



PSGR
Krishnammal College for Women



DEPARTMENT OF HISTORY

**CHOICE BASED CREDIT SYSTEM &
OUTCOME BASED EDUCATION SYLLABUS
(Semester I&II)**

MASTER OF HISTORY

2023-2025



PSGR
Krishnammal College for Women



PROGRAMME SPECIFIC OUTCOME

The students at the time of graduation will

PSO1: Be provided with necessary research ambience

PSO2: Be inclined towards Historical research and its recent development

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



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



DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION
SYLLABUS & SCHEME OF EXAMINATION
MASTER OF HISTORY – 2023-2025 Batch

PART	SEM	Subject Code	Title of the Paper	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
								CA	ESE	TOTAL	
III	I	MHI2301	Aspects of Ancient India	5	73	2	3	25	75	100	4
III	I	MHI2302	State and Society in Medieval India Paper- I	5	73	2	3	25	75	100	4
III	I	MHI2303	History of Tamil Nadu up to 1800 CE	5	73	2	3	25	75	100	4
III	I	MHI2304	History of Ancient World Civilization	5	73	2	3	25	75	100	4
III	I	MHI2305	Indian Women Through the Ages	6	88	2	3	25	75	100	5
	I		Library	4	-	-	-	-	-	-	-
III	II	MHI2306	State and Society in Medieval India Paper- II	5	73	2	3	25	75	100	4
III	II	MHI2307	History of India from 1600 CE-1857 CE	4	58	2	3	25	75	100	4
III	II	MHI2308	National Movement in India	4	58	2	3	25	75	100	4
III	II	MHI2309	History of Tamil Nadu from 1800CE-1967CE	4	58	2	3	25	75	100	4
III	II	MHI23CE&MHI2310/MHI2311	Coursera & Indian Numismatics / Museology	3&2/5	45/43/73	-/2/2	-/3	-/25/25	-/75/75	100/100/100	3&2/5

III	II	MEH16A1	Inter Disciplinary Course- History Through Literature	4	60	-	3	-	100	100	4
	II		Library	4	-	-	-	-	-	-	-

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

23-24 Batch onwards

PG- Core - (First 3 Units)

CA Question from each unit comprising of

One question with a weightage of 2 Marks :2 x 3 = 6

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

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

Total :45 Marks

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 x 5=10

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

One question with a weightage of 8 Marks (Internal Choice at the same CLO level): 8 x 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

Continuous Internal Assessment Pattern

Theory

I Year PG (23 Batch)

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

Total : 25 Marks

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2301	ASPECTS OF ANCIENT INDIA	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 and to inculcate the principles of religious toleration

Course Outcome

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

CO/CLO Number	CO 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 & Mohenjodaro, 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 Outcomes

CO/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; 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. (12)

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.(14)

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. (13)

Unit V

The Vardhana dynasty - Administration of Harshavardhana - Education and Learning – Nalanda, Vikramshila and Vallabhi - Religion - Art and Architecture. (15)

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.No	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.S.Kamini

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2302	STATE AND SOCIETY IN MEDIEVAL INDIA PAPER - I	THEORY	73	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 Outcome

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

CO/CLO Number	CO 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 Outcomes

CO/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; 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 (14)

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 &MahammudGhor -Battle of Tarain-Causes of Defeat of Rajputs- The Delhi Sultanate under Mameluk Sultans- The Khiljis- Alauddin Khilji (15)

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. (14)

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 .Hemalatha

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2303	HISTORY OF TAMIL NADU UP TO 1800 CE	THEORY	73	2	-	4

Preamble

To impart the study of the 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

CO/CLO Number	CO Statement	Knowledge level
CLO1	Describe the Pre-History and Proto History, Literature of Sangam age, rulers of Pandyas of Madurai, Cholas of Tanjore Kalabhara,	K2
CLO 2	Interpret the socio-political History of Tamils during the Sangam Age, Narasimhavarman I, Raja Raja I, Tirumalai Nayak	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 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; 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. (13)

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

Vijayanagar Empire- Administration and Religion in Tamilaham: Tirumalai Nayak of Madurai- Coming of the Europeans- Carnatic Wars- Poligar Rebellion. (14)

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	ThendralPathipagam 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.Girija

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2304	HISTORY OF ANCIENT WORLD CIVILIZATION	THEORY	73	2	-	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/CLO Number	CO Statement	Knowledge Level
CLO1	Describe the importance of culture and Civilization, Toynbee and D.D. Kosambi's, Gift of Nile, Hammurabi's Code, Assyrian Empire, Alexander the Great, Punic wars	K2
CLO2	Interpret the Comparison between Culture and Civilization, Importance of the Nile, Art and Literature of Greek and Mesopotamian Civilization, Characteristic of Hellenistic Civilization.	K3
CLO3	Distinguish the between Greek and Roman civilization, Social-Economic and Religious conditions of Mesopotamian Civilization and Egyptian Civilization.	K4
CLO4	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 Outcomes

CO/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; 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
(14)

