



V.V.VANNIAPERUMAL COLLEGE FOR WOMEN

(Belonging to Virudhunagar Hindu Nadars)

An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai

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

VIRUDHUNAGAR - 626 001

OUTCOME BASED EDUCATION WITH CHOICE BASED CREDIT SYSTEM REGULATIONS AND SYLLABUS (with effect from Academic Year 2023 - 2024)

V.V.Vanniaperumal College for Women, Virudhunagar, established in 1962, offers 13 UG Programmes (Aided), 14 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 and 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, 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, 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. Project
3. Elective Courses
 - 3.1 Discipline Specific Elective Courses (DSEC)
 - 3.2 Non-Major Elective Course (NMEC)
4. Online Course – Practice for SET/NET – General Paper
5. Extra Credit Courses (Optional)

B. OUTCOME BASED EDUCATION (OBE) FRAMEWORK

The core philosophy of Outcome Based Education rests in employing a student - centric learning approach to measure the performance of students based on a set of pre-determined outcomes. The significant advantage of OBE is that it enables a revamp of the curriculum based on the learning outcomes, upgrade of academic resources, quality enhancement in research and integration of technology in the teaching-learning process. It also helps in bringing clarity among students as to what is expected of them after completion of the Programme in general and the Course in particular. The OBE directs the teachers to channelise their teaching methodologies and evaluation strategies to attain the Programme Educational Objectives (PEOs) and fulfill the Vision and Mission of the Institution.

Vision of the Institution

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

Mission of the Institution

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

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

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

Vision of the Department of History

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

Mission of the Department of History

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

B.1.1 Programme Educational Objectives (PEOs)

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

Programme Educational Objectives (PEOs) of M.A History Programme

The Students will be able to

- To become successful research scholars, civil servants, teachers, journalists, archaeologists, curators, administrators, NGOs, tourist guides and agents.
- To develop necessary skills and values to imbibe the historical facts to meet the conflict situations in the contemporary world.

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

Key Components of Mission Statement	PEO1	PEO2	PEO3
Enriching the intellectual acumen of the students with the past and present of India and the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowering the Womenfolk with quality education and digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulating research attitude, skills and Preparing for range of careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

