



**PSGR
Krishnammal College for Women**



DEPARTMENT OF HISTORY

**CHOICE BASED CREDIT SYSTEM (CBCS)
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)**

MASTER OF HISTORY

2025-2026

SEMESTER- I & II



PROGRAMME LEARNING OUTCOMES (PLO's)

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

PLO1: Interpret the different dimensions of the History with a special focus on India.

PLO2: Analyze the historical insightfulness and methodology

PLO3: Understand the contemporary issues pertaining to the relationship of India
with other countries of the world.

PLO4: Equip themselves in certain core compulsory courses in both Indian and non-
Indian History with special emphasis on skill oriented courses.

PLO5: Undergo further research pertaining to the Historical domain

PROGRAMME SPECIFIC OUTCOMES

The students at the time of graduation will

PSO1: Be provided with necessary research ambiance

PSO2: Be inclined towards Historical research and its recent development

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



**MASTER OF ARTS IN HISTORY
CHOICE BASED CREDIT SYSTEM (CBCS) &
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
SCHEME & SYLLABUS OF EXAMINATION
2025-2027 BATCH**

SEMESTER-I

Sem	Course Code	Title of the Course	Course Type	Instruction hours/week	Contact hours	Tutorial Hours	Duration of Examination	Examination Marks			Credits
								CA	ESE	TOTAL	
I											
	MHI2501	Ancient India	CC	6	88	2	3	25	75	100	4
	MHI2502	State and Society in Medieval India - I	CC	6	88	2	3	25	75	100	4
	MHI2503	History of Tamil Nadu up to 1800 CE	CC	6	88	2	3	25	75	100	4
	MHI2504	History of Ancient World Civilization	CC	6	88	2	3	25	75	100	4
	MHI2505	Indian Women Through the Ages	CC	6	88	2	3	25	75	100	5
I-III	17MONL1	Online Course	ACC	-	-	-	-	-	-	-	-

CC: Core Courses

CA- Continuous assessment

ACC: Additional Credit Course

ESE- End Semester Examination



MASTER OF HISTORY
CHOICE BASED CREDIT SYSTEM (CBCS) &
LEARNING OUTCOMES - BASED CURRICULUM FRAMEWORK (LOCF)
SCHEME & SYLLABUS OF EXAMINATION
2025-2027 Batch
SEMESTER-II

Sem	Course Code	Title of the Course	Course Type	Instruction hours/week	Contact Hours	Tutorial Hours	Duration of Examination	Examination Marks			Credits
								CA	ESE	TOTAL	
	MHI2306	State and Society in Medieval India - II	CC	5	73	2	3	25	75	100	4
	MHI2307	History of India from 1600 CE-1857 CE	CC	6	88	2	3	25	75	100	4
III	MHI2308	National Movement in India	CC	5	73	2	3	25	75	100	4
	MHI2309	History of Tamil Nadu from 1800CE-1967CE	CC	5	73	2	3	25	75	100	4
	MHI23CE	Global History	CC	3	45	-	-	100	-	100	3
	MHI2310	Indian Numismatics	CC	2	28	2	3	25	75	100	2
	MEH25A1	Tourism and Travel Writing in India	GC	4	60	-	3	-	100	100	4

CA- Continuous Assessment
CC- Core Courses

ESE – End Semester Examination
GC-General Courses

Examination System

One test for continuous assessment will be conducted on pre-determined dates i.e., commencing on the 50th day from the date of reopening. The Model exam will be conducted after completing 85th working days. Marks for ESE and CA with reference to the maximum for the courses will be as follows

QUESTION PAPER PATTERN

PG- Core - (First 3 Units)

CA Question from each unit comprising of

One question with a weightage of 2 Marks: $2 \times 3 = 6$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level): $5 \times 3 = 15$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level): $8 \times 3 = 24$

Total: 45 Marks

Open Book Exam for II PG, CIA Test Pattern

4(4 out of 5) x15 Marks = 60 Marks

Open book examination to be provided for any one core course. Questions/ problems to be solved by applying concepts. Questions with direct book answer to be avoided.

PG - Core courses

ESE Question Paper Pattern: 5 x 15 = 75 Marks

Question from each unit comprising of

One question with a weightage of 2 Marks: $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level): $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level): $8 \times 5 = 40$

Total: 75 Marks

PG-IDC and Special Course:

Section A 5 questions (Internal choice) :25 marks

Section B 5 questions (Internal choice) :75 marks

Total: 100 marks

Research Methodology

Section A - 5 questions (Internal choice) :25 marks

Section B - 5 questions (Internal choice) :75 marks

Total : 100 Marks

Continuous Internal Assessment Pattern

Theory

CIA Test : 5 marks **(conducted for 45 marks after 50 days)**

Model Exam : 7 marks **(Conducted for 75 marks after 85 days (Each Unit 15 Marks))**

