



PSGR Krishnammal College for Women



DEPARTMENT OF HISTORY

**CHOICE BASED CREDIT SYSTEM &
OUTCOME BASED EDUCATION SYLLABUS**

MASTER OF HISTORY

2020-2021



Programme Educational Objective

- It enables to develop the spirit of enquiry, memory, reasoning power and capacity for analysis.
- Contemporary issues such as communalism, ethnic conflict, casteism etc., can only be solved on the basis of correct understanding of the past.
- Can pursue advance studies and interdisciplinary research in the field of History

PROGRAMME SPECIFIC OUTCOME

The students at the time of graduation will

PSO1:Be provided with necessary research ambiance

PSO2:Be inclined towards Historical research and its recent developments

PSO3:Be made to clear UPSC/TNPSC, NET/SET and all other competitive examinations.

PROGRAMME OUTCOMES

After completion of the Programme, the student will be able to

PO1: Interpret the different dimensions of the History with a special focus on India.

PO2: Analyze the historical insightfulness and methodology

PO3: Focuses on contemporary issues pertaining to the relationship of India with other countries of the world.

PO4: Equip themselves in certain core compulsory courses in both Indian and non-Indian history with special emphasis on skill oriented courses.

PO5: Train to the problem being researched by the individual students pertaining to the societal issues under the guidance of a faculty member on an approved topic.



DEPARTMENT OF HISTORY

**CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION
SYLLABUS & SCHEME OF EXAMINATION
MASTER OF HISTORY – 2020-2021**

SEM	Subject Code	Title of the Paper	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
							CA	ESE	TOTAL	
I	MHI2001	Aspects of Ancient India	5	71	4	3	40	60	100	4
	MHI2002	State and Society in Medieval India Paper- I	5	71	4	3	40	60	100	4
	MHI2003	History of Tamil Nadu up to 1800 CE	5	71	4	3	40	60	100	4
	MHI2004	History of Ancient World Civilization	5	71	4	3	40	60	100	4
	MHI2005	Indian Women Through the Ages	6	86	4	3	40	60	100	5
		Library	4	-	-	-	-	-	-	-
II	MHI2006	State and Society in Medieval India Paper- II	5	71	4	3	40	60	100	4
	MHI2007	History of India from 1600CE-1857CE	4	56	4	3	40	60	100	4
	MHI2008	National Movement in India	4	56	4	3	40	60	100	4
	MHI2009	History of Tamil Nadu from 1800CE-1967CE	4	56	4	3	40	60	100	4
	MHI2010	History of Europe from 1789CE-1919 CE	5	71	4	3	40	60	100	5

	MEH16AI	Inter Disciplinary Course- History Through Literature	4	60	-	3	-	100	100	4
		Library	4	-	-	-	-	-	-	-
III	MHI1911	Contemporary India	5	71	4	3	40	60	100	4
	MHI1912	World History	4	56	4	3	40	60	100	4
	MHI1913	Archives Keeping	5	71	4	3	40	60	100	4
	MHI1914	Socio-Cultural History of India 1526 CE-1950 CE	4	56	4	3	40	60	100	4
	MHI1915	Economic History of India 1757CE- 1947 CE	5	71	4	3	40	60	100	5
	MHI19S1	Special Course-Research Methodology	3	45	-	3	-	100	100	3
	MNM15CS	Cyber Security	2	26	4	2	-	-	-	Grade
	PGCE	Comprehensive Examination	-	-	-	1	-	-	-	Grade
		Library	2	-	-	-	-	-	-	-
IV	MHI1916	Indian Government and Politics	5	71	4	3	40	60	100	5
	MHI1917	Historiography	5	71	4	3	40	60	100	5
	MHI1918	Environmental History of India	4	56	4	3	40	60	100	4
		Library	4	-	-	-	-	-	-	-
	MHI16AC1	Advance Learner Course History of the Cholas	Self study	-	-	3	-	-	100	5
	MHI16AC2	Advance Learner Course History of the Guptas	Self study	-	-	3	-	-	100	5
	MHI60PRO	Project	12	-	-	-	-	-	200	6
		TOTAL	-						2200+ 100 (SS)	90+5 Extra Credit

QUESTION PAPER PATTERN

CORE & ALLIED PAPERS

Continuous Internal Assessment: 50 Marks

SECTION	MARKS	TOTAL
A – 5 X 2 Marks	10	50
B – 4 X 5 Marks	20	
C - 2/3 X 10 Marks	20	

End Semester Examination: 100 Marks

SECTION	WORD LIMIT	MARKS	TOTAL
A – 11/13 X 2 Marks	One or two sentences	22	100
B - 5/7 X 6 Marks	300	30	
C - 4/6X 12 Marks	600-800	48	

ADVANCED LEARNERS COURSE (ALC)

Continuous Internal Assessment: 25 Marks

SECTION	MARKS	TOTAL
A – 4 / 6 X 4 Marks	16	25
B – 1 / 2 X 9 Marks	9	

End Semester Examination: 75 Marks

SECTION	MARKS	TOTAL
A- 5/8X5=25 Marks	25	75
B – 5/8X10=50 Marks	50	

CYBER SECURITY

Continuous Internal Assessment: 40 Marks

SECTION	MARKS	TOTAL
A – 5 / 8 X 2 Marks	10	40
B – 6 / 8 X 5 Marks	30	

IDC AND SPECIAL COURSE

SECTION	MARKS	TOTAL
A – 5 / 5 X 5 Marks	25	100
B-5/5X15 Marks	75	

INDIVIDUAL PROJECT & VIVA VOCE

Each individual will be allotted to a staff coordinator. A specific problem will be assigned to the students or they will be asked to choose a **problem**/ area of their interest. The topic/area of work will be finalized at the end of the III semester allowing scope for the students to gather relevant literature during the vacation. The research work can be carried at the college or any other organization approved by the staff co-coordinator and the HOD. Viva Voce/Presentation will be conducted by a panel comprising of HOD, External Examiner and staff coordinator. A Power point presentation will be made by the student and will be evaluated on the basis of students' response to the questions related to their chosen topic.

Area of Work

Temple History, Archaeology, N.G.Os, Gender studies, Social, Economic, Political issues and all problems pertaining to the Contemporary society

Methodology

Each project should contain the following details

Brief introduction of the topic

Collection of the sources

Study outcomes

Conclusion

Bibliography & Foot note at the end of the each page (if required)

The above content should not exceed 50 pages.

Evaluation Pattern for the Project

Assessment will be for a total of 200 marks

Mode of Evaluation	Marks	Total
Three Reviews(10+20+20)	50	50
External Viva Voce Examination	50	50
Over all Project Work Evaluation	100	100
Total		200

WEIGHTAGE ASSIGNED TO VARIOUS COMPONENTS OF
CONTINUOUS INTERNAL ASSESSMENT

Theory

	CIA I	CIA II	Model Exam	Assignment/ Class Notes	Seminar	Quiz	Class Participation	Library Usage	Attendance	Max. Marks
Core / Allied	5	5	6	4	5	4	5	3	3	40
ALC	-	10	15	-	-	-	-	-	-	25
Cyber Security	40	40	-	10	-	10	-	-	-	100

RUBRICS

Assignment/ Seminar

Maximum - 20 Marks (converted to 4 marks)

Criteria	4 Marks	3 Marks	2 Marks	1 Mark
Focus Purpose	Clear	Shows awareness	Shows little awareness	No awareness
Main idea	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea
Organization: Overall	Well planned	Good overall organization	There is a sense of organization	No sense of organization
Content	Exceptionally well presented	Well presented	Content is sound	Not good
Style: Details and Examples	Large amounts of specific examples and detailed description	Some use of examples and detailed descriptions	Little use of specific examples and details	No use of examples

CLASS PARTICIPATION

Maximum - 20 Marks (converted to 5 marks)

