



PSGR Krishnammal College for Women



## **DEPARTMENT OF HISTORY**

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

**MASTER OF HISTORY**

**2022-2024**



### **Programme Educational Objective**

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



PSGR Krishnammal College for Women



## **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 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 – 2022-2023 Batch

SEM	Subject Code	Title of the Paper	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
							CA	ESE	TOTAL	
I	<b>MHI2201</b>	Aspects of Ancient India	5	71	4	3	50	50	100	4
	<b>MHI2202</b>	State and Society in Medieval India Paper- I	5	71	4	3	50	50	100	4
	<b>MHI2203</b>	History of Tamil Nadu up to 1800 CE	5	71	4	3	50	50	100	4
	<b>MHI2204</b>	History of Ancient World Civilization	5	71	4	3	50	50	100	4
	<b>MHI2205</b>	Indian Women Through the Ages	6	86	4	3	50	50	100	5
		Library	4	-	-	-	-	-	-	-

SEM	Subject Code	Title of the Paper	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
							CA	ESE	TOTAL	
II	<b>MHI2206</b>	State and Society in Medieval India Paper- II	5	71	4	3	50	50	100	4
	<b>MHI2207</b>	History of India from 1600CE-1857CE	4	56	4	3	50	50	100	4
	<b>MHI2208</b>	National Movement in India	4	56	4	3	50	50	100	4
	<b>MHI2209</b>	History of Tamil Nadu from 1800CE-1967CE	4	56	4	3	50	50	100	4
	<b>MHI2210</b>	Museology	5	71	4	3	50	50	100	5
	<b>MEH16AI</b>	Inter Disciplinary Course- History Through Literature	4	60	-	3	-	100	100	4
		Library	4	-	-	-	-	-	-	-

<b>III</b>	<b>MHI2211</b>	Contemporary India	5	50	50	100	4
<b>III</b>	<b>MHI2212</b>	World History	4	50	50	100	4
<b>III</b>	<b>MHI2213</b>	Archives Keeping	5	50	50	100	4
<b>III</b>	<b>MHI2214</b>	Socio-Cultural History of India 1526 CE-1950 CE*	4	50	50	100	4
<b>III</b>	<b>MHI2215</b>	Economic History of India 1757CE 1947 CE	5	50	50	100	5
<b>III</b>	<b>MHI19S1</b>	Special Course-Research Methodology	3	-	100	100	3
<b>III</b>	<b>MNM22CS</b>	Cyber Security II	2	100	-	100	Grade
<b>III</b>	<b>PGCE</b>	Comprehensive Examination	-	-	-	-	Grade
<b>III</b>		Library	2	-	-	-	-

\* Open Book Exam

### **QUESTION PAPER PATTERN**

#### **CORE & ALLIED PAPERS**

**Continuous Internal Assessment: 50 Marks**

<b>SECTION</b>	<b>MARKS</b>	<b>TOTAL</b>
A – 4 × 2 Marks	8	50
B – 4 × 6 Marks	24	
C - 2 × 9 Marks	18	

## End Semester Examination: 100 Marks

SECTION	WORD LIMIT	MARKS	TOTAL
A-5 X 2 Marks	One or two sentences	10	100
B - 5 X 6 Marks	300	30	
C- 5 X 12 Marks	600-800	60	

In section B and C internal choice at the same CLO level question can be taken

## 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

**For PG (2021 batch) for IDC and Research Methodology papers the existing pattern will continue**

Section A      5X5                      :25 marks (Internal choice)

Section B      5X15                      :75 marks (Internal choice)

## 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 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	Application of Knowledge, innovation & Creativity	Attendance	Max. Marks
Core / Allied	7	7	10	4	5	4	5	5	3	50
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
<b>Focus Purpose</b>	Clear	Shows awareness	Shows little awareness	No awareness
<b>Main idea</b>	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea



<b>Organisation:</b> Overall	Well planned	Good overall organization	There is a sense of organization	No sense of organization
<b>Content</b>	Exceptionally well presented	Well presented	Content is sound	Not good
<b>Style:</b> 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)**

<b>Criteria</b>	<b>5 Marks</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>Points scored</b>
<b>Level of Engagement in Class</b>	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	
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds 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.	
<b>Behavior</b>	Student almost never displays disruptive	Student rarely displays disruptive	Student occasionally displays disruptive	Student often displays disruptive	Student almost always displays	

	behavior during class	behavior during class	behavior during class	behavior during class	disruptive behavior during class	
<b>Preparation</b>	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.	
					<b>Total</b>	

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2201	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 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, coming of Aryans & Later Aryans	K2
CLO2	Reconstruct the rise of Buddhism & Jainism and its teaching	K5
CLO3	Appraise the age of Mauryan Empire	K4
CLO4	Analyze the Age of Guptas and their contribution to the society	K4
CLO5	Illustrate the role of Vardhana dynasty	K3

