



PSGR  
Krishnammal College for Women



## **DEPARTMENT OF HISTORY**

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

**(SEMESTER I)**

**MASTER OF HISTORY**

**2024-2026**



## **PROGRAMME OUTCOMES (PO's)**

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

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

PO2: Analyze the historical insightfulness and methodology

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

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

PO5: Undergo further research pertaining to the Historical domain

## **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.



## DEPARTMENT OF HISTORY

### CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION SYLLABUS & SCHEME OF EXAMINATION MASTER OF HISTORY – 2024-2026 Batch

| SEM   | Subject Code | Title of the Paper                           | Instruction hours/week | Contact hours | Tutorial | Duration of Examination | Examination Marks |     |       | Credits |
|-------|--------------|--|------------------------|---------------|----------|-------------------------|-------------------|-----|-------|---------|
|       |              |  |                        |               |          |                         | CA                | ESE | TOTAL |         |
| I     |              |  |                        |               |          |                         |                   |     |       |         |
|       | MHI2301      | Aspects of Ancient India                     | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|       | MHI2302      | State and Society in Medieval India Paper- I | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|       | MHI2303      | History of Tamil Nadu up to 1800 CE          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|       | MHI2304      | History of Ancient World Civilization        | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|       | MHI2305      | Indian Women Through the Ages                | 6                      | 88            | 2        | 3                       | 25                | 75  | 100   | 5       |
|       |              | Library                                      | 4                      | -             | -        | -                       | -                 | -   | -     | -       |
| I-III | 17MONL1      | Online Course                                | -                      | -             | -        | -                       | -                 | -   | -     | Credit  |

### Examination System

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

### QUESTION PAPER PATTERN

#### 2023-24 Batch onwards

#### PG- Core - (First 3 Units)

**CA Question from each unit comprising of**

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

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

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

**Total: 45 Marks**

**PG - Core courses:**

**ESE Question Paper Pattern:  $5 \times 15 = 75$  Marks**

**Question from each unit comprising of**

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

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

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

**Total: 75 Marks**

**PG-IDC and Special Course:**

Section A 5 questions (Internal choice) : 25 marks

Section B 5 questions (Internal choice) : 75 marks

**Total: 100 marks**

**Continuous Internal Assessment Pattern**

**Theory**

**I Year PG (23 Batch onwards)**

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**

| <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>MHI2301</b>       | <b>ASPECTS OF ANCIENT INDIA</b> | <b>THEORY</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### **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

| <b>CO/CLO Number</b> | <b>CO Statement</b>   | <b>Knowledge level</b> |
|----------------------|---|------------------------|
| 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    | KuranaK.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

| <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>MHI2302</b>       | <b>STATE AND SOCIETY IN MEDIEVAL INDIA PAPER - I</b> | <b>THEORY</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### **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

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

### **Mapping with Programme Outcomes**

| <b>CO/CLO Number</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| <b>CLO 1</b>         | S           | S           | S           | S           | S           |
| <b>CLO 2</b>         | S           | S           | S           | S           | S           |
| <b>CLO 3</b>         | S           | S           | S           | S           | S           |
| <b>CLO 4</b>         | S           | S           | S           | S           | S           |
| <b>CLO 5</b>         | 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    | KuranaK. 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



| <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>MHI2303</b>       | <b>HISTORY OF TAMIL NADU UP TO 1800 CE</b> | <b>THEORY</b>   | <b>73</b> | <b>2</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 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**

| <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 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. K.Girija

| <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>MHI2304</b>       | <b>HISTORY OF ANCIENT WORLD CIVILIZATION</b> | <b>THEORY</b>   | <b>73</b> | <b>2</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 culture and Civilization, Toynbee and D.D. Kosambi's, Gift of Nile, Hammurabi's Code, Assyrian Empire, Alexander the Great, Punic wars                         | K2                     |
| CLO 2                | Interpret the Comparison between Culture and Civilization, Importance of the Nile, Art and Literature of Greek and Mesopotamian Civilization, Characteristic of Hellenistic Civilization. | K3                     |
| CLO 3                | Distinguish the between Greek and Roman civilization, Social-Economic and Religious conditions of Mesopotamian Civilization and Egyptian Civilization.                                    | K4                     |
| CLO 4                | Analyze the Geographical importance of Egyptian, Society and Culture Mesopotamian Civilization, Greek Political Theory, rise and growth of Roman Civilization                             | K5                     |
| CLO 5                | Construct the socio-economic conditions under the Egypt, Mesopotamian, Greek and Romans   | K6                     |