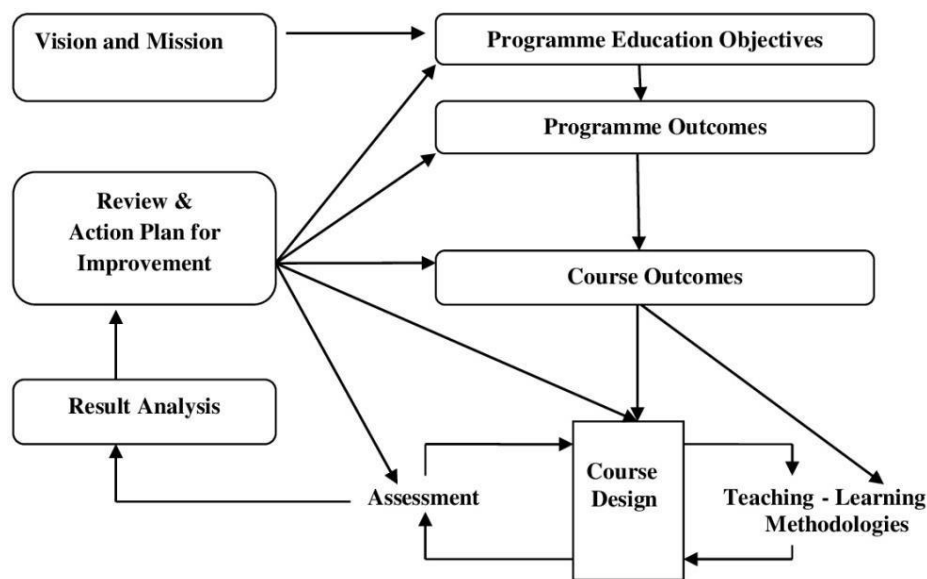
PO-PEO Mapping Matrix

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

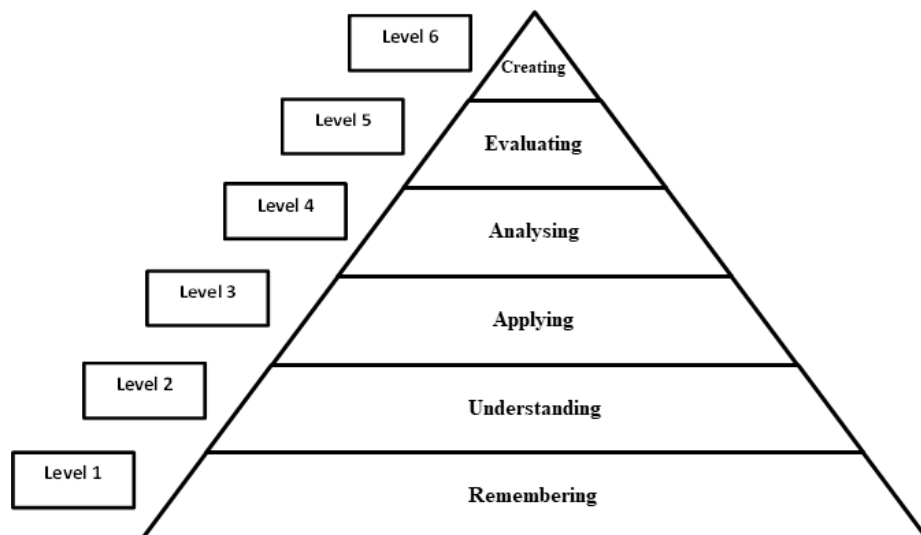
B.1.4 Course Outcomes (COs)

Course Outcomes are narrow statements restricted to the course contents given in five units. Course Outcomes describe what students would be capable of, after learning the contents of the Course. They reflect the level of knowledge gained, skills acquired and attributes developed by the students after learning of Course contents. COs are measurable, attainable and manageable in number. COs contribute to attain POs in such a way that each CO addresses at least one of the POs and also each PO is reasonably addressed by adequate number of COs.



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

BLOOM'S TAXONOMY



CO - PO Mapping of Courses

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

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

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

ELIGIBILITY FOR ADMISSION

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

DURATION OF THE PROGRAMME

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

MEDIUM OF INSTRUCTION

English

B.2 EVALUATION SCHEME

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

B.2.1 Core Courses, Discipline Specific Elective Courses

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

Mode of Evaluation		Marks
Internal 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 Internal 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 Internal Test will be calculated for 20 marks

Summative Examination**External Assessment**

Distribution of Marks

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

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

Section	Q. No.	Types of Question	No. of Questions	No. of Questions to be answered	Marks for each Question	Total Marks
A	1 - 5	Fill in & Sentence Form	5	5	1	5
B	6 - 10	Internal Choice -Either Or Type	5	5	5	25
C	11 - 13	Internal Choice -Either Or Type	3	3	10	30
					Total	60

B.2.1 Extra Credit Courses

- Two credits are allotted for each Extra Credit Course offered by the Department.
- Extra credits are allotted for the completion of Open Online Courses offered by MOOC to the maximum of 15 credits.
- The Courses shall be completed within the first III Semesters of the Programme.
- The allotment of credits is as follows
 - 4 weeks 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 60-75 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.
- 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
Total Attainment	100

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

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

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

Expected Level of Attainment for each of the Programme Educational Objectives

POs	Level of Attainment
Attainment Value $\geq 70\%$	Excellent
$60\% \leq$ Attainment Value $< 70\%$	Very Good
$50\% \leq$ Attainment Value $< 60\%$	Good
$40\% \leq$ 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)

Programme Structure - Allotment of Hours and Credits
For those who join in the Academic Year 2023-2024