Criteria	5 Marks	4 Marks	3 Marks	2 Marks	1 Mark	Points scored
Level of Engagement in Class	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student proactively contributes to class by offering ideas and asks questions once per class	Student contributes to class and asks questions occasionally	Student rarely contributes to class by offering ideas and asking no questions	Student never contributes to class by offering ideas	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student listens when others talk in groups and in class occasionally	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
Behavior	Student almost never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class	Student often displays disruptive behavior during class	Student almost always displays disruptive behavior during class	
Preparation	Student is almost always prepared for class with required class materials	Student is usually prepared for class with required class materials	Student is occasionally prepared for class with required class materials	Student is rarely prepared for class with required class materials	Student is almost never prepared for class.	
					Total	

MAPPING OF POs WITH COs

COURSE	PROGRAMME OUTCOMES				
	PO1	PO2	PO3	PO4	PO5
COURSE – MHI2001					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2002					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2003					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2004					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2005					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2006					
CO1	S	S	S	S	S
CO2	S	S	S	S	S

CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2007					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE – MHI2008					
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S
COURSE – MHI2009					
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S
COURSE – MHI2010					
CO1	S	S	S	S	S
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MEH16AI					
CO1	S	M	M	S	S
CO2	S	S	S	M	S
CO3	M	S	M	S	M
CO4	M	M	S	S	M
CO5	M	M	M	S	M
COURSE - MHI1911					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S

CO5	S	S	S	S	S
COURSE - MHI1912					
CO1	M	M	M	M	M
CO2	M	L	M	M	M
CO3	M	M	L	M	M
CO4	M	M	M	M	M
CO5	M	M	M	L	M
COURSE - MHI1913					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MHI1914					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MHI1915					
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S
COURSE - MHI19S1					
CO1	S	S	S	S	S
CO2	S	S	S	S	M
CO3	S	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MHI1916					
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MHI1917					

CO1	S	S	M	M	M
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	M
COURSE - MHI1918					
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S
COURSE - MHI16AC1					
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
COURSE - MHI16AC2					
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2001	ASPECTS OF ANCIENT INDIA	THEORY	71	4	-	4

Preamble

To enable the students to acquire knowledge and understanding of the past glory of India, the statesmanship of the great rulers and to inculcate the principle of religious toleration

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Explain the Origin of Indus Valley Civilization, coming of Aryans & Later Aryans	K2
CO2	Reconstruct the rise of Buddhism & Jainism and its teaching	K5
CO3	Appraise the age of Mauryan Empire	K4
CO4	Analyze the Age of Guptas and their contribution to the society	K4, K2
CO5	Illustrate on the role of Vardhana dynasty	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Sources –Indus Valley Civilization - Town Planning - Social –Economic and Religious life - Vedic age - life in the Rig Vedic period - Later Vedic period – Upanishads. (18)

Unit II

Period of Mahajanapadas- Rise of Jainism and Buddhism -Mahavira and Jainism - its principles - spread of Jainism - its contributions - Gautama Buddha and his teachings - Buddhist Sangha -spread of Buddhism - Buddhist councils. (11)

Unit III

Rise of Magadha and Nandas, Iranian and Macedonian invasions and their impact- The Age of the Mauryas - Emergence of the Empire –Administration – Society – Economy - Ashoka and his policy of Dhamma - Mauryan art- Disintegration of the Empire; Sungas and Kanvas.

(11)

Unit IV

Post - Mauryan Period -Indo-Greeks, Sakas, Kushanas, Western Kshatrapas- Age of the Guptas - Importance of the rule of the Guptas- Feudal beginnings - Society and Religion - Art and Architecture- Literature - Philosophy and Science. (12)

Unit V

The Vardhana dynasty - Administration of Harshavardhana - Education and Learning – Nalanda ,Vikramshila and Vallabhi - Religion - art and architecture. (19)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	V.D.Mahajan	Ancient India	S.Chand	1991
2	Kurana K.L	Ancient India	Lakshmi Narayanan	1996

Reference :

S.N	Author	Title of the book	Publisher	Year of publication
1	Basham.A.L	The Wonder that was India,	Picador	2004
2	Kosambi,D.D	The Culture and Civilizations of Ancient India: In Historical Outline	Vikas Publishing house	1997
3	Luniya, B.N.	Life and Culture in Ancient India	Lakshmi Narain Agarwal	2016
4	Majumdar.R.C	History and Culture of Indian People	Bharatiya Vidhya Bhavan	2015
5	Sharma R.S	India's Ancient Past	Oxford University Press, New Delhi	2005

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Mrs.Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2002	STATE AND SOCIETY IN MEDIEVAL INDIA PAPER - I	THEORY	71	4	-	4

Preamble

To enable the students to acquire knowledge and understanding of the past glory of India from 8th Century C.E to 16th Century C.E

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Examine the growth of regional states northern, eastern , central & western India during the early medieval period	K2
CO2	Illustrate on the growth of Regional states in Deccan and Southern India	K3
CO3	Sketch the economy and development of fine arts in the early medieval India	K3
CO4	Examine the rise of Delhi Sultanate	K3
CO5	Criticise the disintegration of Delhi sultanate	K4

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Regional States during Post Gupta Era: Northern & Eastern States -Kashmir, Tripartite struggle in Ganga Valley Kannauj, Palas of Bihar and Bengal, Assam ,Orissa- Central & Western India-Pratiharas, Chauhans in Ajmer, Paramaras of Malwa, Arab Conquest of Sind-Nature of Polity in Northern, Eastern, Central & Western India (16)

Unit-II

Regional States in Deccan & Southern India- Pallavas, Chalukyas of Badami, Rashtrakutas, Imperial Cholas - Nature of Polity in Deccan & Southern India (12)

Unit-III

Early Medieval Economy- Agrarian Economy, Urban settlements, Trade & Trading Communities- Social Organisation- Bhakti Movement- Development of Regional Culture- Temple Architecture, Sculpture, Painting, Education & Learning (14)

Unit-IV

The Ghaznavids & Mahamud of Gazani – The Turkish Conquest of Northern India & Mahmud Ghor -Battle of Tarain-Causes of defeat of Rajputs- The Delhi Sultanate under Mameluk Sultans- The Khiljis- Alauddin Khilj (16)

Unit-V

The Tughlaqs- Muhammad Bin Tughlaq & Feroz Shah Tughlaq, Sayyids & Lodi dynasty- Disintegration of Delhi Sultanate- Government, Economic , Social Life, Cultural development - Architecture ,Sufi Movement under the Delhi Sultanate. (13)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	V.D.Mahajan	History of Medieval India	S Chand & Company Ltd	1999
2	Kurana K.L	Medieval India	Lakshmi Narayanan	2012

Reference

S.No	Author	Title of the book	Publisher	Year of publication
1	Chitnis K.N.	Socio-Economic History of Medieval India	Atlantic Publishers	2018
2	Sathianathaiyar.R	A Political & Cultural History of India Vol II,III,	S.Viswanathan Publishers, Madras	1972.
3	Srivatsava.A.L.	The Sultanate of Delhi(711-1526)	Shiva Lal Agarwala & Co.,Agra	2014
4	Majumdar.R.C. et al	Advanced History of India	Lakshmi publications	2016
5	Qeyamuddin Ahmad	India by Al- Beruni	National Book Trust	2004

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Mrs.Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2003	HISTORY OF TAMIL NADU UP TO 1800 CE	THEORY	71	4	-	4

Preamble

To impart the study of different dynasties of the Tamil land and its socio-economic status through the ages

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Describe the past glory of Tamil Nadu	K2
CO2	Interpret the socio political History of Tamils during the Sangam Age	K3
CO3	Demonstrate the role of Pallavas in the field of Art and Architecture	K3
CO4	Analyze the socio- economic condition under the Imperial Cholas	K4
CO5	Construct the socio-political condition of Tamil Nadu during 18 th century	K5

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Geographical features-Sources- Pre History and Proto History (16)

Unit-II

Sangam Age- Chera , Chola and Pandya Kingdoms- Literature- Society- Economy and Culture, Kalabhara Interregnum. (12)

Unit-III

Pallavas of Kanchi- Mahendravarman I, Narasimhavarman I and Rajasimha- Cultural Development, Architecture- Literature: Pandyas of Madurai (14)