### 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. (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.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). K.Arul Mary, Dr.Mrs.S.Kamini & Dr.Mrs. Hemalatha

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2202	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 8<sup>th</sup> CE to 16<sup>th</sup> 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 Northern, Eastern , Central & Western India during the early medieval period	K2
CLO 2	Illustrate the growth of Regional states in Deccan and Southern India	K3
CLO 3	Sketch the economy and development of Fine arts in the early medieval India	K3
CLO 4	Examine the rise of Delhi Sultanate	K3

<b>CLO 5</b>	Criticize the disintegration of Delhi sultanate	K4
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### 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 (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 & Mahmud 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 Khilji (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

<b>COURSE NUMBER</b>	<b>COURSE NAME- SEM I</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI2203</b>	<b>HISTORY OF TAMIL NADU UP TO 1800 CE</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **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

<b>CO/CLO Number</b>	<b>CO Statement</b>	<b>Knowledge level</b>
CLO1	Describe the past glory of Tamil land	K2
CLO 2	Interpret the socio-political History of Tamils during the Sangam Age	K3
CLO 3	Demonstrate the role of Pallavas in the field of Art and Architecture	K3
CLO 4	Analyze the socio-economic condition under the Imperial Cholas	K4
CLO 5	Construct the socio-political condition during the 18 <sup>th</sup> CE	K5

### **Mapping with Programme Outcomes**

<b>CLO Number</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	S	S	S	S	S
CLO 2	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. (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**

Vijayanagar Empire- Administration and Religion in Tamilaham: Tirumalai Nayak of Madurai- Coming of the Europeans- Carnatic Wars- Poligar Rebellion (13)

## 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.Arul Mary, Dr Mrs.S.Kamini



<b>COURSE NUMBER</b>	<b>COURSE NAME- SEM I</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI2204</b>	<b>HISTORY OF ANCIENT WORLD CIVILIZATION</b>	<b>THEORY</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### **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

<b>CO/CLO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO1	Describe the importance of Egyptian Civilization	K2
CLO 2	Interpret the socio-political History of Mesopotamian Civilization	K3
CLO 3	Demonstrate the role of City States and characteristics of Hellenistic Civilization	K3
CLO 4	Analyze the rise and growth of Roman Civilization	K4
CLO 5	Construct the socio-economic conditions under the Romans	K5

### **Mapping with Programme Outcomes**

<b>CO/CLO Number</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
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  
(12)

### 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.Arul Mary, Ms.G. Vanathi

COURSE NUMBER	COURSE NAME- SEM I	CATEGORY	L	T	P	CREDIT
MHI2205	INDIAN WOMEN THROUGH THE AGES	THEORY	86	4	-	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	K3
CLO 3	Demonstrate the role of Women Organizations for the empowerment of women	K3
CLO 4	Analyze the role of Famous Women personalities	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 (16)

#### 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

(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)

## TextBook

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.S.Kamini

COURSE NUMBER	COURSE NAME – SEM II	CATEGORY	L	T	P	CREDIT
MHI2206	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 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-Bahmanids – 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.S.Kamini

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2207	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 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, Explain the 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	M	M	M	M	M
CLO2	M	M	M	M	M
CLO3	M	M	M	M	M
CLO4	M	M	M	S	S
CLO5	M	M	M	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 (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 , Economic, Social, Religious and Immediate cause- Causes for failure, the consequences-Queen’s Proclamation 1858 (10)

#### **Text Book**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
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:**

<b>S.No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
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 & Dr.K.Girija



COURSE NUMBER	COURSE NAME -SEM II	CATEGORY	L	T	P	CREDIT
MHI2208	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/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 analyse 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. (10)

#### Unit -III

Emergence of Gandhi as a Political Leader – Rowlatt Act – Jallianwala Bagh Tragedy – Khilafat Movement- Non-Co-operation Movement. (10)

**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.Arul Mary & Mrs.K.Suguna

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2209	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 /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  
(12)

### Unit I

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 to 1967C.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	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:** Dr (Mrs). K.Arul Mary, Dr.Mrs.K.Girija

COURSE NUMBER	COURSE NAME- SEM II	CATEGORY	L	T	P	CREDIT
MHI2210	MUSEOLOGY	THEORY	71	4	-	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 of Museum, purpose and functions of Museum in India	K2
CLO2	Examine the History and development of Museum in India and Global of Context	K3
CLO3	Analyze the role of Museum in the society, difference between Museology, Museography and Current dimensions.	K4
CLO4	Examine the types of Museum, its classification, Governing body, Scope of Museum and Kinds of Museum.	K5
CLO5	Assess the importance of Museum as a profession, Code of Ethics, organizations in regional, National and International.	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 purposes of Museums- Functions of Museum.(14)

#### Unit –II

History and development of Museums in Global context- Museum Development in India.