### **Mapping with Programme 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 (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 Toynbee       | 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.MrsK.Suguna and Dr.M.Nageswari

| <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>MHI2305</b>       | <b>INDIAN WOMEN THROUGH THE AGES</b> | <b>THEORY</b>   | <b>88</b> | <b>2</b> | <b>-</b> | <b>5</b>      |

### **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

| <b>CO/CLO Number</b> | <b>CO Statement</b>   | <b>Knowledge level</b> |
|----------------------|---|------------------------|
| 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**

| <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 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

**DEPARTMENT OF HISTORY**  
**CHOICE BASED CREDIT SYSTEM & LEARNING OUTCOMES BASED**  
**CURRICULUM FRAMEWORK (LOCF)**  
**SYLLABUS & SCHEME OF EXAMINATION**  
**MASTER OF HISTORY – 2024-2026 Batch**

| SE<br>M            | Course Code     | Title of the Course                      | Course Type | Instruction hours/week | Contact Hours | Tutorial Hours | Duration of Examination | Examination Marks |     |       | Credits |
|--------------------|-----------------|--|-------------|------------------------|---------------|----------------|-------------------------|-------------------|-----|-------|---------|
|                    |                 |  |             |                        |               |                |                         | CA                | ESE | TOTAL |         |
| <b>II</b>          | <b>MHI2306</b>  | State and Society in Medieval India - II | CC          | 5                      | 73            | 2              | 3                       | 25                | 75  | 100   | 4       |
|                    | <b>MHI2307</b>  | History of India from 1600 CE-1857 CE    | CC          | 6                      | 88            | 2              | 3                       | 25                | 75  | 100   | 4       |
|                    | <b>MHI2308</b>  | National Movement in India               | CC          | 5                      | 73            | 2              | 3                       | 25                | 75  | 100   | 4       |
|                    | <b>MHI2309</b>  | History of Tamil Nadu from 1800CE-1967CE | CC          | 5                      | 73            | 2              | 3                       | 25                | 75  | 100   | 4       |
| <b>II/<br/>III</b> | <b>MHI23CE</b>  | Coursera-Global History+                 |             | 3+                     | 45            | -              | -                       | 100               | -   | 100   | 3+      |
|                    | <b>MHI2310/</b> | Indian Numismatics /                     | CC          | 2/                     | 28/           | 2/             | 3                       | 25                | 75  | 100   | 2/      |
|                    | <b>MHI2311</b>  | Museology                                |             | 5                      | 73            | 2              | 3                       | 25                | 75  | 100   | 5       |
|                    | <b>MEH16A1</b>  | History Through Literature               | GC          | 4                      | 60            | -              | 3                       | -                 | 100 | 100   | 4       |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                             | <b>CATEGORY</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|---|-----------------|-----------|----------|----------|---------------|
| <b>MHI2306</b>     | <b>STATE AND SOCIETY IN MEDIEVAL INDIA – II</b> | <b>THEORY</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

#### **Preamble**

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

#### **Course Learning Outcome**

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

| <b>CLOs</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------|--|------------------------|
| 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                     |
| CO5         | Interpret on Vijayanagar and Bahmanids, role of various Mughal rulers, Mughal Administration, Architectural achievements, European trading companies, Successors of Mughals and rise of Marathas   | K6                     |

#### **Mapping with Programme Learning Outcomes**

| <b>CLO s</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           | 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 CODE | COURSE TITLE                          | CATEGORY | L  | T | P | CREDIT |
|-------------|---------------------------------------|----------|----|---|---|--------|
| MHI2307     | HISTORY OF INDIA FROM 1600 CE-1857 CE | THEORY   | 88 | 2 | – | 4      |

### Preamble

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

### Course Learning Outcomes

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

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

### Mapping with Programme Learning Outcomes

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

S- Strong; 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. (18)

#### 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) (18)

### Unit-III

Lord Cornwallis: The Charter Act (1793) – Lord Wellesley – The Subsidiary Alliance -The Charter Act (1813) - The Charter Act (1833) – Lord Hastings. (18)