Components	Semester				Total Number of Hours (Credits)
	I	II	III	IV	
Core Course	6 (5)	6 (5)	6 (5)	6 (5)	24 (20)
Core Course	6 (5)	6 (5)	6 (5)	6 (5)	24 (20)
Core Course	6 (4)	6 (4)	6 (4)	-	18 (12)
Core Course	6 (4)	6 (4)	5 (3)	-	17 (11)
Project	-	-	-	6 (5)	6 (5)
Discipline Specific Elective	6 (4)	6 (4)	-	6 (4)	18 (12)
Elective Course	-	-	5 (3)	-	5 (3)
Skill Enhancement Course/ Professional Competency Skill	-	-	2(2)	5 (3)	7 (5)
Self Study Course	-	-	0 (1)	-	0(1)
Ability Enhancement Compulsory Course	-	-	-	1(1)	1(1)
Total	30 (22)	30 (22)	30 (23)	30 (23)	120 (90)
Extra Credit Course(Optional) - MOOC	-	-	-	-	Limited to a maximum of 15 credits



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M.A. HISTORY- 6010

PROGRAMME CONTENT

For those who join in the Academic Year 2023- 2024

SEMESTER I

S.No.	Title of the Course		Course Code	Hours Per Week	Credits	Exam. Hours	Marks		
							Int.	Ext.	Total
1.	Core Course -1	History of Ancient and Early Medieval India - Prehistory to 1206 CE	23PHIC11	6	5	3	25	75	100
2	Core Course -2	Socio Cultural History of Tamil Nadu upto 1565 CE	23PHIC12	6	5	3	25	75	100
3.	Core Course -3	History of World Civilizations (Excluding India)	23PHIC13	6	4	3	25	75	100
4.	Core Course -4	Indian Art and Architecture	23PHIC14	6	4	3	25	75	100
5.	Discipline Specific Elective Course- 1	Administrative History of Tamil Nadu/Human Rights/Women Studies	23PHIE11/ 23PHIE12/ 23PHIE13	6	4	3	25	75	100
Total				30	22		500		

SEMESTER II

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



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M.A.HISTORY (2023-2024 onwards)

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

Course Outcomes:

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

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

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

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

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

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

UNIT I

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

UNIT 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, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact **(18 hours)**

Self-Study Topic: Rise of Buddhism and Jainism

TEXT BOOKS

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

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

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

Reference Books

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

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

- 3.Thapar, Romila, (2003). Early India: From the Origins to A.D. 1300(Tamil Translation), Delhi: Penguin.
- 4.Kosambi, D.D., (1997). The Culture and Civilization of Ancient India: An Historical Outline, Delhi:Vikas Pub. House Pvt. Ltd.,
- 5.Kosambi, D.D., (2016). An Introduction to the Study of Indian History, Delhi: Sage Publications.
- 6.Raychaudhuri, Hemchandra, (2004). Political History of Ancient India, New Delhi: Surjeet Publications.
- 7.Basham, A.L., (2004). The Wonder that was India, Vol. 1, New Delhi: Picador.

Web sources:

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

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

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

Dr.M.Babyrani
Head of the department

Dr.P.Malarvizhi
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes

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

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

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

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

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

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

UNIT I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature –
Concept of 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 Women (18 hours)

Self-Study Topic: Sangam Literature – Concept of Thinaï

Text Books

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

Tirunelveli Dave- Beryl Publication

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

REFERENCE BOOKS.

- 1.Karashima, Noboru, (2014). A Concise History of South India: Issues and Interpretations, New Delhi: OUP.
- 2.Subramanian, N., (2011). Social and Cultural History of Tamilnad(upto 1336 A.D.
- 3.Kanakasabhai,V.,(1956). The Tamils Eighteen Hundred Years Ago, Tinnevely: The South India Saiva Siddhantha Works Publishing Society.
- 4.Pillay, K.K., (2008). Historical Heritage of the Tamils, Chennai: MJP Publishers.
- 5.Sastri, K.A.Nilakanta, The Colas, Madras: University of Madras.
- 6.Sastri, K.A.Nilakanta, (1997). A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Chennai: OUP.