(14)

#### UNIT-III

Museology and Museography. Museology: Conventional Museology, New Museology. Current

contested dimensions and debates. Changing role and social relevance of Museums.

(15)

#### UNIT-IV

Types of Museums – classification of the museum on the basis of collections, governing body and scope etc- Open air museums, inclusive museums, community center, interpretation center, galleries and virtual museums.

(14)

#### 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. (14)

#### 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

#### 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.Arul Mary, Dr.S.Kamini , Dr.Hemalatha

<b>Course Number - MEH16AI</b>	<b>Semester –II Course Name- INTER DISCIPLINARY COURSE HISTORY THROUGH LITERATURE</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
		<b>IDC</b>	56	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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1.	Interpret and demonstrate their 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	K4
CO4.	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

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1.	S	M	M	S	S
CO2.	S	S	S	M	M
CO3.	M	S	M	S	S
CO4.	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**



<b>COURSE NUMBER</b>	<b>COURSE NAME-SEM III</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI2211</b>	<b>CONTEMPORARY INDIA</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### **Preamble**

The Contemporary India will provide with the knowledge to investigate and understand the Political, Social, Economic and Technological changes in India. To develop a critical understanding of Indian Politics.

### **Course Outcome**

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

<b>CO/CLO NUMBER</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO1	Assess the Initial developments of Independent India. Linguistic Reorganization of States - Nehru, Shastri and Indira and party system, NDA, UPA, Zamindari, Society and Culture	K2
CLO2	Evaluate the regime of Rajiv Gandhi, NDA and UPA-Foreign Policy, Communalism, Language issues, Green and White revolution.	K3
CLO3	Analyze the Economic Reforms, Zamindari Abolition, Tenancy Reforms and the Bhoodan Movement. Tenancy Reforms, Cooperatives – Operation Flood	K4
CLO4	Explain the productivity of agriculture, Milk and green revolution and white revolution etc. Green Revolution, Cooperatives – Operation Flood and the White Revolution - Agrarian Strugglesince Independence.	K5
CLO5	Examine the role of Patel, evolution of the party system in India. Communalism-Caste movements – Untouchability, anti-caste Politics - Women since Independence, Movements in Contemporary India,	K6

### Mapping with Programme Outcomes

CLO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	M	M	M	M	M
CLO4	S	S	S	S	S
CLO5	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 Neighbors and the Super Powers - 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. (15)

#### UNIT IV

The Green Revolution, Cooperatives – Operation Flood and the White Revolution - Agrarian Struggles since Independence. (15)

#### 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.M.Nageshwari

<b>COURSE NUMBER</b>	<b>COURSE NAME- SEM III</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MH2212</b>	<b>WORLD HISTORY</b>	<b>THEORY</b>	<b>58</b>	<b>2</b>		<b>4</b>

### **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

<b>CO/C LO Number</b>	<b>CO Statement</b>	<b>Knowledge level</b>
CLO1	Analyze Economic and Political Rivalries, Ethnic and Regional Conflicts, and Nationalism and Imperialism as underlying causes of World War I and World War II.	K2
CLO2	Evaluate Global Wars in terms of how they challenged Political and Economic Power Structures and rise of new Balances of Power.	K3
CLO3	Analyze Political Revolutions in terms of their causes and impact.	K4
CLO4	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.	K5
CLO5	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**

<b>CO/C LO Number</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	M	M	M	M	M
CLO2	M	L	M	M	M
CLO3	M	M	L	M	M

CL04	M	M	M	M	M
CLO5	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 II World War. (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

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). Hemalatha

<b>COURSE NUMBER</b>	<b>COURSE NAME-SEM III</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI2213</b>	<b>ARCHIVES KEEPING</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>4</b>

### **Preamble**

To teach the origin and development of Archives Keeping and to study the Creation and Administration of Archives

### **Course Outcome**

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

<b>CO/CLO NUMBER</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO 1	Explain the origin and Growth of Archives, Classification, Methods of Preservation, Uses of Archives, Private Archives.	K2
CLO 2	Sketch the Creation of Archives and to document the records, Importance of Archives, Recent Development, Records Maintenance. Rules and Regulations, National Archives of India.	K3

CLO 3	Analyze the Preservation of Archival Materials, Docketing, Book Bindings, Reprography, Modern Methods in Archives Keeping, Indian Historical Council of Archives.	K4
CLO4	Summarise the Administration and the benefits of the Archives. History of Archives, Registry Archives and Libraries, Preventive Measures, Methods of Preservation, Publication Facilities to Researches, National Archives of India and Tamil Nadu Archives	K5
CLO 5	Evaluate the Archival organizations in India. Archival Keeping in Ancient, Medieval and Modern period, Europe and India, Functions of Archives.	K6

### 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	M	M	M	M	M
CLO4	S	S	S	S	S
CLO5	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.