Seminar/Assignment/Quiz : 5 marks

Class Participation : 5 marks

Attendance : 3 marks (91-100%: 3 Marks, 81-90%: 2 Marks, 75-80%: 1 Marks)

Total : 25 Marks

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDI T
MHI2501	ANCIENT INDIA	THEORY	8 8	2	-	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 principles of religious toleration prevailed over Ancient India.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge level
CLO1	Explain the Origin of Indus valley Civilization, Vedic Age, Mahajanapadas, Spread of Jainism & Buddhism, Mauryan Dynasty, Post Mauryan Age, Vardhana Dynasty	K2
CLO2	Reconstruct the Town Planning of Indus Valley Civilization, Socio, Economic, Religious life in Vedic Period, rise of Buddhism and Jainism and its teaching, Rise of Magadha & Nandas, Age of Guptas, Administration of Harshavardhana	K3
CLO3	Appraise the Sources of Indus Valley Civilization, Vedic Age, age of Mauryan Empire, Indo-Greeks, Sakas, Kushanas, Education & Learning under Vardhana Dynasty	K4
CLO4	Analyze the archeological significance of Harappa & Mohenjo-Daro, Rise of Buddhism & Jainism, Iranian & Macedonian invasions and their impact Age of Guptas and their contribution to the society, Religion under Vardhana Dynasty	K4
CLO5	To understand the historical importance of Indus Valley Civilization, Vedic age, Teachings of Buddha & Mahavira, Emergence of Mauryan Empire, Post Mauryan Empire, role of Vardhana dynasty	K5

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	S	S	S	S	S
CLO4	S	S	S	S	S
CLO5	S	S	S	S	S

S- Strong

Syllabus

Unit I (20Hrs)

Sources of Ancient Indian History: Archaeological, literary, epigraphic, numismatic, and foreign accounts; Indus Valley Civilization: Discovery, town planning, social, economic, and religious life; decline; Vedic Age: Rig Vedic Period: Political, social, economic, and religious life. Later Vedic Period: Transition in society and religion. Philosophical Developments: Introduction to the Upanishads and their influence on Indian thought.

Unit II (20Hrs)

Period of Mahajanapadas: Rise and significance in early Indian polity ;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.

Unit III (20Hrs)

Rise of Magadha: Haryankas, Shaisunagas, Nandas; Iranian and Macedonian invasions and their impact- The Age of the Mauryas - Emergence of the Empire under Chandra Gupta Maurya – Administration– Society – Economy - Ashoka and his policy of Dhamma - Mauryan Art-Disintegration of the Empire;Post Mauryan Period: Sungas and Kanvas.

Unit IV (15Hrs)

Foreign Dynasties in 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.

Unit V (13Hrs)

The Vardhana dynasty - Administration of Harshavardhana - Education and Learning - Nalanda, Vikramshila and Vallabhi - Religion - Art and Architecture.

Text Book

Author	Title of the book	Publishers	Year & Edition
Sharma R.S	India's Ancient Past	Oxford University Press	2005, 3 Edn.
KuranaK.L	Ancient India	Lakshmi Narayanan	1996, 1 Edn.

Reference

Author	Title of the book	Publishers	Year & Edition
Basham.A.L	The Wonder that was India,	Picador	2004, 4 Edn.
Kosambi,D.D	The Culture and Civilizations of Ancient India: In Historical Outline	Vikas Publishing house	1997, 3 Edn.
Kosambi,D.D	An Introduction to the Study of Indian History	Popular Prakashan	1975
Luniya, B.N.	Life and Culture in Ancient India	Lakshmi Narain Agarwal	2016, 10 Edn.
Majumdar.R.C	History and Culture of Indian People	Bharatiya Vidhya Bhavan	2015, 11 Edn.
Sharma R.S	Aspects of Political Ideas and Institutions in Ancient India	MotilalBanarasidas Publisherss	1996
Thapar, Romila	The Mauryas	K.P. Bagachi& Co	1998

PEDAGOGY

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

Course Designers: Dr. S.Kamini

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2502	STATE AND SOCIETY IN MEDIEVAL INDIA- I	THEORY	88	2	-	4

Preamble

To enable the students to acquire knowledge and understanding of the past glory of India from 8th CE to 16th CE

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge level
CLO 1	Examine the growth of Regional States and development of Fine arts.	K2
CLO 2	Illustrate the administrative change in the regional states	K3
CLO 3	Sketch the economy and social change taking place regional states and also Islamic impact in the India soil	K4
CLO 4	Analyze the weakness of the regional states in establishing the Muslim rule.	K5
CLO 5	Criticize the rise and growth of the varies dynasties from the 7 th CE to 16 th CE	K6

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	S	S	S
CLO 2	S	S	S	S	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	S	S	S	S	S

