	3	-	1
<b>CO5</b>	3	2	-	1	1	1	1	3	-	1

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Dr.S.Lalitha  
Course designer





## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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### M.A. HISTORY

(for those who join in 2024-2025)

Semester II	<b>History of Medieval India - 1206 - 1707 CE</b>	Hours/Week: 6	
Core Course - 4		Credits: 5	
Course Code <b>24PHIC21</b>		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 Indian 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:** Qutubuddin 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– NurJahan 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, TapanandIrfanHabib, 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 IrfanHabib, 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*, MunshiramManoharlal, 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 24PHIC21	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

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Dr.M.Chandra Kala  
Course designer



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### M.A. HISTORY

(for those who join in 2024-2025)

Semester II	<b>Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.</b>	Hours/Week: 6	
Core Course - 5		Credits: 5	
Course Code <b>24PHIC22</b>		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]

**CO3:** identify the social, cultural contribution of various administrators in the period under study. [K3].

**CO4:** analyse the socio-cultural reforms in Tamil society in the duration of study.[K4]

**CO5:** evaluate the growth and development of society and culture of Tamil Nadu since 16<sup>th</sup> century. [K4]

#### UNIT I

The Nayaks of Madurai – ThirumalaiNayak – 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 – SaraswathiMahal 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**

VargheseJeyaraj,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, Poompozil 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)

KrishnaswamyDr.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](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt)  
<https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

Course Code <b>24PHIC22</b>	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
	<b>CO1</b>	3	2	2	-	-	-	2	3	2
<b>CO2</b>	3	2	3	-	-	-	1	3	2	1
<b>CO3</b>	3	2	-	-	-	-	1	3	-	1
<b>CO4</b>	3	2	2	2	2	2	1	3	-	1
<b>CO5</b>	3	2	2	2	2	2	1	3	-	1

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Mrs.B.Amutha  
Course designer



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### M.A. HISTORY

(for those who join in 2024-2025)

Semester II	<b>Historiography and Historical Methods</b>	Hours/Week: 6	
Core Course - 6		Credits: 4	
Course Code <b>24PHIC23</b>		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:** illustrate 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:** categorize 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**

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

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

Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai

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

**REFERENCE BOOKS**

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

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

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

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017

Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994

Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

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

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

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

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 <b>24PHIC23</b>	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
<b>CO1</b>	3	2	2	1	1	1	2	3	2	1
<b>CO2</b>	3	2	3	-	-	-	1	3	2	1
<b>CO3</b>	3	2	-	-	-	-	1	3	-	2
<b>CO4</b>	3	2	2	2	2	2	1	3	-	2
<b>CO5</b>	3	2	2	2	2	2	1	3	-	2

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Dr.N.Anitha  
Course designer



## V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

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### M.A. HISTORY (for those who join in 2024-2025)

Semester II	<b>History of Journalism</b>	Hours/Week: 4	
Elective Course – 3 (DSEC)		Credits: 3	
Course Code <b>24PHIE21</b>		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:** examine 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. (12 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. (12 hours)

#### Unit III

Government and the press: reaction and regulation – Press laws. (12 hours)

#### **Unit IV**

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharaTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaingar. (12 hours)

**Unit V** Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli. (12 hours)

#### **TEXT BOOK**

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

#### **REFERENCE BOOKS**

Kamath,M.V. (1981). *Professional Journalism*, NewDelhi: VikasPublishingHouse.

Natarajan, J. (1955). *History of Indian Journalism*, Delhi: The PublicationDivision.

RengasamyParathsarathy. (1984). *Basic Journalism*, Delhi: Macmillan IndiaLtd.

Nadig Krishna Murthy: Indian Journalism, Mysore University Press.

R. Parthasarathi: Modern Journalism in India. Sterling Publishers.

J. V. SeshagiriRao. Studies in the history of journalism.

MohitMoitra: A History of Indian Journalism; National Book Agency.

J. Natarajan: History of Indian Journalism; Publication Division.

J.N. Basu: Romance of Indian Journalism; University of Calcutta.