Web sources

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

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

Dr.M.Babyrani
Head of the department

Dr.M.Fathima Begum
Course designers



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

- 1 Swain J.E, A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
- 2 Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
- 3 Gokale, B. K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.
- 4 Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
- 5 Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books

- 1.Judd, G.P, (1966). History of Civilization, Newyork: Macmillan.
- 2.Rebello, (1969). World Civilization – Ancient and Medieval, Part II, Mangalore.
- 3.Scarre C. and Brian Fagan,(2008). Ancient Civilizations, New Jersey: Pearson.
- 4.Finley M.I, (1980). Ancient Slavery: Modern Ideology, London: Chatto and Windus.
- 5.Brunt P.A. , (1971). Social Conflicts in the Roman Republic, London: Chatto and Windus.
- 6.Joshel P, (2010). Slavery in the Roman World. Cambridge, Cambridge University Press.

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

Web Sources:

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

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

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

Dr.M.Babyrani
Head of the department

Dr.M.Bavani
Course designer



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M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes:

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

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

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

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

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

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

UNIT I:

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

UNIT II:

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

UNIT III:

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

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

UNIT IV:

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

UNIT V:

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

TEXT BOOK

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

REFERENCE BOOKS

1. Craven, Roy, (1976). *A concise history of Indian Art*, London: Thames, and Hudson.
2. Hardy, Adam, (2002). *The Indian Temple Architecture*, Abhinav Publications.
3. Tomory, Edith, (1989). *A History of Fine Art in India, and the West*, OrientBlackSwan;
Reprinted edition.
4. Banerjee. J.N., (2002). *Development of Hindu Iconography*, MunshiramManoharlal; 3rd
edition.
5. Coomaraswamy. A.K., (2003). *History of Indian and Indonesian Art*, Kessinger Publishing,
LLC.
6. Deva, Krishna, (2002). *Temples of North India* National Book Trust.
7. Gupta. R.S., (1980). *Iconography of the Buddhist, Hindu and Jain*, Stosius Inc/Advent Books
Division; Subsequent edition.
8. Sivaramamurthy. C., (1981). *South Indian Bronzes*, Lalit Kala Akademi.
9. Srinivasan. K.R., (2010). *Temples of South India*, National Book Trust; Fourth edition.

Web sources:

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

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

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

Dr.M.Babyrani
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Dr.V.Natchathira Selvakumari
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M.A. HISTORY (2023-2024 onwards)

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

Course outcomes:

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

- CO1:** explain the achievements of Tamil Nadu government since 1801. [K2]
CO2: identify the administrative changes in the period of study. [K3]
CO3: point out the social and economic measures of the different administrators. [K3]
CO4: 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.Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme **(18 hours)**

Unit II

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

Unit – III

DMK administration-C. N Annadurai- 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-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development (18 hours)

Unit- IV

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

Unit V

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

TEXT BOOK

- Rajayyan,K. (2005). *Tamil Nadu - A Real History*, Madurai: Ratna Publications.
Jeyapalan, N. (1996). *History of Tamil Nadu till 1987*, Madras: M.S.Publications.