Unit-3

Mesopotamian Civilization: Sumer and Babylonian Hammurabi’s Code – Society and Culture – Economic conditions – Art and Literature – Assyrian Empire.
(14)

Unit-4

Greek Civilization: Political Organizations – The City State –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.Suguna and Dr.M.Nageswari

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2305	INDIAN WOMEN THROUGH THE AGES	THEORY	88	2	-	5

Preamble

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

Course Outcome

On successful completion of the course the students will be able

CO/CLO Number	CO Statement	Knowledge level
CLO1	Describe the importance of the Theories of Feminism	K2
CLO 2	Interpret the Genesis of Women's Movement in India, USA and Britain	K3
CLO 3	Demonstrate the role of Women Organizations for the empowerment of women	K4
CLO 4	To examine the role of Women Organizations for the empowerment of women	K4
CLO 5	Construct the Legislative Policy of Pre and Post Independent India for the empowerment of women	K5

Mapping with Programme Outcomes

CO/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; 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 (17)

Unit III

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

Unit IV

Famous Indian Women Personalities -Margarat Cousins, Dr.Muthulakshmi Reddy, Aruna Roy, Sarojini Naidu, Kiran Bedi, Ela Bhatt, Medha Patkar, Vandana Shiva (17)

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: Ms.G.Vanathi and Ms.T.Samyuktha

COURSE NUMBER	COURSE NAME – SEM II	CATEGORY	L	T	P	CREDIT
MHI2306	STATE AND SOCIETY IN MEDIEVAL INDIA PAPER- 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 Outcome

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

CO/CLO Number	CO 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 Outcomes

CO /CLO Number	PO1	PO2	PO3	PO4	PO5
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; 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. (14)

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.S.Kamini

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2307	HISTORY OF INDIA FROM 1600CE-1857CE	THEORY	58	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 Outcome

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

CO/CLO NUMBER	CO 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 Outcomes

CO /CLONumber	PO1	PO2	PO3	PO4	PO5
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; 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 war. 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. (12)

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, Economic, Social, Religious and Immediate cause- Causes for failure, the consequences-Queen’s 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.Girija

COURSE NUMBER	COURSE NAME -SEM II	CATEGORY	L	T	P	CREDIT
MHI2308	NATIONAL MOVEMENT IN INDIA	THEORY	58	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 Outcome

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

CO/CLO Number	CO 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 Outcomes

CO/CLO Number	PO1	PO2	PO3	PO4	PO5
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; 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. (11)

Unit -III

Emergence of Gandhi as a Political Leader – Rowlatt Act – Jallianwala Bagh Tragedy – Khilafat Movement- Non-Co-operation Movement. (11)

Unit-IV

Montague Chelmsford Reforms – Swarajya Party – Simon Commission – Nehru Report – Government of India Act of 1935. (12)

Unit- V

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)

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	Majumdar R.C ,et al	An Advanced History of India	Laxmi publications	2016
3	Tarachand	Freedom Movement in India,4 vols	Publication Division, NewDelhi	1992
4	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 Designers: Dr.Mrs.K.Suguna

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2309	HISTORY OF TAMIL NADU FROM 1800CE-1967 CE	THEORY	58	2	-	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 /CLO Number	CO 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 Outcomes

CO/CLO Number	PO1	PO2	PO3	PO4	PO5
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; L-Low

Syllabus

Unit I

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

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. (11)

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 (11)

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	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	Chithra Madhavan	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	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: Ms. G.Vanathi

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI23SB01 & MHI2310/	COURSERA & 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 Outcome

On successful completion of the course, the students will be able to identify and decipher the coins

CO/CLO Number	CO Statement	Knowledge Level
CLO1	Sketch the origin of the coins,Punch Marked Coins, coins of the Chola	K2
CLO2	Examine the Comparison of Coin used in India, Indo-Greeks, Romans, Kushans, 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 Outcomes

CO/CLO Number	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, -L-Low

Syllabus

UNIT- I:

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

UNIT-II:

Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans (5)

UNIT-III:

Coins of the Maurya, Satavahana, Chalukya, Gupta, and Cholas (6)

UNIT -IV:

Coinage of the Vijayanagaras – Coins of the sultanates of Delhi – Coins of the Mughal Emperors (6)

UNIT-V

Coins and Currency system under British and Post-Independence. (5)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Kosambi, D.D	Indian Numismatics	Delhi	1992
2	Chattopadhyaya, B.D	Coins and Coinage in South India	New Delhi	1977

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Gupta, P.L	Coins	New Delhi	1996
2	Chattopadhyaya, B	The Age of Kushanas - A Numismatic Study.	-	-
3	Sarma, I.K.	Coinage of the Satavahana Empire	New Delhi	1980
4	P. Srivastava	Encyclopaedia of Indian Coins – Vol. I & II,	Delhi	2012
5	Paula J Turner,	Roman Coins branch India	London	1989
6.	David R Sear	Roman Coins and their Values	London	1988
7.	Durga Prasad	Silver Punch marked Coins of Ancient India [N.S. XLV, & LVII]		
8.	S.K.Chakravarthi	Ancient Indian Numismatics		

PEDAGOGY

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

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

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2311	MUSEOLOGY	THEORY	73	2	-	5

Preamble

This course is aimed to introduce the learners about origin, emergence and concepts of Museum and Museology in India and World.