### 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. (18)

### 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. (16)

#### 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 CODE | COURSE TITLE               | CATEGORY | L  | T | P | CREDIT |
|-------------|----------------------------|----------|----|---|---|--------|
| MHI2308     | NATIONAL MOVEMENT IN INDIA | THEORY   | 73 | 2 | - | 4      |

### Preamble

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

### Course Learning Outcomes

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

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

### Mapping with Programme Learning Outcomes

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

S- Strong; M-Medium; 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 (15)

#### Unit-II

Revolutionary Movements: Bengal – Maharashtra – Punjab – Madras – Ghadar Party. (14)

**Unit -III**

Emergence of Gandhi as a Political Leader – Rowlatt Act – Jallianwala Bagh Tragedy – Khilafat Movement- Non-Co-operation Movement. **(14)**

**Unit-IV**

Montague Chelmsford Reforms – Swarajya Party – Simon Commission – Nehru Report – Government of India Act of 1935. **(15)**

**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. **(15)**

**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.

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

### **Preamble**

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

### **Course Learning Outcomes**

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

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

### **Mapping with Programme Learning Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CLO1</b> | M           | M           | M           | M           | M           |
| <b>CLO2</b> | M           | M           | M           | M           | M           |
| <b>CLO3</b> | M           | M           | M           | M           | M           |
| <b>CLO4</b> | M           | M           | M           | M           | M           |
| <b>CLO5</b> | 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  
(15)

**Unit II**

Revenue Administration up to 1857- Judicial Administration up to 1857- Growth of Education up to 1900- Local Self Government up to 1947. (15)

**Unit III**

Role of poet Bharathiar-Growth of Nationalism-V.O.Chidambaram-Home Rule Movement-Minto-Morley Reform-Montague Chelmsford Reforms-Swadeshi Movement. (15)

**Unit IV**

The Non-Co-operation Movement- Self-respect Movement-Role of Justice Party-Elections to the Madras Presidency from 1920-30. (14)

**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 (14)

**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.

| <b>COURSE CODE</b>           | <b>COURSE TITLE</b>                      | <b>CATEGORY</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|------------------------------|--|-----------------|-----------|----------|----------|---------------|
| <b>MHI23CE &amp; MHI2310</b> | <b>COURSERA &amp; INDIAN NUMISMATICS</b> | <b>THEORY</b>   | <b>28</b> | <b>2</b> | <b>-</b> | <b>2</b>      |

### **Preamble**

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

### **Course Learning Outcomes**

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

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

### **Mapping with Programme Learning Outcomes**

| <b>CLOs</b> | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|
| 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

(6)

## 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    | Sarma, I.K.     | Coinage of the Satavahana Empire             | New Delhi | 1980                |
| 3    | P. Srivastava   | Encyclopaedia of Indian Coins – Vol. I & II, | Delhi     | 2012                |
| 4    | Paula J Turner, | Roman Coins branch India                     | London    | 1989                |
| 5    | David R Sear    | Roman Coins and their Values                 | London    | 1988                |

### PEDAGOGY

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

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>               | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|-----------------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEH16AI</b>     | <b>HISTORY THROUGH LITERATURE</b> | <b>IDC</b>      | <b>60</b> | <b>-</b> | <b>-</b> | <b>4</b>      |

#### **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 Learning Outcomes**

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

| <b>CLO Number</b> | <b>CLO Statement</b>  | <b>Knowledge Level</b> |
|-------------------|---|------------------------|
| 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 Learning Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| 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 (12hrs)

##### **Unit III**

Indian National Congress, Moderates and Extremist (Tilak), Home Rule Movement (Annie Besant –Tilak) (12hrs)

#### Unit IV

Gandhian Era – Non Cooperation, Civil Disobedience Movement, Round Table Conferences, Individual Satyagraha, Cripp's Proposal (12hrs)

#### Unit V

Quit India Movement, Wavell Plan, Mountbatten Plan, Indian Independence Act of 1947 (12hrs)