S- Strong

Syllabus

Unit-I (18Hrs)

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

Unit-II (17Hrs)

Regional States in Deccan & Southern India- Pallavas, Chalukyas of Badami, Rashtrakutas, Imperial Cholas - Nature of Polity in Deccan & Southern India- Economic and Social Structure

Unit-III (18Hrs)

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

Unit-IV (17Hrs)

The Ghaznavids&Mahamud of Gazani – The Turkish Conquest of Northern India &MahammudGhor -Battle of Tarain-Causes of Defeat of Rajputs- The Delhi Sultanate under Mameluk Sultans- The Khiljis- AlauddinKhilji, His Military Expansion and Market Regulation

Unit-V (18Hrs)

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

Text Book

Author	Title of the book	Publishers	Year & Edition
Chandra, Satish	History of Medieval India (800-1700).	Oriental Blackswan Private Limited	2009
Khurana K. L	Medieval India	Lakshmi Narayanan	2017

Reference

Author	Title of the book	Publishers	Yea & Edition
Chitnis K.N.	Socio-Economic History of Medieval India	Atlantic Publisherss	2011,2 Edn.
Eaton, Richard M. Ed.	India's Islamic Traditions,	Oxford University Press,	2003
Jackson, Peter	Delhi Sultanate: A Political and Military History	Cambridge University Press	1999
Sathianathaiyar.R	A Political & Cultural History of India, VolII,III,	S.Viswanathan Publisherss, Madras	1972, 2 Edn.
Srivatsava.A.L.	The Sultanate of Delhi(711-1526)	Shiva Lal Agarwala&Co.,Agra	2014, 9 Edn.
Majumdar.R.C. etal	Advanced History of India	Lakshmi publications	2016
Veluthat, Keshavan,	The Political Structure of Early Medieval South India,	Orient Longman	1993

PEDAGOGY

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

Course Designers: Dr. Mrs. Hemalatha & Dr.M.Sankari

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2503	HISTORY OF TAMIL NADU UP TO 1800 CE	THEORY	88	2	-	4

Preamble

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

Course Learning Outcomes

On successful completion of the course the students will be able

CLO Number	CLO Statement	Knowledge level
CLO1	Describe the Pre-History and Proto History, Literature of Sangam age, rulers of Pandyas of Madurai, Cholas of Tanjore Kalabhara, Keezadi and Adichanallur	K2
CLO 2	Interpret the socio-political History of Tamils during the Sangam Age, Narasimhavarman I, Raja Raja I, Tirumalai Nayak, Tamil Brahmi Script	K3
CLO 3	Examine the, origin and growth of Pallavas, role of Pallavas in the field of Art and Architecture, establishment of Europeans in Tamil Country, Poligars against Europeans	K4
CLO 4	Analyze the sources of Tamilaham, Socio-Economic condition under the Imperial Cholas, Nayaks of Madurai, three Carnatic Wars	K4
CLO 5	Construct the geographical features influenced the ancient Tamilaham's, socio-economic and religious condition of Sangam Age, Cholas, Pandyas of Madurai	K5

Mapping with Programme Learning Outcomes

CLO Number	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO1	M	M	S	S	S
CLO 2	M	M	S	S	S
CLO 3	M	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	S	S	S	S	S

S- Strong; M-Medium

Syllabus

Unit-I (17Hrs)

Geographical Feature-Sources- Prehistoric period: Paleolithic, Neolithic and Megalithic ages and proto history, Keezadi and Adichanallur Excavation: Urban settlements and Tamil Brahmi Script.

Unit-II (18Hrs) Sangam Age- Chera, Chola and Pandya Kingdoms- Literature- Social structure- Economy and Culture, Maritime Trade, Kalabhara interregnum: Impact of Tamil society.

Unit-III (18Hrs)

Rise of Pallavas: Mahendravarman I, Narasimhavarman I and Rajasimha- Cultural Development, Architecture Contributions to Dravidian architecture (Mahabalipuram, Kanchipuram temples) – Religious Developments, Literature: Pandyas of Madurai.

Unit-IV (17Hrs)

Cholas – Raja Raja I- Rajendra - Kulottunga – Administration- Society and Economy Temple Architecture and bronze sculptures- Literature- Pandyan Empire- Social Condition.

Unit-V (18Hrs)

Vijayanagar Empire- Administration and Religion in Tamilaham: Tirumalai Nayak of Madurai- Arrival of Portuguese, Dutch, French, and British traders - Carnatic Wars- Poligar Rebellion.

Text Book

Author(s)	Title of the Book	Publishers	Year & Edition
N.Subramaniam	History of Tamilnadu, Vols I & II	Koodal Publisherss, Madurai	1972, 2 Edn.
K.Rajayyan	History of Tamil Nadu (1565-1965)	Madurai Publishing House, Madurai	1977, 3 Edn.