REFERENCE BOOKS

- 1.Subramanian,N. (1982). *History of Tamil Nadu (A.D. 1565-1956)*, Madurai: Koodal Publishers.
- 2.Varghese Jeyaraj,S.(2017).*Socio-Economic History of Tamil Nadu (1565-1967)*, Tamil Nadu. Anns Publication.
- 3.Rajaram. P *The justice Party:A Historical Perspective,1916-1937*
- 4.Venkatesan.G.*TharkalaThamizhagaVaralaru (Tamil)*
- 5.Rajmohan Gandhi., *Rajaji:A Life*
- 6.Narasimhan.V.K., *Kamaraj A Study*
- 7.Sandhya Ravishankar.,*Karunanidhi: A Life in Politics*
- 8.Vasanthi., *A Lone Empress:A Portrait of Jayalalitha*

Web Source

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

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

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

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Head of the department

Dr.S.Lalitha
Course designer



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M.A. HISTORY

(2023-2024 onwards)

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

COURSE OUTCOMES

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

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

UNIT IV

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

UNIT V

Human Rights Violations in India: Children – Women – Refugees – Minorities – SCs & ST – Trans-gender -Bonded Labour- Capital Punishment – Prisoners – Torture and Custodial Death. **(18 Hours)**

TEXT BOOK

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

REFERENCE BOOKS

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

Course Code	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	-	-	-	-	-	-	-
CO2	3	2	-	2	-	-	2	3	-	-
CO3	3	2	-	3	-	-	2	3	-	-
CO4	3	2	-	3	-	-	2	3	-	-
CO5	3	2	-	-	2	-	-	-	-	-

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

Dr.M.Babyrani
Head of the department

Dr.M.Siva Sankari
Course designer



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M.A. HISTORY (2023-2024 onwards)

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

COURSE OUTCOMES

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

TEXT BOOK

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

REFERENCE BOOKS

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

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

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

Dr.M.Babyrani
Head of the department

Dr.M.Siva Sankari
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes:

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

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

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

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

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

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

UNIT I

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

(18 hours)

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

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

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

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

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

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

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

Reference Books

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

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

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

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

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

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

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

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

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

Web sources:

<https://core.ac.uk.in>

<https://studoc.com>

<https://indiaolddays.com>

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

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

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Head of the department

Dr.M.Chandra Kala
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes:

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education. **(18 hours)**

UNIT V

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

TEXT BOOK

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

Reference Books

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

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

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

Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, 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)

Krishnaswamy Dr.A.: The Tamil country under Vijayanagar

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

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

Sathianatheir. R: History of Nayaks of Madurai

Subramanian N: History of Tamil Nadu Vol.II

Web Sources:

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

2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

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

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

Dr.M.Babyrani
Head of the department

Mrs.B.Amutha
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcome

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography **(18 hours)**

UNIT IV

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

UNIT V

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

TEXT BOOKS

1. Ali, Sheik, (2019). History: Its Theory and Method, Laxmi Publications.
2. Carr, E.H., (2018). What is History?, Penguin Books Ltd., New Delhi.
3. Manikam, S., On History & Historiography, Madurai: Padumam Publishers.
4. Rajayyan, K, (1982). History in Theory and Method: A Study in Historiography, Madurai: Raj Publications.

REFERENCE BOOKS

1. Ali, Sheik, (2019). History: Its Theory and Method, Laxmi Publications.
2. Carr, E.H., (2018). *What is History?*, New Delhi: Penguin Books Ltd.,
3. Sreedharan, E., (2004). *A Textbook of Historiography: 500 BC to AD 2000*, New Delhi: Orient Longman.
4. Bloch, Marc, (2017). The Historian's Craft, Delhi: Aakar Books.
5. Collingwood, R.G., (1994). The Idea of History, Delhi: OUP.
6. Dray, W.H., (1964). Philosophy of History, New Jersey: Prentice-Hall.
7. Jenkins, Keith, (1999). Why History? Ethics and Postmodernity, London: Routledge.
8. Sen, S.P., (1973). *Historians and Historiography in Modern India*, Calcutta: Institute of Historical Studies.
9. Sreedharan, E., (2007). A Manual of Historical Research Methodology, Trivandrum: Centre for South Indian Studies.
10. Tosh, John, (2015). The Pursuit of History: Aims, Methods and New Directions in the Study of History, New York: Routledge.