#### 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.Narasingaram Jayashree & Dr.K.Girija**



**DEPARTMENT OF HISTORY**

**CHOICE BASED CREDIT SYSTEM (CBCS)  
LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK (LOCF)  
SYLLABUS & SCHEME OF EXAMINATION  
MASTER OF ARTS IN HISTORY 2024-26 BATCH  
SEMESTER III**

| Semester | Course Code | Title of the Course                        | Course Type | Instruction hours/week | Contact hours | Tutorial | Duration of Examination | Examination Marks |     |       | Credits |
|----------|-------------|--|-------------|------------------------|---------------|----------|-------------------------|-------------------|-----|-------|---------|
|          |             |  |             |                        |               |          |                         | CA                | ESE | TOTAL |         |
| III      | MHI2311     | Museology                                  | CC          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 5       |
| III      | MHI2312     | Contemporary India                         | CC          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|          | MHI2313     | Archives Keeping*                          | CC          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|          | MHI2314     | History of Science and Technology in India | CC          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|          | MHI2315     | Economic History of India 1757CE-1947 CE   | CC          | 5                      | 73            | 2        | 3                       | 25                | 75  | 100   | 4       |
|          | MHI23S1     | Special Course- Research Methodology       | CC          | 3                      | 45            | -        | 3                       | -                 | 100 | 100   | 3       |
|          | MNM22CS2    | Cyber Security II                          | AECC        | 2                      | 30            | -        | -                       | 100               | -   | 100   | Gr      |
|          | MHI24COM    | Comprehensive Examination                  | GC          | -                      | -             | -        | 1                       | 100               | -   | 100   | Gr      |
| I-III    | 17MONL1     | Online Course                              | ACC         | -                      | -             | -        | -                       | -                 | -   | -     | -       |

CA- Continuous Assessment

CC- Core Courses

AECC- Ability Enhancement Compulsory Course

ESE – End Semester Examination

ACC- Additional Credit Course

GC-General Courses

| COURSE CODE | COURSE TITLE | 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 the World.

### Course Learning Outcomes

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

| CLO Number | CLO Statement   | Knowledge Level |
|------------|---|-----------------|
| CLO1       | Sketch the origin, definition and purpose of Museum, New Museology, Preservation and conservation   | K2              |
| CLO2       | Examine the types of Museums, classification of objects, and Kinds of Museum, Museum as a profession, ICOM 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 in Global 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 Learning Outcomes

| CLO Number | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|------------|-------|-------|-------|-------|-------|
| CLO 1      | M     | M     | M     | S     | S     |
| CLO 2      | M     | M     | M     | 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

### Syllabus

#### UNIT-I

(14Hrs)

Origin, meaning, definition- Purpose of Museum - Functions of Museum: collection, documentation.

#### UNIT –II

(15 Hrs)

History of Museums in Global context- The development of Museum Movement in India and Tamil Nadu - Museology and Museography – Concept of New Museology

#### UNIT-III

(15Hrs)

Conservation and Preservation: Method of Conservation -Classification of Museum Object- galleries and Virtual Museums- Preservation of Museum Object.

**UNIT-IV****(15 Hrs)**

Kinds of Museums – Classification of the museum on the basis of collections, Types of exhibitions, role of governing body-Museum Library - Legislative measures.

**UNIT-V****(14 Hrs)**

Museum Related Organisations - International Organisations - Indian Organisations- ICOM code of ethics- Role of UNESCO in the field of culture

**Text Book**

| <b>Author(s)</b>                    | <b>Title of the Book</b>       | <b>Publishers</b>         | <b>Year &amp; Edition</b> |
|-------------------------------------|--------------------------------|---------------------------|---------------------------|
| Jeyaraj V                           | Museology -Heritage Management | Government Museum Chennai | 2005, 1 Edn.              |
| Nigam M. L                          | Fundamentals of Museology      | Navahind Prakashan        | 1996, 3 Edn.              |
| Timothy, Ambrose and Paine, Crispin | Museum Basics. ICOM            | Routledge, New York       | 2018, 4 Edn.              |

**Reference**

| <b>Author(s)</b>           | <b>Title of the Book</b>                          | <b>Publishers</b>                     | <b>Year &amp; Edition</b> |
|----------------------------|---|---------------------------------------|---------------------------|
| Anupama Bhatnagar          | Museum, Museology and New Museology               | Sudeep Prakashan, New Delhi,          | 2002,2 Edn.               |
| Dean, David                | Museum Exhibition: Theory and Practice.           | Routledge Publication, London         | 1994, 2Edn.               |
| B.K.Gokhale -              | Museology working papers.                         | ICOM Publication (online).            | -                         |
| Balloffet Nelly, Hille     | Conservation and Preservation of Records Archives | American Library Association, Chicago | 2005                      |
| Manvi Seth                 | Communication and Education in Indian Museums.    | Agam Kala Prakashan, New Delhi.       | 2012,1 Edn.               |
| Jain, Sunjay.              | Museum Avam Museology                             | Kanika Prakashan, Baroda.             | 2004,                     |
| T. Ambrose & Crispie Paine | Museum Basics                                     | London Routledge                      | 2003,1 Edn.               |
| Dwivedi V.P,               | Museums and Museology: New Horizons               | Agam Kala Prakashan, New Delhi        | 1980, 1 Edn.              |