Unit-IV

Cholas – Raja Raja I- Rajendra - Kulottunga – Administration- Society and Economy Architecture- literature- Pandyan Empire- Social Condition- (16)

Unit-V

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	N.Subramaniam	History of Tamilnadu, Vols I & II	Koodal Publishers, Madurai	1972
2	K.Rajayyan	History of Tamil Nadu (1565-1965)	Madurai Publishing House, Madurai	1977

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Mangala Murugesan N.K	Sangam Age	Thendral Pathipagam Madras	1982
2	KK Pillay	Historical Heritage of the Tamils	MJP Publishers, Chennai	2008
3	Nilakanta Shastri K. A	A History of South India: From Prehistoric Times to the fall of Vijayanagar	Oxford University Press	1997
4	Y.Subbarayalu	South India under the Cholas	Oxford University Press	2011
5	Vasundhara Filliozat	Vijayanagar	National Book Trust, New Delhi	2001

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary ,Dr Mrs.S.Kamini

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2004	HISTORY OF ANCIENT WORLD CIVILIZATION	THEORY	71	4	-	4

Preamble

To impart the study of different ancient civilizations of the world and its socio economic status through the ages

Course Outcome

On successful completion of the course the students will be able

CO Number	CO Statement	Knowledge level
CO1	Describe the importance of Egyptian Civilization	K2
CO2	Interpret the socio political History of Mesopotamian Civilization	K3
CO3	Demonstrate the role of city states and characteristics of Hellenistic Civilization	K3
CO4	Analyze the rise to power of Roman Civilization	K4
CO5	Construct the socio-economic conditions under the Romans	K5

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-1

Definition of Civilization- comparison between Culture and Civilization- Toynbee and D.D. Kosambi's view on Civilization. (16)

Unit-2

Egyptian Civilization: Importance of the Nile – Geographical importance- Gift of Nile- Political conditions –Social-Economic and Religious conditions – Literature and Learning –Arts (12)

Unit-3

Mesopotamian Civilization: Summer and Babylonian -Hammurabi's code – Society and Culture – Economic conditions – Art and Literature – Assyrian Empire. (14)

Unit-4

Greek Civilization: Political Organizations – the City States –Alexander the Great – Greek Political Theory – Religion –Philosophy – Art and Architecture, Characteristic of Hellenistic Civilization. (16)

Unit-5

Roman Civilization: The Land and the people – the Government– Roman Republic – Roman Empire– The Patricians and Plebeians – Punic wars- Decline of the Roman Empire. (13)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Gokale B.K.	Introduction to Western Civilization	S. Chand & Co., New Delhi	1999
2	Swain J E	A History of World Civilization	S.Chand & Co	2000

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Edward D’Cruz	A Survey of World Civilization	Lalvani Publishing House, Bombay	1970
2	Edward Mc Nall Burns	Civilization – The History and their Culture	W.W. Norton & Company	1980
3	Arnold Toynebee	A Study of History (10 volumes)	OUP, USA	1988
4	Wells H.G.	A Short History of the World	Penguin	2006

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Mrs .Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2005	INDIAN WOMEN THROUGH THE AGES	THEORY	86	4	-	5

Preamble

To impart the importance of Women's Studies through the Ages

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Describe the importance of the Theories of Feminism	K2
CO2	Interpret the genesis of Women's Movement	K3
CO3	Demonstrate the role of Women Organizations for the empowerment of women	K3
CO4	Analyze the famous Indian women personalities	K4
CO5	Construct the legislation of policy of pre and post Independent India for the empowerment of women	K5

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Definition of Women's studies –Objectives and scope –Theories of Feminism: Social, Economic, Radical, Individual and Eco-Feminism-Status of Indian women during Ancient, Medieval and Modern Period (18)

Unit II

Genesis and Growth of Women's Movement –India, America and Britain –causes- Temperance Movements-Suffrage Movement-ERA (16)

Unit III

Women's Organisations - AIDWA, IAWA, JAC, SEWA, WIA, RRR - Role of NGOs-NGOs with special reference to South India: The Banyan, Prajwala, Sakhi, Madras Women's Association, Working Women's Forum (18)

Unit IV

Famous Women Personalities – Indian – Mother Teriga Gargi, Margarat Cousins, Dr.Muthulakshmi Reddy, Aruna Roy, Sarojini Naidu, Kiran Bedi, Ela Bhatt, Medha Patkar, Vandana Shiva
(16)

Unit V

Constitution and Women's Rights –Laws relating to Women -Special Marriage Act 1954, Immoral Traffic (Prevention) Act 1956, Dowry Prohibition Act 1961, Medical Termination of Pregnancy Act 1971, Domestic Violence Act 2005, Criminal Law Amendment Act 2013. (18)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	S.K.Ghosh	Indian Women Through the Ages	Ashish Publishing House, New Delhi	1989
2	V. Janapathy	Indian Woman Through the Ages	Gyan Publishing House	2002

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Devendra K	Status and Position of Women in India	Shakthi Books, New Delhi	1985
2	Pratima.A.	Women's Movement In India	Vikas Publishing House, New Delhi	2011
3	Chatterjee .M.	Indian Women	Kanishka Publishers, New Delhi	1991
4	Jayawardena.K.,	Feminism and Nationalism in the Third World	Verso Books	2016

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Mrs .Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2006	STATE AND SOCIETY IN MEDIEVAL INDIA PAPER- II	THEORY	71	4	-	4

Preamble

To enable the students to acquire knowledge and understanding of the past glory of India, the statesmanship of the great rulers of Later Medieval India

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Discuss the Rise of Vijayanagar Empire and Bahmani Kingdom	K2
CO2	Appraise the Administrative measures of Akbar	K4
CO3	Analyze the role of Jahangir and Shah Jahan to the rise of Mughal Empire	K4
CO4	Summarize the growth of Fine arts under the Mughal Empire	K5
CO5	Reconstruct the disintegration of Mughal empire and rise of independent states	K5

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Vijayanagar Empire-Bahamanids – The Advent of the Portuguese- Mughal Empire-Babur- Conquest of India-Battle of Panipat & Kanwa- Humayun- Sher Shah Sur. (14)

Unit-II

Mughal Empire under Akbar- Expansion of the Empire- Administration- Mansabdari System, Religion and Social Reforms- Jahangir- Nurjahan. (14)

Unit-III

Shah Jahan- Aurangzeb–Central Administration- Provincial Administration- Mansab System and Jagir System. (12)

Unit-IV

Economic and Social Life under the Mughals- Organization of Trade – Cultural and Religious –Architecture-Painting-Language, Literature and Music- European Trading Companies in India – Dutch, English and French (15)

Unit-V

Disintegration of the Mughal Empire- Successors states of Awadh, Bengal , Hyderabad- The Rise of Marathas- Shivaji- Maratha ascendancy under the Peshwas and administration. (16)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	V.D.Mahajan	History of Medieval India	S Chand & Company Ltd	1999
2	K.L. Khurana	Medieval India (1000-1761 A D)	Lakshmi Narain Agarwal	2012

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Chopra.P.N et al	A Socio & Cultural Economic History of India	Macmillan Publishers India	2011
2	Majumdar.R. et al	Advanced History of India	Laxmi publications	2016
3	Rashid A	Society & Culture in Medieval India	Firma.K.C. Mukhopadhyay	1987
4	Satish Chandra	Medieval India from Sultanate to Mughals (1206-1526)	Har-anand publications	2013
5	Satish Chandra	History of Medieval India	Orient Blackswan	2007

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Dr.Mrs .Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2007	HISTORY OF INDIA FROM 1600CE-1857CE	THEORY	56	4	-	4

Preamble

To understand the consolidation and expansion of English East India Company in India and the administrative, economic policies and cultural development

Course Outcome

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

CO NUMBER	CO Statement	Knowledge Level
CO 1	Analyze the early European settlement	K4
CO 2	Illustrate the consolidation of English East India Company through various wars	K3
CO 3	Sketch the role played by Lord Cornwallis and Lord Wellesley	K4
CO4	Illustrate on the role of Lord William Bentinck for the Socio – cultural developments in India.	K4
CO 5	Assess the causes and results for the Great Revolt of 1857	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