Course Outcome

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

CO/CLO Number	CLO Statement	Knowledge Level
CLO1	Sketch the origin, definition and purpose of Museum, New Museology and Preservation and conservation	K2
CLO2	Examine the types of Museums, classification objects, and Kinds of Museum, Museum as a profession, Code of Ethics,	K3
CLO3	Analyze the role of Museum director and curator, difference between Museology and Museography, Preservation of Museum Object	K4
CLO4	Examine the History and development of Museum in India and Global of Context and functions of Museum in India, Presentation technique of Museum	K5
CLO5	Assess the importance of Museum as a profession and organizations in regional, National and International, Role of UNESCO in the field of culture	K5

Mapping with Programme Outcomes

CO/CLO Number	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	S	S	S	S	S
CLO 2	S	S	S	M	S
CLO 3	S	S	S	S	S
CLO 4	S	S	S	S	S
CLO 5	M	S	S	S	S

S-Strong, M- Medium, -L-Low

Syllabus

UNIT-I

Origin, meaning, definition, and scope & purposes of Museums- Functions of Museum

(14)

Unit –II

History and development of Museums in Global context- Museum Development in India. Museology and Museography- Conventional Museology, New Museology. (14)

UNIT-III

Conservation and preservation. Method of Conservation (preventive conservation, curative conservation)-Restoration-Classification of Museum Object- galleries and virtual museums- Preservation of Museum Object. (15)

UNIT-IV

Types of Museums – Classification of the museum on the basis of collections, Types of exhibitions, role of governing body-Changing the role and social relevance of Museums (15)

UNIT-V

Museum as a profession-Professional Museum Organizations- regional, national and international- Role of UNESCO in the field of culture-ICOM code of ethics. (15)

Text Book

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Nigam M. L	Fundamentals of Museology	Navahind Prakashan	1996
2	Timothy, Ambrose and Paine, Crispin	Museum Basics. ICOM	Routledge, New York.	1993
3	JEYARAJ V	Museology -Heritage Management	Government Museum Chennai	2005

Reference:

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Agrawal, Usha.	Museums in India – a brief directory	-	-
2	-	Key concepts of Museology.	ICOM Publication (online).	-
3	B.K.Gokhale -	Museology working papers.	ICOM Publication (online).	-
4	Seth, Manvi.	Communication and Education in Indian Museums.	Agam Kala Prakashan, New Delhi.	2012
5	Jain, Sunjay.	Museum Avam Museology	Kanika Prakashan, Baroda.	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.Girija & Dr.M.Nageswari

COURSE NUMBER -	Semester –II Course Name- INTER DISCIPLINARY COURSE HISTORY THROUGH LITERATURE	Category	L	T	P	Credit
MEH16AI		IDC	58	2	-	4

Preamble

The objective of this paper 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/CLO Number	CO Statement	Knowledge Level
CLO1	Interpret and demonstrate their understanding of various facets of literature	K3
CLO2	Analyze and infer from various critical concepts	K4
CLO3	Organize and integrate the acquired knowledge towards individualistic composition	K4
CLO4	Will be able to appraise and defend convincing arguments & Analyze the wide variety of experiences and attitudes in the historic and cultural aspects of our country through various literary works	K5

Mapping with Programme Outcomes

CLOs	PO1	PO2	P03	P04	PO5
CLO1	S	M	M	S	S
CLO2	S	S	S	M	M
CLO3	M	S	M	S	S
CLO4	M	M	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I

Train to Pakistan - Kushwant Singh (12hrs)

Unit II

Rudyard Kipling – Kim(11hrs)

Unit III

Indian National Congress, Moderates and Extremist (Tilak), Home Rule Movement (Annie Besant –Tilak) (11hrs)

Unit IV

Gandhian Era – Non Cooperation, Civil Disobedience Movement, Round Table Conferences, Individual Satyagraha, Cripp’s Proposal(11hrs)

Unit V

Quit India Movement, Wavell Plan, Mountbatten Plan, Indian Independence Act of 1947 (11hrs)

Text Book

S.No	Units	Author	Title of the Book	Publishers	Year of Publication
1.	Unit 1	Kushwant Singh	Train to Pakistan	Paperback Publishers	1994
2.	Unit 2	Rudyard Kipling	Kim	Paperback Publishers	1993
3.	Unit 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	Eco Press	2007
2	E.M.Forster.	A Passage to India	Penguin Books	2005
3	Bipan Chandra	India after Independence Since 1947 -2000	Penguin Publications, New Delhi	2001
4	Sumit Sarkar	Modern India 1885-1947	Macmillan, Delhi	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: Dr.Mrs. K. Arul Mary & Dr.Narasingaram Jayashree