**PEDAGOGY**

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

**Course Designers:** Dr.K.Girija

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>       | <b>CATEGORY</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|---------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MHI2312</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 Learning Outcomes**

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

| <b>CLO NUMBER</b> | <b>CLO 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 Struggles since 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 Learning 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           |
| 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

### **Syllabus**

#### **UNIT I**

**(15 Hrs)**

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.

**UNIT II (14 Hrs)**

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

**UNIT III (15 Hrs)**

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.

**UNIT IV (15 Hrs)**

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

**UNIT V (14 Hrs)**

Society and Culture: Communalism-Caste movements – Untouchability, anti-caste  
Politics - Women since Independence.

**Text Book**

| Author(s)            | Title of the Book  | Publishers                | Year & Edition |
|----------------------|--|---------------------------|----------------|
| Bipan Chandra. Et al | India Since Independence                                   | Penguin Books, New Delhi. | 2008, 12 Edn.  |
| Anand, V.K.          | India Since Independence: Making Sense of Indian Politics. | Longman, New Delhi        | 2010           |

**Reference**

| Author(s)                         | Title of the Book                        | Publishers                    | Year & Edition |
|-----------------------------------|--|-------------------------------|----------------|
| Dominique Lappire & Lorry Collons | Freedom at Midnight                      | Vikas, New Delhi              | 2005           |
| John Gilbert                      | Contemporary History of India            | Ammol Publications, New Delhi | 2007           |
| Venkatesan.G                      | History of Contemporary India(1947-2014) | V.C Publications              | 2016           |
| 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.Nageswari



| COURSE CODE | COURSE TITLE     | CATEGORY | L  | T | P | CREDIT |
|-------------|------------------|----------|----|---|---|--------|
| MHI2313     | ARCHIVES KEEPING | THEORY   | 73 | 2 | - | 4      |

### Preamble

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

### Course Learning Outcomes

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

| CLO NUMBER | CLO Statement   | Knowledge Level |
|------------|---|-----------------|
| 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 and 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 Learning 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

### Syllabus

#### Unit I

(15 Hrs)

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

#### Unit II

(15 Hrs)

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

#### Unit III

(14 Hrs)

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

**Unit IV****(14 Hrs)**

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

**Unit V****(15 Hrs)**

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.

**Text Book**

| Author(s)        | Title of the Book   | Publishers                        | Year & Edition |
|------------------|---|-----------------------------------|----------------|
| Jenkinson Hilary | A Manual of Archives Administration   | Oxford, London                    | 1937           |
| Michael Cook     | Archives Administration – A Manual for Intermediate and Smaller Organizations and for Local Government, | Dawson & Sons Ltd., Kent, England | 1977           |

**Reference**

| Author           | Title of the Book                                      | Publishers   | Year & Edition |
|------------------|--|--|----------------|
| Dodwell H. Henry | The Madras Weavers under the Company                   | Indian Historical Records Commission, Proceedings, Government of India, Calcutta | 1922           |
| Baliga B.S       | Studies in Madras Administration, Government of Madras | Madras, 2 Vols   | 1962           |
| 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, map study, Power Point presentation, e-content, group discussion, quiz, peer learning, seminar.

**Course Designer:** Dr (Mrs).K.Suguna

| COURSE CODE | COURSE TITLE                               | CATEGORY | L  | T | P | CREDIT |
|-------------|--|----------|----|---|---|--------|
| MHI2314     | HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA | THEORY   | 73 | 2 | - | 4      |

### Preamble

This course aims for the emergence of Science and Technology, its development and impact on India through the ages.