The Early European Settlements: The Portuguese and the Dutch; The English and the French East India Companies- Carnatic Wars- Bengal -The conflict between the English and the Nawabs of Bengal; Siraj and the English; The Battle of Plassey and its Significance. (12)

Unit-II:

Bengal – Mir Jafar and Mir Kasim; The Battle of Buxar; Mysore; The Marathas; The three Anglo-Maratha Wars; Anglo Sikh wars-The early administrative structure; From Diarchy to Direct Control; Warren Hastings - The Regulating Act (1773); The Pitt's India Act (1784). (12)

Unit-III:

Lord Cornwallis: The Charter Act (1793) – Lord Wellesley – The Subsidiary Alliance -The Charter Act (1813) - The Charter Act (1833) – Lord Hastings. (10)

Unit IV:

Lord William Bentinck – Social and Cultural Developments- Introduction of Western education - Christian Missionary activities in India - Modern Vernacular Literature- Contribution of Raja Ram Mohan Roy – Lord Dalhousie – Doctrine of Lapse – Charter Act of 1853. (12)

Unit-V:

The Great Revolt of 1857 - Origin, character, causes of the Rebellion: political causes- Economic causes-Social Causes-Religious Causes- Immediate cause- causes for failure, the consequences-Queens Proclamation 1858 (10)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Khurana . K.L	History of India (1707-1967)	L.K.Agarwal	2017
2	L.Prasad & Urmila Sharma	A Simple History of Modern India	Lakshmi Narain Agarwal	1985

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Mukerjee. L	History of India	J N Ghosh & Sons	2011
2	Sathianathaier.K	History of India Vol III	S.Viswanathan, Madras	1999
3	Grover B L & Alka Mehta	A new look at Modern Indian History	S.Chand & Co, New Delhi	2016

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Mrs.K.Suguna

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2008	NATIONAL MOVEMENT IN INDIA	THEORY	56	4	-	4

Preamble

To understand the origin and development of Indian Nationalism and to inculcate the knowledge about the values cherished in the freedom movement and to realize the role played by the freedom fighters against the alien rule.

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Understand the Birth of Indian National Congress and its movements.	K1
CO2	Assess Revolutionary Movements – Bengal – Maharashtra – Punjab – Madras	K2
CO3	Discuss the aspects of Gandhian era	K2
CO4	Describe the incidents leading to Independence	K2
CO5	Examine role of Tamil Nadu in freedom struggle.	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Birth of Indian National Congress – Moderates and Extremists – Partition of Bengal – Swadeshi Movement – Formation of Muslim League – Minto-Morley Reforms (12)

Unit-II

Revolutionary Movements: Bengal – Maharashtra – Punjab – Madras – Ghadar Party. (10)

Unit -III

Emergence of Gandhi as a Political Leader – Rowlatt Act – Jallianwala Bagh Tragedy – Montague Chelmsford Reforms – Non-Co-operation Movement – Khilafat Movement – Swarajya Party – Simon Commission – Nehru Report – Government of India Act of 1935. (12)

Unit- IV

Origin and Growth of Communalism – Cripps Mission – Quit India Movement – Cabinet Mission – Wavell Plan – C.R. Formula – Mountbatten Plan – Formation of INA – Indian Independence Act of 1947. (12)

Unit- V

Role of Tamil Nadu in Freedom Struggle – Political Awakening in Tamil Nadu – Socio-political Organizations – Extreme Nationalism in Tamil Nadu – Gandhian Era in Tamil Nadu. (10)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Grover B.L &Alka Mehta	A New Look at Modern India	S.Chand & Co	2016
2	Agarwal R.C & Mahesh Bhatnagar	Constitutional Development and National Movement of India	S.S.Chand	2006

Books for Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra ,et al	India's Struggle for Independence	Penguin	2016
2	Dr.N.Rajendran .	National Movement in Tamil Nadu 1905-14: Agitational Politics and State Coercion	Oxford University Press	1994
3	Majumdar R.C ,et al	An Advanced History of India	Laxmi publications	2016
4	Tarachand	Freedom Movement in India,4 vols	Publication Division, New Delhi	1992
5	Sathianathaier.R	History of India Vol.III	S.Viswanathan, Madras,	1969

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Mrs. K. Suguna

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2009	HISTORY OF TAMIL NADU FROM 1800CE-1967 CE	THEORY	56	4	-	4

Preamble

To create an understanding of the part played by the Tamil Nadu freedom fighters in gaining independence

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Illustrate on the early role of Tamils towards independence	K5
CO2	Critically analyse the administrative aspect of the British in Tamil Nadu	K5
CO3	Justify the role of Tamil Nadu freedom fighters	K6
CO4	Examine the impact of various movements in Tamil Nadu	K5
CO5	Evaluate the role of Congress Ministry in Tamil Nadu	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I:

Sources of study-Upheavals against the British-South Indian Rebellion-Vellore Mutiny
(12)

Unit II:

Revenue Administration up to 1857- Judicial Administration up to 1857- Growth of Education up to 1900- Local Self Government up to 1947. (12)

Unit III:

Role of poet Bharathiar-Growth of Nationalism-V.O.Chidambaram-Home Rule Movement-Minto-Morley Reform-Montague Chelmsford Reforms-Swadeshi Movement. (12)

Unit IV:

The Non-Co-operation Movement- Self-respect Movement-Role of Justice Party-Elections to the Madras Presidency from 1920-30. **(10)**

Unit V

The Act of 1935-Provincial Autonomy- Role of Congress Ministry Role of Tamil Nadu in Freedom Movement, Congress Ministry from 1952C.E to1967C.E **(10)**

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	Rajayyan K	History of Tamil Nadu, 1565-1982	Raj Publishers	1982
2	Dr. N. Subramanian	History of Tamil Nadu (1800-1982)	Ennss Publication, Madurai	1984

Reference :

S.No	Author	Title of the book	Publisher	Year of publication
1	Rajayyan, K	South Indian Rebellion, The First War of Independence,1800-1801.	Rao & Raghavan	1971
2	<u>Chithra Madhavan</u>	History and Culture of Tamil Nadu: vol.2: Circa 1310-1885	D.K. Print World Ltd; 1 edition	2006
3	Arooran, Nambi. K	Tamil Renaissance and Dravidian Nationalism, 1905-1944	Koodal	1980
4	Dr.N.Rajendran	National Movement in Tamil Nadu 1905-14: Agitational Politics and State Coercion	Oxford university Press	1994
5	Baker C.J.	The Politics of South India 1920-1937	Cambridge.	2007

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr.Mrs.S.Kamini & Dr.Mrs. Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI2010	HISTORY OF EUROPE FROM 1789 CE – 1919 CE	THEORY	71	4	-	5

Preamble

To enable the students to understand the importance of various revolutions in Europe and to examine the nature of the World War I

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Estimate the French Revolution: Causes, Impact on the world.	K2
CO2	Sketch the importance on the Age of Metternich and the Austrian Empire - German confederation	K3
CO3	Analysis the Revolutions in Europe and Napoleon III - Home policy, foreign policy, causes of downfall	K4
CO4	Examine Rise of Nationalism - The Unification of Italy and Germany	K4
CO5	Assess the importance of First World war and Russian Revolution	K6

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit – I

French Revolution: Causes, Impact on the world - Napoleonic Era - Foreign policy as First Consul - Continental system - Causes of Napoleon's downfall. (14)

Unit – II

Vienna Congress - Main principles and working - reconstruction of Europe-Age of Metternich and the Austrian empire - German confederation and Metternich - Downfall of Metternich - The Holy Alliance, The Quadruple Alliance, The Concert of Europe. (15)

Unit – III

Revolutions in Europe - July Revolution - The Revolution of 1848 – causes and impacts - Napoleon III - Home policy, Foreign policy, causes of downfall. (14)

Unit – IV

Rise of Nationalism - The Unification of Italy and Germany- The Balkan Wars I and II. (14)

Unit – V

The First World War ; Background, Events leading to outbreak of war and Impact - The League of Nations –its Impact, Treaty of Versailles – Russian Revolution – causes and impacts. (14)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K.L.Khurana	Modern Europe	Lakshmi Narain Agarwal Agra	1994
2	Rao.B.V.	History of Modern Europe(1789-2013)	Sterling Publishers Private Limited	2019

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kettelby, C.D.M.	A History of Modern Times	OUP	1997
2	Grant and Temperly	Europe in 19 th and 20th centuries	Long man Group Ltd.London	1976
3	Arun Bhattacharyajee	A History of Europe 1789-1945	Sterling Publishers, New Delhi	1982
4	B.K.Gokhale -	Modern Europe 1848-1960	Himalaya Publishing House	1987

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Mrs.K.Suguna

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MEH16AI	INTER DISCIPLINARY COURSE HISTORY THROUGH LITERATURE	THEORY IDC	60	-	-	4

Preamble

The objective of this course is to attempt varied interest among students of History and English streams towards both the branches, thereby portraying the relationship between History, Life and Literature. The students are expected to develop interest towards the historic and cultural aspects of our country towards the end of this semester.