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

Web sources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

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

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

Dr.M.Babyrani
Head of the department

Dr.N.Anitha
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes:

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

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

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

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

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

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

UNIT I

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

(18 hours)

UNIT II

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties- important amendments to the Constitution

(18 hours)

UNIT III

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

(18hours)

UNIT IV

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

(18 hours)

UNIT V

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

(18 hours)

TEXT BOOK

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

REFERENCE BOOKS

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

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

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

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

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

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

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

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

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

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

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

Dr.M.Babyrani
Head of the department

Dr.M.Siva Sankari
Course designer



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

Course Outcomes

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

- CO1:** explain the origin and the role of press in social awakening. (K2)
CO2: identify the role of the press in the freedom movement at the national level. (K3)
CO3: point out the government reaction to the role of the press. (K3)
CO4: assess the role of prominent personalities for the growth of journalism. (K4)
CO5: 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. **(18 hours)**

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

TEXT BOOK

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

REFERENCE BOOKS

- 1.Kamath,M.V. (1981). Professional Journalism, NewDelhi: Vikas Publishing House.
- 2.Natarajan, J. (1955). History of Indian Journalism, Delhi: The Publication Division.
- 3.Rengasamy Parathasarathy. (1984). Basic Journalism, Delhi: Macmillan India Ltd.
- 4.Nadig Krishna Murthy., Indian Journalism, Mysore University Press.
- 5.Parthasarathi,R., Modern Journalism in India. Sterling Publishers.
- 6.Seshagiri Rao.,J.V., Studies in the history of journalism.
- 7.MohitMoitra., A History of Indian Journalism; National Book Agency.
- 8.Natarajan,J., History of Indian Journalism; Publication Division.
- 9.Basu,J.A., Romance of Indian Journalism; University of Calcutta.

Web sources:

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

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

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

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

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

Dr.M.Babyrani
Head of the department

Dr.R.Malathi
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M.A. HISTORY (2023-2024 onwards)

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

COURSE OUTCOMES

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

CO1: recognise the importance of Tourism and Travel Management in India. [K2]

CO2: identify the Tourism Development in India [K3]

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

TEXT BOOK

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

REFERENCE BOOKS

1. Bhatia, A.K. (2007).*International Tourism Management*, New Delhi: Sterling Publishers
2. Bhatia, A.K. (1997).*International Tourism Fundamentals and Practices*, New Delhi: Sterling Publishers.
3. Bhatia, A.K. (1998).*Tourism Management and Marketing*, New Delhi: Sterling Publishers
4. Geethanjali. (2010).*Tourism Management*, New Delhi: ADD Publishers.
5. Kailash Hariharan Iyer. (2006).*Development in India*, New Delhi: Vista International Publishing house.

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

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

Dr.M.Babyrani
Head of the Department

Dr.M.Babyrani
Dr.V.Natchathira Selvakumari
Course Designers



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VIRUDHUNAGAR - 626 001

M.A. HISTORY (2023-2024 onwards)

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

COURSE OUTCOMES

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

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

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

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

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

TEXT BOOK

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

REFERENCE BOOKS

1. Basu, Rumki. (1986). *Public Administration: An introduction to concept and theory*, New Delhi: Sterling Publishers Pvt Ltd.
2. Ramachandran, Padma. (2003). *Public Administration in India*, New Delhi: National Book Trust.
3. Laxmikanth, M. (2007). *Public Administration; for the UPSC Civil Services Preliminary Examination*, New Delhi: Tata McGraw Hill Publishing Company Limited.
4. Henry, Nicholas. (2004). *Public Administration and Public Affairs*, New Delhi: Tata McGraw Hill Publishing Company Limited.
5. Fadjo, B.H. (2005). *Public Administration*, Agra: Sathiya Bhavan Publication.
6. Maheshwari, S.R. (1994). *Administrative Theories*, New Delhi: Allied.
7. Nilgam, S.R. (1980). *Principles of Public Administrations*, Allahabad: Kitab Mahal.

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

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

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