Reference

Author(s)	Title of the Book	Publishers	Year & Edition
Appadorai, A.	Economic Conditions in Southern India (1000- 1500 A.D.)	Vol. II and Vol. II. Madras: University of Madras	1990, 1Edn.
Karashima, Noboru	South Indian History and Society: A Study from Inscription A.D 850- 1800	Delhi:Oxford University Press	1984, 1 Edn.
Orr, Leslie C.	Donors, Devotees and Daughters of God: Temple Women in Medieval Tamilnadu.	Oxford University Press	2000, 1 Edn
Mangala Murugesan N.K	Sangam Age	Thendral Pathipagam Madras	1982, 1 Edn
Nilakanta Shastri K. A	A History of South India: From Prehistoric Times to the fall of Vijayanagar	Oxford University Press	1997, 7 Edn
Y.Subbarayalu	South India under the Cholas	Oxford University Press	2011, 1Edn

PEDAGOGY

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

Course Designers: Dr.Mrs.K.Girija

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDI T
MHI2504	HISTORY OF ANCIENT WORLD CIVILIZATION	THEORY	8 8	2	-	4

Preamble

To impart the study of different Ancient Civilizations of the world and its socio -economic status through the ages

Course Learning Outcomes

On successful completion of the course the students will be able

CLO Number	CLO Statement	Knowledge Level
CLO1	Describe the importance of Civilization, factors responsible for the evolution of Civilization, Gift of Nile, Hammurabi's Code, Assyrian Empire, Alexander the Great, Punic wars	K2
CLO 2	Interpret the Comparison between Culture and Civilization, Importance of the Nile, Art and Literature of Greek and Mesopotamian Civilization, Characteristic of Hellenistic Civilization.	K3
CLO 3	Distinguish between Greek and Roman civilization, Social-Economic and Religious conditions of Mesopotamian Civilization and Egyptian Civilization.	K4
CLO 4	Analyze the Geographical importance of Egyptian, Society and Culture Mesopotamian Civilization, Greek Political Theory, rise and growth of Roman Civilization	K5
CLO 5	Construct the socio-economic conditions under the Egypt, Mesopotamian, Greek and Romans	K6

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO 2	S	S	S	S	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	S	S	S	S	S

S- Strong

Syllabus

Unit-I (18Hrs)

The Establishment of Civilization – The conditions of civilization - the political elements of civilization – socio-economic elements of civilization.

Unit-II (17Hrs)

Egyptian Civilization: Importance of the Nile – Geographical importance- Gift of Nile- Political conditions –Social-Economic and Religious conditions – Literature and learning –Art and Architecture

Unit-III (18Hrs)

Mesopotamian Civilization: The Sumerians - The Historical Background - Economic Life - Government - Religion and Morality - Arts - Sumerian Influence in Mesopotamia ; Babylonia - Babylonian contributions to Modern civilization -Religion and the State - Literature – Art and Architecture – Science - Philosophers - epitaph ; Assyria - Assyrian Life - Government- Law- Industry and trade— Religion and science - Arts

Unit-IV (18Hrs)

Greek Civilization: Political Organizations – The City State –Alexander the Great – Greek Political Theory – Religion –Philosophy – Art and Architecture, Characteristic of Hellenistic Civilization.

Unit-V (17Hrs)

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

Text Book

Author(s)	Title of the Book	Publishers	Year & Edition
Durant, Will	The story of civilization Vol I	Simon and Schuster, New York	1935 , 1 Edn
Gokale B.K.	Introduction to Western Civilization	S. Chand & Co., New Delhi	1999, 1 Edn
Swain J E	A History of World Civilization	S.Chand& Co	2000, 2 Edn

Reference

Author(s)	Title of the Book	Publishers	Year & Edition
Edward D'Cruz	A Survey of World Civilization	Lalvani Publishing House, Bombay	1970
Edward Mc Nall Burns	Civilization – The History and their Culture	W.W. Norton & Company	1980
Arnold Toynbee	A Study of History (10 volumes)	OUP, USA	1988
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: Ms.G.Vanathi

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2505	INDIAN WOMEN THROUGH THE AGES	THEORY	88	2	-	5

Preamble

To impart the condition and emancipation of Indian Women through the Ages.

Course Learning Outcomes

On successful completion of the course the students will be able

CLO Number	CLO Statement	Knowledge level
CLO1	Understand the Multifaceted nature of Women's lives and experiences in diverse context	K2
CLO 2	Identify and challenge patriarchal norms and structures	K3
CLO 3	Evaluate women's empowerment through theory, historical context, movements, personalities, and legislation.	K4
CLO 4	Interpret knowledge of laws and policies to address women's rights issues	K4
CLO 5	Highlight the contribution of movements, law, theory, and icons to gender equality.	K5

Mapping with Programme Learning Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO 2	S	S	S	S	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	S	S	S	S	S

S- Strong

Syllabus

Unit- I (18Hrs)

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 .