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	Interpret and demonstrate the understanding of various facets of literature	K3
CO2.	Analyze and infer from various critical concepts	K4
CO3.	Organize and integrate the acquired knowledge towards individualistic composition	K6
CO4.	Will be able to appraise and defend convincing arguments on various movements of India	K5
CO5.	Analyze the wide variety of experiences and attitudes in the historic and cultural aspects of India through various literary works	K2

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	M	S	S
CO2.	S	S	S	M	S
CO3.	M	S	M	S	M
CO4.	M	M	S	S	M
CO5.	M	M	M	S	M

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Train to Pakistan - Kushwant Singh

(12)

Unit II

Rudyard Kipling - Kim

(12)

Unit III

Indian National Congress, Moderates and Extremist (Tilak), Home Rule Movement (Annie Besant –Tilak)

(12)

Unit IV

Gandhian Era – Non Cooperation, Civil Disobedience Movement, Round Table Conferences, Individual Satyagraha, Cripp's Proposal

(12)

Unit V**(12)**

Quit India Movement, Wavell Plan, Mountbatten Plan, Indian Independence Act of 1947

Text Book

S.No	Author	Title of the Book	Publishers	Year of Publication
1.	Kushwant Singh	Train to Pakistan	Paperback Publishers	1994
2.	Rudyard Kipling	Kim	Paperback Publishers	1993
3.	R.C.Agarwal, Mahesh Bhatnagar	Indian National Movement and Indian Constitution	S.Chand Publishing House	1993

Reference Books

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Ramachandra Guha	India After Gandhi: The History of the World's Largest Democracy	Picadar	2008
2	E.M.Forster.	A Passage to India	Penguin Books	2005
3	Bipan Chandra	India after Independence 1947 -2000	Penguin Publications	2001
4	Sumit Sarkar	Modern India 1885-1947	Macmillan	1983
5	Anil Seal	The Emergence of Indian Nationalism.	Cambridge	1968

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Mrs. K. Arul Mary & Dr.S.Sumy

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1911	CONTEMPORARY INDIA	THEORY	71	4	-	4

Preamble

This course will provide with the knowledge to investigate and understand political, social, economic and technological change in India, to develop a critical understanding of Indian politics.

Course Outcome

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

CO NUMBER	CO Statement	Knowledge Level
CO 1	Assess the Initial developments of Independent India.	K6
CO 2	Evaluate the regime of Rajiv Gandhi.	K1
CO 3	Analyze on the economic reforms.	K2
CO4	Understand the initiatives in the productivity of Agriculture ,Milk etc.	K2
CO 5	Trace the various movements in contemporary India	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

UNIT I

Nehru, Shastri and Indira - Accession of Princely States and linguistic reorganization of states - Communalism, language issues, and integration of tribals - Foreign policy: relations with neighbours and the superpowers - The Emergency and the Janata Interregnum - The evolution of the party system in India. **(15)**

UNIT II

Rajiv Gandhi and after: The Rajiv Years - The National Front Government, NDA and UPA- Foreign Policy. **(14)**

UNIT III

The Indian Economy - The Nehruvian Legacy and trends after Nehru - The Reforms of 1991 and recent trends-Land Reforms: Zamindari Abolition, Tenancy Reforms and the Bhoodan Movement. (14)

UNIT IV

The Green Revolution, Cooperatives – Operation Flood and the White Revolution - Agrarian Struggles since Independence. (14)

UNIT V

Society and culture: Communalism - Caste movements – untouchability, anti-caste politics - Women since independence. (14)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra. Et al	India Since Independence	Penguin Books, New Delhi.	2008
2	Anand, V.K.	India Since Independence: Making Sense of Indian Politics.	Longman, New Delhi	2010

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Dominique Lappire & Lorry Collons	Freedom at Midnight	Vikas, New Delhi	2005
2	John Gilbert	Contemporary History of India	Ammol Publications, New Delhi	2007
3	Venkatesan.G	History of Contemporary India(1947-2014)	V.C Publications	2016
4	Majumdar R.C et al	An Advanced History of India	Laxmi publications	2016

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Ms.G.Vanathi

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1912	WORLD HISTORY	THEORY	56	4		4

Preamble

To understand the global perspective on the past, examine today's world in meaningful historical context and create narratives of the past from records of individual and collective experiences and interpret the past in response to questions shaped by the world.

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Analyze economic and political rivalries, ethnic and regional conflicts, nationalism and imperialism as underlying causes of World War I and World War II.	K2
CO2	Evaluate global wars in terms of how they challenged political and economic power -Structures and rise of new Balances of Power .	K6
CO3	Analyze political revolutions in terms of their causes and impact.	K6
CO4	Explain how alliances, pacts, liberal democracy, private enterprise and Human Rights movements have reshaped political, economic and social life in Africa, Asia, and Middle East, Vietnam.	K2
CO5	Evaluate the “New” balance of power and the search for peace and stability which influenced global interactions since the last half of the twentieth century	K6

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	M	M
CO2	M	L	M	M	M
CO3	M	M	L	M	M
CO4	M	M	M	M	M
CO5	M	M	M	L	M

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

First World War: Paris Peace Settlement - League of Nations – Achievements and Failure (11)

Unit-II

Rise of Fascism and Nazism- Causes and Results of World War II. (11)

Unit-III

UNO: Origin, Organizations and Function- Origin of the Cold War – Super Power Rivalry- Chinese Revolution of 1949. (12)

Unit-IV

Military Alliances Pacts and Implications- The Vietnamese Conflict (1954-75)-The West Asian Conflict – Palestine Problem and Arab-Israel Wars (1948, 1956, 1967 and 1973 wars), Apartheid in Africa. (12)

Unit-V

European Council: Disintegration of the Soviet Union- Emergence of World Order in 1990s. (10)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	B.V.Rao	History of Modern World (1789-2010)	Sterling Publishers	2012
2	Ranjan Chakrabarti,	A History of the Modern World: An Outline	Primus Books	2013

Reference

S.No	Author	Title of the book	Publisher	Year of publication
1	Bancroft.G	History of the United States.	New York	1980
2	Davis,H.A.	An Outline History of the World.	Read Books	2007
3	Krishnamurthy.V. M.	Europe in Modern World (1815 A.D.- 1970 A.D.)	Vijaylakshmi Publications	1979
4	Ketelbey,C.D.M	A History of Modern Times (from 1789)	OUP	1997
5	Swain,J.E	A History of World Civilizations	S.Chand & company	1997
6	Thomson, David	Europe Since Napoleon	Penguin	1966

PEDAGOGY

Lecture by chalk and talk, map study, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr.Mrs.S.Kamini

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1913	ARCHIVES KEEPING	THEORY	71	4	-	4

Preamble

To teach about the origin, development of Archives keeping, to impart Creation and Administration of Archives