(14)

#### Unit IV

Administration of Archives – Functions of Archives – Publication Facilities to Researches – Modern Methods in Archives Keeping – Uses of Archives – Rules and Regulations (14)

#### 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
- Restaurateur: International Journal for the Preservation of Library and Archival



Material 1972-1997, restaurateur 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.Suguna

COURSE NUMBER	COURSE NAME -SEM III	CATEGORY	L	T	P	CREDIT
MHI2214	SOCIO-CULTURAL HISTORY OF INDIA 1526 CE-1950CE	THEORY	58	2	-	4

**Preamble**

To teach the origin and 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/CLO NUMBER	CO Statement	Knowledge Level
CLO 1	To explain the Social Life of the Mughals literature, women education, Hindavi Swarajaya, Removal of Untouchability, Kabir, Gurunak, Emergence of the new social classes	K2
CLO 2	To sketch the various aspects of Marathas in Social and the Cultural Sphere, Concept of Maharashtra Dharma, Brhama Samaj, Aligarh Movement, Role of Thinkers and Writers of freedom struggle	K3
CLO 3	To analyze the contribution of Mughals literature, social structure and change of India during the Colonial period, The Theosophical Movement and Ramakrishna Mission	K4
CLO4	To understand the contribution and revival of Mughal art and architecture, Cultural Interpretation of Peshwa Period, Bhakthi Movements, Role of Missionaries and English Education, Social Religious reform Movement	K5
CLO 5	To trace the evolution of Mughal ruling class, Economic Policies, Social Life and Cultural Life during Peshwa Period, Socio-Religious Movements in the 19 <sup>th</sup> Century, role of the Press and the Literature in the freedom struggle	K5

### Mapping with Programme Outcomes

CO/C LO Number	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	M	M	M	M	M
CLO4	S	S	S	S	S
CLO5	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. (11)

#### Unit-IV

Socio-Religious Movements in the 19<sup>th</sup> 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. (11)

### 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 Aurangzeb	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. Girija

<b>COURSE NUMBER</b>	<b>COURSE NAME-SEM III</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI2215</b>	<b>ECONOMIC HISTORY OF INDIA 1757 CE-1947 CE</b>	<b>THEORY</b>	<b>73</b>	<b>2</b>	<b>-</b>	<b>5</b>

### **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

<b>CO/CLO Number</b>	<b>CO Statement</b>	<b>Knowledge level</b>
CLO1	To explain the sources, nature and structure of Indian economy in the mid-18 <sup>th</sup> CE	K2
CLO2	To compare different Revenue administration under the Colonial Rule	K3
CLO3	To Analyse the Development of Indian Industries and Railways	K4
CLO4	To Explain trade activities and the trends in Demographic changes during British period	K5
CLO5	To Summarise the Indian economic scenario between two World Wars	K5

### **Mapping with Programme Outcomes**

<b>CO/CLO Number</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	S	S	S	M	S
CLO4	S	S	S	M	S
CLO5	S	S	S	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. (15)

### **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 (15)

### **Unit - V**

Problems and Limitations of Indian Economy; Different approaches with special reference to DadabhaiNaraji, R.C. Dutt, Mahatma Gandhi - 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	NarajiDadabhai	Poverty and Un-British Rule in India	S. Sonnenschein	1901

4	Gadgil, D.	Industrial Evolution of Indian 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:** Ms.G.Vanathi

<b>COURSE NUMBER</b>	<b>COURSE NAME-SEM III</b>	<b>CATEGORY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDIT</b>
<b>MHI19S1</b>	<b>RESEARCH METHODOLOGY</b>	<b>THEORY Special Course</b>	<b>45</b>	<b>-</b>	<b>-</b>	<b>3</b>

### **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

<b>CO/CLO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO1	To analyze the preparatory work in Historical Research	K2
CLO2	To examine the different sources in Historical writing	K5
CLO3	To scrutinize the writing of Historical Research Methodology	K4
CLO4	To analyze the various Indian Historical works through the ages	K4

CLO5	To study the ethical principles of Historical Research and publication of research paper	K3
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### 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	M	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- AlBeruni Abul Fazl - D.D.Kosambi- NilakantaSastri- 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 <sup>th</sup> 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.S.Kamini



COURSE NUMBER	COURSE NAME	CATEGORY	L		P	CREDIT
MNM22CS	CYBER SECURITY-II	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 IV

**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 Publication
1	Faculty of Computer Science – PG	Essentials of Cyber Security	Kalai Kathir Achachagam	2016

**Reference Book**

<b>S.No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
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