Unit –II (17 Hrs)

Genesis and Growth of Women's Movement –India, USA and Britain –Causes-Temperance Movements-Suffrage Movement-ERA- Anti Arrack Movement- Telangana Movement- Chipko Movement.

Unit –III (18 Hrs)

Women's Organisations - AIDWA, IAWA, SEWA, WIA- Role of NGOs with special reference to South India: The Banyan, Prajwala, Sakhi, Working Women's Forum.

Unit –IV (17 Hrs)

Famous Indian Women Personalities -Velu Nachiar,Margarat Cousins-Lakshmi Sahgal-Mother Teresa- Dr.Muthulakshmi Reddy- Aruna Ro- Sarojini Naidu-Kiran Bedi-Ela Bhatt- Medha Patkar- Vandana Shiva- Sucheta Kriplani.

Unit V (18 Hrs)

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- Surrogacy (Regulation) Act 2021.

Text Book

Author(s)	Title of the Book	Publishers	Year & Edition
S.K.Ghosh	Indian Women Through the Ages	Ashish Publishing House, New Delhi	1989, 1 Edn
V.Janapathy	Indian Woman Through the Ages	Gyan Publishing House	2002, 1 Edn

Reference

Author(s)	Title of the Book	Publishers	Year & Edition
Devendra K	Status and Position of Women in India	Shakthi Books, New Delhi	1985, 1 Edn.
Pratima.A.	Women's Movement in India	Vikas Publishing House, New Delhi	2011, 1Edn.
Engels, Frederick	The Origin of the Family: Private Property and the State.	Charles H. Keerand Company	1909, 1 Edn.
Kumar, Radha.	A History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990	Kali for Women	1993, 1 Edn.
Lerner, Gerda	The Creation of Patriarchy	Oxford University Press	1986, 1 Edn.
Chatterjee.M.	Indian Women	Kanishka Publishers, New Delhi	1991, 1 Edn.
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: Ms. M.Sorna Nayaghi and Ms.T.Samyuktha

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2306	STATE AND SOCIETY IN MEDIEVAL INDIA - II	THEORY	73	2	-	4

Preamble

- To enable the students to acquire knowledge and understanding of the past glory of India, the Statesmanship of the Great Rulers under the Later Medieval India

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Discuss the Rise of Vijayanagar Empire and Bahmani Kingdom, Expansion of Mughal Empire under Akbar, Administration of Shah Jahan, Social, Economic condition of Mughal Dynasty, Art, Architecture, Trading Companies, Decline of Mughal Empire, Maratha Ascendancy	K2
CLO2	Appraise the role of Vijayanagar and Bahmani, Administrative measures of Akbar and Shah Jahan, Society and Economy under Mughal rulers, their cultural achievements, advent of European traders, disintegration and Rise of Marathas under Shivaji	K3
CLO3	Analyze the contribution of Vijayanagar and Bahmani empire, role of Babur, Akbar, Jahangir and Shah Jahan to the rise of Mughal Empire, architectural achievements under Mughal Dynasty, Downfall of Mughals and rise of Marathas	K4
CLO4	Summarize the achievements of Babur, Humayun, Akbar, Jahangir, growth of Fine arts under the Mughal Empire & Reconstruct the disintegration of Mughal empire and rise of independent states	K5
CLO5	Interpret on Vijayanagar and Bahmanids, role of various Mughal rulers, Mughal Administration, Architectural achievements, European trading companies, Successors of Mughals and rise of Marathas	K6

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	S	S	S	S	S
CLO4	S	S	S	S	S
CLO5	S	S	S	S	S

S- Strong

STATE AND SOCIETY IN MEDIEVAL INDIA – II - MHI2306 – 73 HRS

Unit-I (14 Hrs)

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

Unit-II (14 Hrs)

Mughal Empire under Akbar- Expansion of the Empire- Administration- Mansab System, Religion and Social Reforms- Jahangir- Nurjahan.