Course Outcome

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

CO NUMBER	CO Statement	Knowledge Level
CO 1	Assess the origin and Growth of Archives.	K6
CO 2	Appraise on the Creation of Archives and classification of the records.	K5
CO 3	Illustrate on the Preservation of Archival Materials.	K2
CO4	Justify the Administration and the benefits of the Archives .	K5
CO 5	Identify the Archival organizations in India.	K4

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Meaning: Origin and Growth of Archives – History of Archives - Ancient, Medieval and Modern – Archival Keeping – Europe and India – Importance of Archives. (15)

Unit II

Creation of Archives – Classification – Recent Development – Registry Archives and Libraries – Racking – Shelves and other materials (15)

Unit III

Preservation of Archival Materials: Preventive Measures – Methods of Preservation – Lamination – Docketing – Book Bindings – Reprography – Records Maintenance. (13)

Unit IV

Administration of Archives – Functions of Archives – Publication Facilities to Researchers – Modern Methods in Archives Keeping – Uses of Archives – Rules and Regulations (13)

Unit V

Archival Organizations – National Archives of India – Tamil Nadu Archives – Private Archives – Indian Historical Council of Archives – Indian Historical Records Commission (IHRC) – Role of Archives in the present day World. (15)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Jenkinson Hilary	A Manual of Archives Administration	Oxford, London	1937
2	Michael Cook	Archives Administration – A Manual for Intermediate and Smaller Organizations and for Local Government,	Dawson & Sons Ltd., Kent, England	1977

Reference:

S.No	Author	Title of the Book	Publisher	Year of Publication
1	Dodwell H. Henry	The Madras Weavers under the Company	Indian Historical Records Commission, Proceedings, Government of India, Calcutta	1922
2	Baliga B.S.	Studies in Madras Administration, Government of Madras	Madras, 2 Vols	1962
3	Sundararaj M	A Manual of Archival Systems and the World of Archives	Siva Publications, Chennai	1999

Periodicals:

- Archives: The Journal of the British Records Association British Records Association, London, vol. I, 1955
- Indian Archives 1948-1990's, National Archives of India, New Delhi
- Restaurator: International Journal for the Preservation of Library and Archival Material 1972-1997, restaurator Press and Richard Smith, Denmark

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Ms.G.Vanathi.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1914	SOCIO-CULTURAL HISTORY OF INDIA 1526 CE-1950CE	THEORY	56	4	-	4

Preamble

To teach about the origin ,development of Society and to impart Cultural values and to inculcate the knowledge about the values cherished in Indian Social set up.

Course Outcome

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

CO NUMBER	CO Statement	Knowledge Level
CO 1	Assess the Social and Cultural Life of the Mughals.	K1
CO 2	Review the various aspects of Marathas in Social and the Cultural Sphere.	K1
CO 3	Analyze the Social structure and the education of India during the Colonial period.	K2
CO4	Understand the contribution and revival of Bhakthi Movements.	K2
CO 5	Trace the efforts on the path of attainment of Independence.	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Social and Cultural life under the Mughal ruling class – Peasants – Women – Education – Art – Architecture – Literature. (13)

Unit-II

Chhatrapati Shivaji and Hindavi Swarajya- Concept of Maharashtra Dharma, Cultural Significance - Cultural Interpretation: Economic Policies, Social Life and Cultural Life during Peshwa Period. (10)

Unit-III

Society and Culture during the British Period : Social Structure and Change, Women Uplift, Removal of Untouchability, Education – Role of Missionaries and English Education. (10)

Unit-IV

Socio-Religious Movements in the 19th Century – Renaissance – Hindu Reforms and Revival Movements – Brahma Samaj – Arya Samaj – Ramakrishna Mission – The Theosophical Movement – Aligarh Movement – Bhakti Movement – Kabir, Guru Nanak, Tuka Ram, Meera Bai (13)

Unit-V

Freedom Struggle – Social Background – Emergence of the new social classes – Role of Thinkers, Writers, The Press and the Literature. (10)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bipan Chandra	Essays on Colonialism	Orient Blackswan,	1999
2	Sumit Sarkar	Modern India 1885-1947	Laxmi publications	2008

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Francois Bernier	Travels in the Mughal Empire,	Asian Educational Services	2010
2	Irfan Habib	Essays in Indian History	Tulika	1998
3	Jadunath Sarkar	The Fall of the Mughal Empire	Orient Blackswan	2008
4	Bipan Chandra	India after Independence 1947 -2000	Penguin Publications	2001
5	Jadunath Sarkar	A Short History of Aurangazeb	Orient Blackswan	2009
6	Stanley Lane Pool	Medieval India under Mohammadan Rule A.D. (712-1764)	Universal Publication	1971
7	Srinivas M N	Social Change in Modern India	Orient Blackswan,	2009
8	Satish Chandra	History of Medieval India	Orient Blackswan, New Delhi	2010
9	Monica Juneja	Architecture in Medieval India	Permanent Black	2008
10	Sunil Kumar	The Emergence of Delhi Sultanate	Permanent Black	2007

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Ms.G.Vanathi.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1915	ECONOMIC HISTORY OF INDIA 1757 CE-1947 CE	THEORY	71	4	-	5

Preamble

To create awareness on comprehensive account of the structural changes in India's economy initiated by Colonial rule

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Explain the sources, nature and structure of Indian economy in the mid 18 th Century	K2
CO2	Compare different Revenue Administration under the colonial rule	K4
CO3	Construct the growth of Indian Industries	K5
CO4	Illustrate trading activities during British period	K4
CO5	Examine the Indian economic scenario between two world war	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Sources of Economic History of India; Nature and structure of Indian economy in mid 18th Century: Mercantilism and European economic interests in India; Drain of Wealth: its mechanism, magnitude and effects. (14)

Unit – II

Revenue administration of Bengal – 1765-85 - Permanent Settlement – objects and effects; Ryotwari and Mahalwari system; Changing pattern of crops; Famines –causes and Famine Relief. (14)

Unit - III

Artisan and Handicraft: Development of Industries with special reference to Cotton and Iron; Growth of Railways and their impact; Labour Movement. (15)

Unit - IV

Internal and External Trade; Tariff and Excise, Monetary and Credit System; Main trends in Price Movement and its impact - National Income after 1858 - population growth; trends in demographic changes. (14)

Unit - V

Problems and Limitations of Indian Economy; Different approaches with special reference to Dadabhai Naroji, R.C. Dutt, Mahatma Gandhi and M.N. Roy - Indian Economy between Two World Wars. (14)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	S.N.Pandey	Economic History of Modern India	Readworthy	2008
2	Singh V.B.	Economic History of India 1857-1956.	Allied Publishers	1965

Reference :

S.No	Author	Title of the book	Publisher	Year of publication
1	Dutt, R.C.	The Economic History of India Vol. I & II.	Routledge	2001
2	Kaushal, G	Economic History of India 1757-1966.	Kalyani Publishers	2004
3	Naroji Dadabhai	Poverty and Un-British Rule in India	S. Sonnenschein	1901
4	Gadgil, D.	Industrial Evolution of India in Recent Times	OUP	1938
5	Thirthankar Roy	The Economic History of India	OUP	2011
6	Ludden, David, ed.	New Cambridge History of India: An Agrarian History of South Asia	Cambridge University Press	1999

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr. Mrs.S.Kamini

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI19S1	RESEARCH METHODOLOGY	THEORY Special Course	45	-	-	3

Preamble

To create an understanding about the methods of Historical writing and to impart the knowledge about the importance and scope of Research Methodology

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Analyze the prelude in Historical Research	K4
CO2	Examine the different sources in Historical Writing	K5
CO3	Scrutinize the writing of Historical Research methodology	K4
CO4	Differentiate the Indian Historical works through the ages	K6
CO5	Study research ethical principles and publication of research paper	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	M
CO3	S	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Requisites of a Research Scholar- Selection of the Topic for Research -Research method – Hypothesis (9)

Unit II

Sources for Historical writing- Primary and Secondary Sources – Objectivity and Subjectivity in Historical writing- (9)

Unit III

Thesis Writing- Preliminary, Analytical, Synthetic and Concluding Operation. Foot Notes, Bibliography, and Documentation - Arrangement of Thesis (9)