### Course Learning Outcomes

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

| CLO Number | CLO Statement  | Knowledge Level |
|------------|--|-----------------|
| CLO1       | Trace the origin of Science and Technology in the Ancient India  | K2              |
| CLO2       | Sketch the growth and development of Science and Technology in Medieval India                            | K3              |
| CLO3       | Evaluate the establishment of various research institution in Colonial India                             | K4              |
| CLO4       | Assess the role and progress of scientific research in Modern India                                      | K5              |
| CLO5       | Analyze the achievement of Pioneer scientists in the domain of Science and Technology since Independence | K5              |

### Mapping with Programme Learning Outcomes

| CLO Number | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|------------|-------|-------|-------|-------|-------|
| CLO 1      | M     | S     | S     | S     | S     |
| CLO 2      | M     | S     | S     | S     | S     |
| CLO 3      | M     | S     | S     | S     | S     |
| CLO 4      | M     | S     | S     | S     | S     |
| CLO 5      | M     | S     | S     | S     | S     |

S-Strong, M- Medium, –L-Low

### Syllabus

#### Unit-I

(14Hrs)

Different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine

#### Unit-II

(15Hrs)

Science and Technology in Medieval India: Scientific and Technological Developments in Medieval India - Influence of the Islamic world and Europe; The role of Maktabas, Madrasas and Karkhanas - Developments in the fields of Mathematics, Chemistry, Astronomy, Medicine and Agriculture: New techniques of irrigation.

**Unit-III (15Hrs)**

Science and Technology in Colonial India: Introduction of Modern Science by the Europeans - Asiatic Society Bengal –Zoological Survey of India-Botanicals Survey-Geographical Survey- Trigonometrical Survey-Development of Metrological and astronomical science.

**Unit-IV (14Hrs)**

Progress of Science and Technology in Modern India: J.C. Bose – P.C. Ray - Srinivasa Ramanujam – C.V. Raman.

**Unit – V (15Hrs)**

Pioneers of Science and Technology since Independence: Homi Jahangir Bhaba – Har Gobind Khorana – S. Chandrasekar – Vikram Sarabai – A.P.J. Abdul Kalam – Chandrayan and Mangalyan projects.

**Text Book**

| Author(s)                         | Title of the Book                                    | Publishers              | Year & Edition |
|-----------------------------------|--|-------------------------|----------------|
| Chattopadhyaya , Debiprasad (Ed.) | Studies in the History of Science in India (2 Vols.) | Firma KLM, Calcutta     | 1991           |
| Jaggi, O. P.,                     | Science and Technology in Medieval India.            | Atma Ram & Sons, Delhi, | 1977           |

**Reference**

| Author(s)         | Title of the Book                                   | Publishers                               | Year & Edition |
|-------------------|---|--|----------------|
| Biswas, A. K.,    | Science in India,                                   | Firma KLM, Calcutta,                     | 1969.          |
| Deepak Kumar      | Science and the Raj                                 | Oxford University Press, Delhi           | 1993           |
| Gupta.S.P         | Modern India and Progress in Science and Technology | Vikas Publishing House Pvt.Ltd,New Delhi | 1979           |
| Kuppuram, G.      | History of Science and Technology in India          | South Asia Books.                        | 1990           |
| Nem Kumar Jain    | Science and Scientists in India (Vedic to Modern).  | Kalyani India, Delhi                     | 2001           |
| Rajaram, Kalpana. | Science and Technology in India                     | Spectrum Books Pvt. Limited              | 2012           |
| Varghese Jeyaraj  | History of Science and Technology                   | Anns Pub., Uthamapalayam.                | 1997           |

**PEDAGOGY**

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

**Course Designers:** Ms.G.Vanathi

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                              | <b>CATEGORY</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|--|-----------------|-----------|----------|----------|---------------|
| <b>MHI2315</b>     | <b>ECONOMIC HISTORY OF INDIA 1757 CE-1947 CE</b> | <b>THEORY</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### **Preamble**

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

### **Course Learning Outcomes**

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge level</b> |
|-------------------|--|------------------------|
| CLO1              | Explain the structural changes in the Indian economy under colonial rule by interpreting key economic policies, systems of revenue administration, industrial developments, and reformist critiques from the mid-18th century to the interwar period.  | K2                     |
| CLO2              | Apply the conceptual understanding of colonial economic structures and revenue policies to analyze the transformation of India's economy between the mid-18th century and the interwar period.   | K3                     |
| CLO3              | Analyze the structural transformation of the Indian economy under colonial rule by evaluating the mechanisms of economic exploitation, changes in land revenue systems, industrial and labor developments, and competing nationalist economic critiques from the mid-18th century to the interwar period | K4                     |
| CLO4              | Critically evaluate colonial economic policies and their impact on India's economic structure from the 18th to 20th centuries using historical sources.  | K5                     |
| CLO5              | Construct a critical, evidence-based analysis of colonial economic policies and their long-term impact on India's economy from the mid-18th century to the interwar period.  | K6                     |

### **Mapping with Programme Learning 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           |
| 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

### **Syllabus**

#### **Unit I**

**(15Hrs)**

Sources of Colonial 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.