Unit-III (14 Hrs)

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

Unit-IV (15 Hrs)

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

Unit-V (16 Hrs)

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

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Satish Chandra	Medieval India from Sultanate to Mughals (1206-1526)	Har-anand publications	2013 and 4 th edn
2	Satish Chandra	History of Medieval India	Orient Blackswan	2007 and 1 st edn

Book for Reference:

S.No	Authors	Title	Publishers	Year and Edition
1	Chopra.P.N et al	A Socio & Cultural Economic History of India	Macmillan Publishers India	2011 and 3 rd edn
2	Majumdar.R.et al	Advanced History of India	Laxmi publications	2016 and 5 th edn
3	Rashid A	Society & Culture in Medieval India	Firma.K.C. Mukhopadhyay	1987 and 2 nd edn
4	V.D.Mahajan	History of Medieval India	S Chand & Company Ltd	Reprint 1999 and 4 th edn
5	K.L. Khurana	Medieval India (1000-1761 A D)	Lakshmi Narain Agarwal	2012 and 7 th edn

PEDAGOGY

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

Course Designers: Dr.S.Kamini

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2307	HISTORY OF INDIA FROM 1600 CE-1857 CE	THEORY	88	2	–	4

Preamble

- To understand the consolidation and expansion of English East India Company in India and the Administrative, Economic Policies and Cultural development under the British Raj

Course Learning Outcomes

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

CLO NUMBER	CLO Statement	Knowledge Level
CLO1	To explain the Portuguese, French Settlements in India and Recall Dupleix, Robert Clive, Diarchy, Mir Jafar, Subsidiary Alliance System, Doctrine of Lapse, Identify Mangal Pandey, Queen of Jhansi	K2
CLO2	To illustrate the course of the Battle of Plassey, Buxar and provision of Regulating Act of 1773, Pitts India Act of 1784, Carnatic Wars, Maratha Wars, Sikh Wars, Sepoy Mutiny.	K3
CLO3	Sketch the role played by Lord Cornwallis and Lord Wellesley, Lord Hastings, Lord William Bentinck, Raja Ram Mohan Roy, Lord Dalhousie, development of Western Education.	K4
CLO4	To analyze the British Governors and their reforms, system of Diarchy, Regulating Act (1773), The Pitt's India Act (1784), Vernacular Literature, the immediate cause of the Revolt.	K5
CLO5	To assess the Charter Act of 1793, 1813, 1833 1853, foreign policy of Lord Cornwallis, the States annexed on the ground of Doctrine of Lapse, causes and results for the Great Revolt of 1857.	K5

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	S	S	S	S	S
CLO4	S	S	S	S	S
CLO5	S	S	S	S	S

S- Strong

HISTORY OF INDIA FROM 1600 CE-1857 CE - MHI2307 – 88 HRS

Unit I**(18 Hrs)**

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.

Unit-II**(18 Hrs)**

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

Unit-III**(18 Hrs)**

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

Unit -IV**(18 Hrs)**

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.

Unit-V**(16 Hrs)**

The Great Revolt of 1857 - Origin, Character, Causes of the Rebellion- Political, Economic, Social, Religious and Immediate cause- Causes for failure, the consequences-Queen's Proclamation 1858.

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Khurana . K.L	History of India (1707-1967)	L.K.Agarwal	2017 and 11 th edn
2	L.Prasad & Urmila Sharma	A Simple History of Modern India	Lakshmi Narain Agarwal	1985 and 2 nd edn

Book for Reference:

S.No	Authors	Title	Publishers	Year and Edition
1	Mukerjee. L	History of India	J N Ghosh & Sons	2011 and 14 th edn
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 and 32 nd edn

PEDAGOGY

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

Course Designer: Dr. K.Girija

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2308	NATIONAL MOVEMENT IN INDIA	THEORY	73	2	-	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 Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	To understand the Birth of Indian National Congress and various Movements, Gandhian Era, Swarajya party, Enactment of various acts, Communalism, prelude to Indian Independence	K2
CLO2	To Assess role of Indian National Congress, Muslim league, Revolutionary Movements, role of Gandhi towards Indian Independence, British legislation	K3
CLO3	To analyze the role of Indian National Congress in freedom movement, British administrative system	K4
CLO4	To highlight the Constitutional development under British Raj & To examine the feature of Quit India Movement, Wavell Plan, Cabinet Mission Plan towards Indian Independence	K5
CLO5	To evaluate the achievements of Indian National Congress, Colonial administration, three phases of National movement	K6

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	M	S
CLO2	S	S	S	M	S
CLO3	M	S	S	M	S
CLO4	M	S	S	M	S
CLO5	S	S	S	M	S

S- Strong; M-Medium

NATIONAL MOVEMENT IN INDIA - MHI2308 – 73 HRS

Unit-I (15 Hrs)

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

Unit-II (14 Hrs)

Revolutionary Movements: Bengal – Maharashtra – Punjab – Madras – Ghadar Party.

Unit –III (14 Hrs)

Emergence of Gandhi as a Political Leader – Rowlatt Act – Jallianwala Bagh Tragedy – Khilafat Movement- Non-Co-operation Movement.

Unit-IV (15 Hrs)

Montague Chelmsford Reforms – Swarajya Party – Simon Commission – Nehru Report – Government of India Act of 1935.

Unit- V (15 Hrs)

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.