Unit IV

History writing in Ancient, Medieval and Modern India-Kalhana, Medieval- Al Beruni- Abul Fazl - D.D.Kosambi- Nilakanta Sastri- Krishnaswami Iyengar. (9)

Unit V

Research Ethics and Responsible Conduct in Research: Brief history and analytical basis of research ethics, responsible conduct in research (Honesty in Science: Integrity, Authorship, Conflicts of Interest, Privacy and Confidentiality, Informed Consent, Risk/Benefit Assessment), The legal regulation of research ethics in India (From UGC, MHRD and other governing agencies), Regulatory requirements relevant to international research. (9)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	Rajayyan K	Theory of History & Method of Research	Raj Publishers	1982
2	Subramaniam N	Historiography	Abradele Press	1974

References

S.No	Author	Title of the book	Publisher	Year of publication
1	Chitinis.K.M	Research Methodology in History	Atlantic Publishers & Distributors, New Delhi	1990.
2	Manickam.S	Theory of History and Method of Research	Paduman Publishers, Madurai	2000
3	-	M.L.A. Hand Book , 8 th Edition	The Modern Language Association of America	2016
4	Sheik Ali.B	History its Theory and Method	Trinity Press	2015
5	E.H.Carr	What is history	Palgrave	2000
6	R.G.Collingwood	Idea of History	OUP	2011

1. On Being a Scientist, A Guide to Responsible Conduct in Research: Third Edition (2009)
2. Role of the Ethics Committee: Helping To Address Value Conflicts or Uncertainties Author links open overlay panel Mark P.Aulisio, Robert M.Arnold
3. <https://www.glos.ac.uk/docs/download/Research/handbook-of-principles-and-procedures.pdf>
4. Research Regulatory Compliance 1st Edition (Mark Suckow, Bill Yates eBook ISBN: 9780124200654)
5. Recent research ethics policy from Government of India.

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr.Mrs.S.Kamini Dr.Mrs.Hemalatha

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MNM15CS	CYBER SECURITY	Theory	26	4	-	Grade

Preamble

This course presents the principles of Cyber Security and its attack. It covers all aspects of cyberspace, botnet, cyber crime and its case studies.

Syllabus

Unit I

Cyberspace: Introduction- Web Threats for Organizations - Security and Privacy Implications from Cloud Computing - Social Media Marketing - Social Computing and the Associated Challenges for Organizations - Protecting People's Privacy in the Organization- Organizational Guidelines for Internet Usage- Safe Computing Guidelines and Computer Usage Policy. (6)

Unit II

Security Threats: Malicious Software, Types of Attacks, Threats to E-commerce, e-cash, Credit/Debit Cards. (5)

Unit III

Cyber Security: Introduction - An Essential Component of Cyber security - Forensics Best Practices for Organizations - Media and Asset Protection - Importance of Endpoint Security in Organizations (5)

Unit I

Cyber Attacks: Introduction - How Criminals Plan the Attacks - Social Engineering - Cyberstalking -Cybercafe and Cybercrimes - Botnets: The Fuel for Cybercrime - Attack Vector - Cloud Computing (5)

Unit V

Case Study on Cyber Crime & Security: introduction on Cyber Crime - Trends in Mobility - Credit Card Frauds in Mobile and Wireless Computing Era. Illustrations, Examples and Mini-Cases - Introduction - Real-Life Examples - Mini-Cases Illustrations of Financial Frauds in Cyber Domain - Digital Signature-Related Crime Scenarios - Digital Forensics Case Illustrations - Online Scams. (5)

Text Book

S.No	Author	Title of the Book	Publisher	Year of Publish
1	Faculty of Computer Science – PG	Essentials of Cyber Security	KalaiKathir Achachagam	2016

Reference Book

S.No	Author	Title of the Book	Publisher	Year of Publish
1	Nina Godbole and Sunit Belpure	Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives	Publication Wiley	2011
2	William Stallings	Network Security Essentials – Applications and Standards	Pearson Education	2011

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1916	INDIAN GOVERNMENT AND POLITICS	THEORY	71	4	-	5

Preamble

This course is designed to acquaint the students with the various dimension of the Indian political system. It emphasis on the Provision of the Indian Constitution and the functions of the various sectors of the Government.

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Estimate the structural and functional aspects of Constitution of India	K2
CO2	Sketch the importance of Legislative and Judicial control over administration	K3
CO3	Analyze the grass root level of democracy: Panchayat Raj and Municipal Government	K4
CO4	Examine the machinery of development planning at Central, State and Local levels and the new trends of self development	K4
CO5	Assess the functioning and working of political parties and their impact on Democratic Institutions	K6

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit-I

Making of the Indian Constitution: Salient Features of the Indian Constitution: The Preamble, Fundamental Rights and Duties, Directive Principles; Parliamentary System and Amendment Procedures (15)

Unit-II

Principal Organs of the Union Government: Envisaged role and actual working of the Executive, Legislature and Supreme Court. Principal Organs of the State Government: Envisaged

role and actual working of the Executive, Legislature and High Courts. (14)

Unit-III

Grassroots Democracy: Panchayati Raj and Municipal Government; significance of 73rd and 74th Amendments; Statutory Institutions/Commissions: Election Commission, Comptroller and Auditor General, Finance Commission, Union Public Service Commission, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Women, National Human Rights Commission, National Commission for Minorities, National Backward Classes Commission-Federalism: Constitutional provisions; changing nature of centre-state relations, inter- state disputes. (17)

Unit IV

Planning and Economic Development: role of planning and public sector; Green Revolution, land reforms and agrarian relations; Caste, Religion and Ethnicity in Indian Politics. (13)

Unit-V

Party System: National and regional political parties, ideological and social bases of parties; patterns of coalition politics; Pressure groups, changing socio- economic profile of Legislators. Social Movements: Civil Liberties and Human Rights Movements; Women's Movements; Environmentalist Movements. (12)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Narang Jain	Indian Government and Politics	Geetanjali Publishing House	2000
2	R C Agarwal & Mahesh Bhatnagar	Constitutional Development and National Movement in India	S.Chand	2005

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Austin,Granville	The Indian Constitution: Cornerstone of a Nation	Oxford: Calarendan Press	1966
2	Basu,D.D	Commentary on the Constitution of India.Vol.1&2	Tata-McGraw Hill	1990
3	Chandra,Bipan	Ideology and Politics	Har Anand Publications	1994
4	Siwach J R	Dynamics of Indian Government and politics	Sterling Publisher	1990
5	Kapoor,A.C	Constitutional History of India and National Movement	Chand & Co	1984

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designers: Dr (Mrs). K.Arul Mary, Mrs.K.Suguna

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1917	HISTORIOGRAPHY	THEORY	71	4	-	5

Preamble

To understand the concept of Historical Theories and to pivot the importance of Historical Writing on contemporary and societal relevance.

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Illustrate the meaning, scope and nature of history	K4
CO2	Integrate the philosophy and theory of History	K5
CO3	Reconstruct the historical writing from ancient , medieval and modern eras	K4
CO4	Critically analyze the interpretation of history	K6
CO5	Summarise the different schools of thought	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	M
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	M

S- Strong; M-Medium; L-Low

Objective

Unit I

Definition of History – Meaning and Nature of History –Scope and purpose of History - Values of History - Subject matter of History – Uses and abuse of History –Limitations of History.