**Unit – II (14Hrs)**

Revenue administration of Bengal-1765-85- Permanent Settlement: objects and effects- Ryotwari and Mahalwari system- Changing pattern of crops- Famines: Causes and Famine Relief.

**Unit – III (15Hrs)**

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

**Unit – IV (15Hrs)**

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.

**Unit – V (14Hrs)**

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

**Text Book**

| Author     | Title of the book                    | Publisher         | Year & Edition |
|------------|--------------------------------------|-------------------|----------------|
| S.N.Pandey | Economic History of Modern India     | Readworthy        | 2008           |
| Singh V.B. | Economic History of India 1857-1956. | Allied Publishers | 1965           |

**Reference**

| Author             | Title of the book   | Publisher  | Year of publication & Edition |
|--------------------|---|--|-------------------------------|
| Dutt, R.C.         | The Economic History of India Vol. I & II.                        | Publication Division, Ministry of Information and Broad Casting, GOI | 2006, 5Edn.                   |
| Kaushal, G         | Economic History of India 1757-1966.                              | Kalyani Publishers   | 2004                          |
| Naroji Dadabhai    | Poverty and Un-British Rule in India                              | S. Sonnenschein & Co   | 1901                          |
| Gadgil, D.         | Industrial Evolution of Indian Recent Times                       | OUP  | 1938                          |
| Thirthankar Roy    | The Economic History of India                                     | OUP  | 2011                          |
| Ludden, David, ed. | New Cambridge History of India: An Agrarian History of South Asia | Cambridge University Press   | 1999                          |

**PEDAGOGY**

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

**Course Designer:** Dr.Hemalatha

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>         | <b>CATEGORY</b>                  | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|-----------------------------|----------------------------------|-----------|----------|----------|---------------|
| <b>MHI23S1</b>     | <b>RESEARCH METHODOLOGY</b> | <b>THEORY<br/>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

### **Syllabus**

#### **Unit I (9Hrs)**

Requisites of a Research Scholar- Selection of the Topic for Research – Hypothesis.

#### **Unit II (9Hrs)**

Research Methods: Evolution Techniques- Questionnaire and Pilot Study- Collection of Evidence; Classification of Sources – Objectivity and Subjectivity in Historical writing.

#### **Unit III (9Hrs)**

Thesis Writing- Preliminary, Analytical, Synthetic and Concluding Operation, Footnotes, End Note, Bibliography, Annotated Bibliography - Arrangement of Thesis.

#### **Unit IV (9Hrs)**

History writing in Ancient, Medieval and Modern India.

#### **Unit V (9Hrs)**

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.

### **Text Book**

| <b>Author</b> | <b>Title of the book</b>               | <b>Publisher</b> | <b>Year &amp; Edition</b> |
|---------------|--|------------------|---------------------------|
| Rajayyan K    | Theory of History & Method of Research | Raj Publishers   | 1982                      |
| Subramaniam N | Historiography                         | Abradele Press   | 1974                      |

### **References**

| Author          | Title of the book                            | Publisher                                     | Year & Edition |
|-----------------|--|---|----------------|
| Chitinis.K.M    | Research Methodology in History              | Atlantic Publishers & Distributors, New Delhi | 1990.          |
| Manickam.S      | Theory of History and Method of Research     | Paduman Publishers, Madurai                   | 2000           |
| -               | M.L.A. Hand Book , 9 <sup>th</sup> Edition   | The Modern Language Association of America    | 2021           |
| Sheik Ali.B     | History its Theory and Method                | Trinity Press                                 | 2015           |
| E.H.Carr        | What is history                              | Palgrave                                      | 2000           |
| R.G.Collingwood | Idea of History                              | OUP   | 2011           |
| S.P.Sen         | Historian and Historiography in Modern India | Institute of Historical Studies, Calcutta     | 1976           |
| Marc Bloch      | The Historian's Craft                        | Manchester University Press,                  | 2004           |

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