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Grover B.L &Alka Mehta	A New Look at Modern India	S.Chand &Co	2016 and 23 rd edn
2	Agarwal R.C & Mahesh Bhatnagar	Constitutional Development and National Movement of India	S.S.Chand	2006 and 23 rd edn

Books for Reference

S.No	Authors	Title	Publishers	Year and Edition
1	Bipan Chandra ,et al	India's Struggle for Independence	Penguin	2016
2	Majumdar R.C ,et al	An Advanced History of India	Laxmi publications	2016 and 5 th edn
3	Tarachand	Freedom Movement in India, vols.4	Publication Division, New Delhi	1992
4	Sathianathaier.R	History of India Vol.III	S.Viswanathan, Madras,	1969 and 2 nd edn

PEDAGOGY

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

Course Designers: Dr. Hemalatha

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2309	HISTORY OF TAMIL NADU FROM 1800CE-1967 CE	THEORY	73	2	-	4

Preamble

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

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge level
CLO1	To explain the Sources of Tamilnadu, the life of Pulithevan, features of Zamindari system and Mahalwari System, other names of Bharathiar, Define Swarajya Party, Dyarchy,	K2
CLO2	To analyse the results of South Indian Rebellion, the causes of Vellore Mutiny, the establishment of Supreme Court, the Provisions of Minto Morly Reforms and Montague Chelmsford Reforms	K3
CLO3	To justify the features of Poligar System of administration, Swadeshi Steam Navigation company, features of the Local Self Government, Chauri Chaura Incident, election in Madras Presidency, the importance of Act of 1935.	K4
CLO4	To examine the events and impact of South Indian Rebellion, the features of Western Education and its impacts, the developments of Home Rule Movement	K5
CLO5	To evaluate the Gandhiji's ideas about Non-Cooperation Movement, the factors responsible for growth of National Movement, the achievements of E.V. R, Role of Congress Ministry in Tamilnadu	K5

Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	M	M
CLO4	M	M	M	M	M
CLO5	M	M	S	S	S

S- Strong; M-Medium

HISTORY OF TAMIL NADU FROM 1800CE-1967 CE- MHI2309-73HRS

Unit -I (15 Hrs)

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

Unit- II (15 Hrs)

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

Unit- III (15 Hrs)

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

Unit -IV (14 Hrs)

The Non-Co-operation Movement- Self Respect Movement-Role of Justice Party-Elections to the Madras Presidency from 1920-30.

Unit- V (14 Hrs)

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

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	Rajayyan K	History of Tamil Nadu, 1565-1982	Raj Publishers	1982 and 1 st edn
2	N. Subramanian	History of Tamil Nadu (1800-1982)	Ennss Publication, Madurai	1984 and 1 st edn

Reference :

S.No	Authors	Title	Publishers	Year and Edition
1	Rajayyan, K	South Indian Rebellion, The First War of Independence, 1800-1801.	Rao & Raghavan	1971 and 1 st edn
2	Chithra Madhavan	History and Culture of Tamil Nadu: vol.2: Circa 1310-1885	D.K. Print World Ltd;	2006 and 1 st edn
3	Arooran, Nambi. K	Tamil Renaissance and Dravidian Nationalism, 1905-1944	Koodal	1980 and 1st edn
4	N.Rajendran	National Movement in Tamil Nadu 1905-14:Agitational Politics and State Coercion	Oxford university Press	1994 and 1 st edn
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: Ms. G.Vanathi

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MHI2310	INDIAN NUMISMATICS	THEORY	28	2	-	2

Preamble

- The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Sketch the origin of the coins, Punch Marked Coins, coins of the Cholas	K2
CLO2	Examine the Comparison of Coin used in India, Indo-Greeks, Romans, Kushans, and Coins of the Maurya.	K3
CLO3	Analyze different shapes of coins of India during post-independence,	K4
CLO4	Evolution of Coinage System of the sultanates of Delhi, Mughal Emperors	K4
CLO5	Assess the importance of Coins and Currency system under British period	K5

Mapping with Programme Learning Outcomes

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	M	M	M	M	S
CLO 2	M	M	M	M	S
CLO 3	M	M	M	M	S
CLO 4	M	M	M	M	S
CLO 5	M	M	M	M	S

S-Strong, M- Medium

INDIAN NUMISMATICS- MHI2310-28 HRS

UNIT- I

(6 Hrs)

Importance of the study of Coins - Origin and Evolution of Coinage: Early Indian Coins – Punch Marked Coins

UNIT- II

(5 Hrs)

Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans

UNIT- III

(6 Hrs)

Coins of the Maurya, Satavahana, Chalukya, Gupta and Cholas

UNIT - IV

(6 Hrs)

Coinage of the Vijayanagaras – Coins of the sultanates of Delhi – Coins of the Mughal Emperors

UNIT -V

(5 Hrs)

Coins and Currency system under British and Post-Independence.