(13)

Unit II

History and related studies – Kinds of History - Branches of History –History and Allied discipline – Philosophy of History and Theories of History - Lessons of History - History is a Science and Art

(15)

Unit III

Historical writing in Ancient Greece – Herodotus – Thucydides – Historical writing in Roman

Empire – Titus Livy – Cornelius Tacitus – Church Historiography – Biblical View of History – St. Augustine - Arab History – Ibn Khaldun - Renaissance – Romanticism (15)

Unit IV

Marxian Interpretation of History – Materialism – Determinism – Dialectics Labour Theory of Value and Class Struggle – Positivism – August Comte - Historicism (13)

Unit V

Annals School of Thought- Structuralism – Claude Levi Strauss – Post-Structuralism – Subaltern Historiography – Postmodernism, Clio metrics (15)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	Rajayyan K	Theory of History & Method of Research	Raj Publishers	1982
2	Manickam. V	History and Historiography	Clio publications, Madurai	2003

Reference

S.No	Author	Title of the book	Publisher	Year of publication
1	Arthur Marwick	The Nature of History	Macmillan, New Delhi	1989
2	Collingwood R.G	The Idea of History	Oxford University Press	2011
3	Stern Fritz	Verities of History From Voltaire to the Present	Vintage Books	1983
4	Sen S.P	Historians and Historiography in Modern India	Institute of Historical Studies, Calcutta	1973
5	Sheik Ali. B	History its Theory and Methods,	Laxmi publications	2019
6	Marc Bloch	The Historians Craft	Vintage publishers	1964

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr.Mrs.S.Kamini.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI1918	ENVIRONMENTAL HISTORY OF INDIA	THEORY	56	4	-	4

Preamble

The course impart multidisciplinary nature of environmental studies and informed the students about the natural resources, use of resources, deforestation , colonial rule on Indian environment . It also deals with the efforts of the Government of India in bringing the legislative measures to protect the environment and the various movements of India.

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO1	Explain the natural source and its importance	K2
CO2	Analyze Forest Movement in India	K4
CO3	Illustrate on the social aspects and sustainability of environment	K5
CO4	Examine the different kinds of pollution and major threats	K4
CO5	Evaluate various movement ,protective measures and governmental measures in protecting environment	K3

Mapping with Programme Outcomes

CO Number	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	S	S	M	M	S
CO4	S	S	M	M	S
CO5	S	S	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Environment :Environmental Factors –Ecology–Multidisciplinary Nature of Environmental Studies- Importance of Environment –Natural Resources-Forest Resources –Water Resources –Land Resources-Mineral Resources. (12)

Unit – II

Resistance to Forest Management: Kumaun and Garhwar's region - The Utar and forest Movements of 1921 - Social Protest in U.P., 1921-42 - Impact on Nationalism – Forest Satyagraha – Karnataka (12)

Unit - III

Social Issues and Environment: Concept of sustainable development, Issues Debated for sustainable development (Rio Conference), Basic Aspects of Sustainability, Efforts for sustainability. (10)

Unit - IV

Environmental threats: Water Pollution - Air Pollution- Land Degradation -Hazardous Wastes - Industrial Pollution. (10)

Unit - V

Environmental Movements –Chipko Movement – Protest against Narmada Project -Protective Measures – Government Legislations - Courts – Activists – Babha Amte -Medha Patkar . (12)

Text Book

S.No	Author	Title of the book	Publisher	Year of publication
1	Vandana Shiva	Ecology and Politics of Survival	Sage Pub	1990.
2	Mahesh Rangarajan & Sivaramakrishnan	India's Environmental History: A Reader(2vol)	Orient Blackswan	2013

Reference :

S.No	Author	Title of the book	Publisher	Year of publication
1	Nandhini Kapur Sinha.	Environmental History of Early India.	Oxford University Press	2012
2	Madhav Gadgil & Ramachandra Guha	The Fissured Land: An Ecological History of India,	Oxford University Press	2012
3	Mahesh Rangarajan	Environmental Issues in India,	Longman	2011
4	Emmanuel Le Roy Ladurie	Times of Feast, Times of Famine: A History of climate since the year 1000	Farrar Straus & Giroux; Reissue edition	1988
5	Manivasakam, N.,	Environmental Pollution,	N.B.T	1992
6	Ramachandra Guha,	The Unquiet Woods,	Orient Blackswan	2013
7	Guha Ramachandra &J. Martinez - Alier,	Varieties of Environmentalism: Essays-North and South	Earthscan Publications,	1997
8	Ajay Rawat,	History of Forestry in India	Indus Publishing Company	1998

PEDAGOGY

Lecture by chalk and talk, power point presentation, e-content, group discussion, quiz, peer learning, seminar.

Course Designer: Dr (Mrs). K.Arul Mary, Dr.Mrs.S.Kamini.

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI16AC1	ADVANCE LEARNER COURSE - HISTORY OF THE CHOLAS	THEORY ALC	-	-	-	5

Preamble

The objective of this course is to create understanding about the History of Cholas and their contribution to administrative field.

Course outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the sources of early Cholas.	K1
CO2	Illustrate on the History of Imperial Cholas and their contribution to the Society.	K5
CO3	Analyze the rule of Raja Raja II- Kulotunga III & Chola - Chalukya relations.	K4
CO4	Evaluate Cholas administration and socio- economic conditions	K6
CO5	Study the condition of Education, Literature, Art and Architecture under Cholas	K3

Mapping with Programme Outcomes

COs	PO1	PO2	P03	P04	P05
CO6.	S	S	S	S	M
CO7.	S	S	S	S	S
CO8.	S	S	S	S	S
CO9.	S	S	S	S	S
CO10.	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Sources- Early Cholas

Unit II

Imperial Cholas- Vijayalaya- Aditya- Parantaka- Raja Raja I- Rajendra I

Unit III

Raja Raja II- Kulotunga III- Chola Chalukya relations

Unit IV

Administration- Local Administration- Social and Economic condition- role of temples

Unit V

Education: Literature - Art and Architecture.

Text Book

S.No	Author	Title of the Book	Publishers	Year of Publication
1.	K. A. N.Sastri	The Colas	NCBH	2013

Reference

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	K. A. N.Sastri	History of South India	OUP	1989
2	R C Majumdar	Ancient India	Motila Bansaridas	2017
3	N Subramanian	History of Tamilnadu up to 1565	ENNES Publication	1980
4	Chithra Madhavan	History and Culture of Tamilnadu	D K Print World	2005
5	K. Rajayyan	History of Tamilnadu up to 1565-1982	Raj Publication	1982

Course Designers:

Mrs. K. Arul Mary & Mrs.N.Suganya

COURSE NUMBER	COURSE NAME	CATEGORY	L	T	P	CREDIT
MHI16AC2	ADVANCE LEARNER COURSE - HISTORY OF THE GUPTAS	THEORY ALC	-	-	-	5

Preamble

The objective of this course is to create understanding about the History of Guptas and their contribution to administrative field.

Course outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the sources and origin of early Guptas	K1
CO2	Illustrate on the Conquests of Samudra Gupta and Chandra Gupta.	K5
CO3	Analyze the rule of Kumara Gupta, Skanda Gupta, Huns and the causes for their downfall.	K4
CO4	Evaluate Gupta administration, socio economic condition.	K6
CO5	Examine the art, architecture and foreign policies of Guptas.	K5

Mapping with Programme Outcomes

CO	PO1	PO2	P03	P04	P05
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit -I

Sources: Literary Sources – archaeological sources – Rise of the Guptas – Sri Gupta ,Chandra Gupta I.

Unit-II

Samudra Gupta: Conquests – Chandra Gupta II- Conquest – Navaratnas – Fa-hien.

Unit –III

Kumara Gupta – Nalanda – Skanda Gupta – Huns – Later Guptas – Downfall of Guptas.

Unit –IV

Administration: Socio – Economic condition – Religion – Literature – Golden age of Guptas.

Unit -V

Foreign policies: Gupta Dynasty.

Text Book

S.No	Author	Title of the Book	Publishers	Year of Publication
1.	Ashvini Agrawal	Rise and Fall of the Imperial Guptas	South Asia Books	1989
2	Radha K. Mookerji	The Gupta Empire	Motilal Banarasidas	1969

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	P.S.Joshi M.R.Wadhvani & J.V.Pradhan	Ancient Indian History Civilization & Culture	Chand & CO	1968
2	R C Majumdar et al	Ancient India	Laxmi Publications	2016
3	Rama Shankar Tripathi	Ancient India	Motilal Banarsidass	1967
4	Nilakanta Sastri & Srinivasachari G	An Advanced History of India	Allied Publishers	1971

Course Designers: Dr.Mrs. K. Arul Mary & Mrs.N.Suganya