Web sources:

[https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](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.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 24PHIE21	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
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

**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

(for those who join in 2024-2025)

Semester II	<b>Indian Constitution</b>	Hours/Week: 4	
Elective Course -4 (Generic)		Credits: 3	
Course Code <b>24PHIE22</b>		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:** pointout 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 (12 hours)

#### UNIT II

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution (12 hours)

#### UNIT III

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions (12 hours)

#### 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. (12 hours)

**UNIT V**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts. (12 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](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

Course Code 24PHIE22	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

3 – Strong, 2 – Medium, 1 - Low

Dr.M.Babyrani  
Head of the department

Dr.M.SivaSankari  
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 (4<sup>th</sup> Cycle) by NAAC

**VIRUDHUNAGAR**

**Quality Education with Wisdom and Values**

### M.A. HISTORY (for those who join in 2024-2025)

Semester II	<b>Introduction to Epigraphy</b>	Hours/Week: 4	
Elective Course - 5 (NME)		Credits: 2	
Course Code <b>24PHIN21</b>		Internal 25	External 75

#### Course Outcomes:

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

**CO 1:** identify the importance of inscriptions in writing history. [K1]

**CO 2:** trace the historical values of inscription through the ages. [K2]

**CO3:** discuss the evolution of inscription, script and the writing methods in the study of epigraphy. [K2]

**CO 4:** analyse the conditions of ancient and medieval state through the study of inscriptions. [K3]

**CO 5:** examine the use of inscriptions as historical source.[K4]

#### UNIT I

Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription  
– Authenticity. (6 hours)

#### UNIT II

Nature of the material- stone, metal, clay, terra-cotta, pottery, wood, papyrus, parchment.  
(6 hours)

#### UNIT III

Types of inscriptions- monumental- archival- Incidental. (6 hours)

#### UNIT III

Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script.  
(6 hours)

#### **UNIT IV**

Origin of Writing in South India – Tamili - Tamil Brahmi – Vattezhuthu – Grantha Script.

(6 hours)

#### **UNIT V**

Inscriptions as historical source material- Inscriptions of Indus civilization-Asokan Pillar inscriptions - Inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam– Sittannavasal.

(6 hours)

#### **TEXT BOOK**

Venkataraman,R. (1985).*Indian Archaeology (A Survey)*, Udumalpet: EnnesPublications.

#### **Reference Books:**

Krishnan, A. (2002). *Tamil Civilization in Epigraphy*, New Delhi: BharatiyaKalaPrakasan.

Satyamurthy, K. (1992). *Text Book of Indian Epigraphy*, Delhi: Low Price Publications.

Sircar, D.C. (1965). *Indian Epigraphy*, Delhi: MotilalBanarsidass.

Venkataraman, R, Subrahmanian. N. (1980). *Tamil Epigraphy – A Survey*, Madurai: EnnesPublications, Madurai, 1980.

Buhler,George, *Indian Paleography*, Indian Studies Past and Present; Calcutta; 1959

Dani.A.H, *Indian Paleography*,MunshiramManoharlal Publishers; 3 edition,2011

Sivaramamurthy. C., *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum,1952

#### **Web Sources:**

1. <https://www.britannica.com/topic/epigraphy>
2. [https://www.researchgate.net/publication/338197502\\_Inscriptions\\_As\\_A\\_Source\\_of\\_History](https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History)
3. [https://asi.nic.in/Ancient\\_India/Ancient\\_India\\_Volume\\_9/article\\_9.pdf](https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf)



Course Code 24PHIN21	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	2
CO2	3	2	3	-	-	-	1	1	2	1
CO3	3	2	-	-	-	-	1	1	-	1
CO4	3	2	2	2	2	2	1	1	-	1
CO5	3	2	2	2	2	2	1	1	-	1

**3 – Strong, 2 – Medium, 1 - Low**

Dr.M.Babyrani  
Head of the department

Mrs.M.Maheswari  
Course designer