Text Book

No	Authors	Title	Publishers	Year and Edition
1	Kosambi, D.D	Indian Numismatics	Delhi	1992 and 2 nd edn
2	Chattopadhyaya, B.D	Coins and Coinage in South India	New Delhi	1977 and 1 st edn

Reference:

S.No	Authors	Title	Publishers	Year and Edition
1	Gupta, P.L	Coins	New Delhi	1996
2	Chattopadhyaya, B	The Age of Kushanas - A Numismatic Study.	Varanasi: Banaras Hindu University	1967
3	Sarma, I.K.	Coinage of the Satavahana Empire	New Delhi	1980 and 1 st edn
4	P. Srivastava	Encyclopaedia of Indian Coins – Vol. I & II,	Delhi	2012 and 1 st edn
5	Paula J Turner,	Roman Coins branch India	London	1989 and 1 st edn
6.	David R Sear	Roman Coins and their Values	London	Reprint 1988 and 3 rd edn

PEDAGOGY

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

Course Designer: Dr.S.Kamini & Dr.K.Girija

COURSE CODE	COURSE TITLE	CATEGORY	L	T	P	CREDIT
MEH25A1	IDC-TOURISM AND TRAVEL WRITING IN INDIA	IDC	60	-	-	4

Preamble

- The Objective of this course is to encourage students of History and English to delve into the realms of tourism and travel writing, emphasizing its connections to culture, heritage, and narrative. The students will enhance their writing abilities while deepening their understanding of Historical and Cultural contexts towards the end of this Course.

Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Interpret and to understand various facets of Tourism and Literature	K2
CLO2	Examine the economic, social, cultural, and environmental impacts of tourism, evaluating its influence on local and global communities	K3
CLO3	Identify and assess India's rich tourism resources, including cultural heritage, historical monuments, art, festivals, and traditional craftsmanship	K4
CLO4	Demonstrate the ability to research, plan, and produce engaging, culturally sensitive, and informative travelogues and travel content focused on Indian traditions and experiences	K5
CLO5	Formulate and foster an understanding of Indian travel writing utilising appropriate narrative techniques, write compelling and authentic social media content	K6

Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	M	M	S	S
CLO2	S	S	S	M	M
CLO3	M	S	M	S	S
CLO4	M	M	S	S	S
CLO5	M	M	S	S	M

S- Strong; M-Medium

IDC-TOURISM AND TRAVEL WRITING IN INDIA- MEH25A1 -60 HRS

Unit -I

(12Hrs)

Meaning and Definition of Tourism; Objectives of Tourism; Classification of Tourism: Domestic and International Tourism; Kinds of Tourism: Religious, Medical, Heritage, Business, Sports, Adventurous Tourism.

Unit -II

(12Hrs)

Impacts of Tourism: Economic Impacts-Social Impacts- Cultural Impacts- Environmental Impacts.

Unit -III

(12Hrs)

Tourism Resources: Definition, Meaning, Tourism Resources of India; Cultural Resources in India: Art and Architecture-Historical Monuments-Fairs and Festivals- Folk-Craftsmanship-Customs- Costumes of Different States -Museums and Art Galleries- Libraries.

Unit -IV

(12 Hrs)

Vikram Seth: From Heaven Lake

Unit -V

(12 Hrs)

Ruskin Bond: The Book of Nature

Text Book

S.No	Authors	Title	Publishers	Year and Edition
1	A K Bhatia	Tourism Development: Principles & Practices	Sterling Publishers PVT Ltd	2003 and 4 th edn.
2	J. R. Brent	Tourism Principles Practices Philosophies	Wiley	2007 and 12 th edn.
3	Vikram Seth	From Heaven Lake	Penguin	1990 and 4 th edn.
4	Ruskin Bond	The Book of Nature	Penguin	2016 and 2 nd edn.

Books for Reference

S.No	Authors	Title	Publishers	Year and Edition
1	Chuck Y. Gee, James C. Makens & Dexter J.L. Choy	The Travel Industry	Van Nostrand Reinhold, New York	1989 and 3 rd edn.
2	J. Stephen & Brunt Paul	Tourism- A Modern Synthesis	Thomson Pub, London	2007 and 5 th edn.
3	Ray Youell	Tourism-An Introduction	Addison Wesley Longman, Essex	1998 and 1 st edn.

4	Haas, Astrid	Travel Writing	https://clouk.uclan.ac.uk/id/eprint/36042/7/36042%20HAAS_Travel_Writing%20AuthorVersion.pdf	2020
5	Hulme, Peter and Young, Tims. ed.	The Cambridge Companion to Travel Writing	Cambridge University Press	2002 and 1 st edn.

PEDAGOGY

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

Course Designers:

1. Ms.M.SornaNayaghi
2. Dr. Narasingaram Jayashree