

FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2020 (NIRF) by MHRD
Maryland, Madurai- 625 018, Tamil Nadu, India**

NAME OF THE DEPARTMENT: HISTORY

NAME OF THE PROGRAMME : M.A.,

PROGRAMME CODE : PSHI

ACADEMIC YEAR : 2020-2021

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**DEPARTMENT OF HISTORY***For those who joined in June 2019 onwards***PROGRAMME CODE : PSHI**

COURSE CODE	COURSE TITLE	HRS / WK	CREDIT	CIA Mks	ESE Mks	TOT. MKs
SEMESTER - I						
19PG1H1	Socio- Cultural History of Ancient India (UP to 1206A.D).	6	4	40	60	100
19PG1H2	State and Society in Tamilnadu (From Sangam Age to 1565A D).	6	4	40	60	100
19PG1H3	Panchayat Raj	6	4	40	60	100
19PG1H4	Women's Studies	6	4	40	60	100
19H1EDC	Indian History for Competitive Exams	3	3	40	60	100
	Library	3	-	-	-	-
Total		30	19			
SEMESTER - II						
19PG2H5	Socio- Cultural History of Medieval India (From 1206 to 1707 A.D)	6	4	40	60	100
19PG2H6	State and Society in Tamilnadu (From 1565 A. D to 2000 A. D).	6	4	40	60	100
19PG2H7	History of Far East (From A.D1841 to 1945 A.D)	6	4	40	60	100
19PG2H8	Human Rights	6	4	40	60	100

COURSE CODE	COURSE TITLE	HRS / WK	CREDIT	CIA Mks	ESE Mks	TOT. MKs
19H2EDC	Indian History for Competitive Exams	3	3	40	60	100
	Library	3	-			
Total		30	19			
SEMESTER - III						
19PG3SIH1	Internship/Summer Project*	-	3	50	50	100
19PG3H9	Constitutional Development and Freedom Struggle in India (From A.D 1773 to 1947 A.D)	6	4	50	50	100
19PG3H10	Historiography and Research Methodology	6	4	40	60	100
19PG3H11	History of the USA (From A. D. 1776 to 1865A. D).	6	4	40	60	100
19PG3H12	Social Movements in Modern India	6	6	40	60	100
Elective						
19PG3HE1	Heritage Tourism/ Intellectual History of India in the 20 th Century.	4	4	40	60	100
19PG3HE2						
	Library/Seminar	2	-	-	-	-
Total		30	25			
SEMESTER - IV						
19PG4H13	Contemporary Issues in India (From A. D. 1950 to 2014A.D)	6	5	40	60	100

COURSE CODE	COURSE TITLE	HRS / WK	CREDIT	CIA Mks	ESE Mks	TOT. MKs
19PG4H14	International Relations (From A. D. 1945 to 2000 A.D)	6	5	40	60	100
19PG4H15	History of the USA (From A.D. 1865 to 1993 A. D).	6	5	40	60	100
19PG4H16	History of Education in India	6	5	40	60	100
Elective						
19PG4HE3/ 19PG4HE4	Tourism Marketing and Management/ Indian Archaeology	4	4	40	60	100
	Project*& Viva Voce		3	50	50	100
	Library/Seminar	2	-	-	-	-
Total		30	27			
	Total	120	90			

OFF-CLASS PROGRAMME

ADD-ON COURSES

Courses	Hrs.	Credits	Semester in which the course is offered	CIA Marks	ESE Marks	Total Marks
SOFT SKILLS	40	4	I	40	60	100
COMPUTER APPLICATIONS -WEB DESIGNING	40	4	II	40	60	100
MOOC COURSES (Department Specific Courses) * Students can opt other than the listed course from UGC-SWAYAM portal as well as from NPTEL	-	Minimum Credits 2	-	-	-	-
COMPREHENSIVE VIVA (Question bank to be prepared for all the papers by the respective course teachers)	-	2	IV	-	-	100
READING CULTURE	15/ Semester	1	I-IV	-	-	-
TOTAL		13 +				

EXTRA CREDIT COURSE

Course Code	Courses	Hrs.	Credits	Semester in which the course is offered	CIA Mks	ESE Mks	Total Marks
19PGSLH1	Gandhian Thought	-	-	III & IV	40	60	100

- **Summer Internship:**

- Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)

- **Project:**

- Off class
- Evaluation components-Report writing + Viva Voce (Internal marks-50) + External marks 50

- **EDC:**

- Syllabus should be offered for two different batches of students from other than the parent department in Sem-I & Sem-II

I M.A.HISTORY

SEMESTER – I

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG1H 1	SOCIO, CULTURAL HISTORY OF ANCIENT INDIA UPTO 1206 A.D	LECTURE	6	4

COURSE DESCRIPTION

This course covers Socio-Cultural history of Ancient India from pre-historic period to Arab conquest.

COURSE OBJECTIVE

- To make the students understand Ancient Indian Culture in all its parameters
- To promote the conservation of our heritage and to help in heritage management.
- To get insight into the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism
- To train the students to face the competitive examinations.

UNITS

UNIT I: Sources and Pre-Historic Age : [10 HRS]

Sources and prehistory and proto history.- Sources for the study of Ancient India- Archaeological and Literary - Man and Environment - Geographical factors - Paleolithic age - Mesolithic age - Neolithic age - Chalcolithic age - Iron age.

UNIT II: Indus and Vedic Culture : [20 HRS]

Indus Culture - Vedic period- Migrations and Settlements -Evolution of social and political institutions - religious and Philosophical ideas - rituals and practices. Period of Mahajanapadas - Formation of states - rise of urban centres - trade routes - economic growth - introduction of coinage.

UNIT III: Spread of Religions and Mauryan Society : [20 HRS]

Spread of Jainism and Buddhism - Teachings of Mahavira and Buddha – Legacy of Jainism and Buddhism on Indian Culture. Contemporary society - Rise of Mauryan Empire – Society - Economy - Art - architecture and sculpture.

UNIT IV: Post Mauryan Period:**[20 HRS]**

Post Mauryan period : Socio - Religious - Economic and cultural conditions during the period of the Sathavahanas – Religious condition under the Kushanas- Mahayanism - Gandhara School of Art - Coinage .
Imperial Guptas - Economy - Coinage - land grants - decline of Urban centres - Indian Feudalism - Caste System - Position of Women -Education - Literature - Art and Architecture

UNIT V: Period of Harsha and Rajputs :**[20 HRS]**

Period of Harsha – Society – Harsha’s Religion - Religious Assemblies – Nalanda University – Itsing’s Account of India - Influence of Arab conquest in Indian culture - Culture and Society of the Rajputs .

TEXT BOOK:

1. Kurana K.L. ***History of India Earliest Times to 1761 AD***, Lakshmi Narain Agarwal, Agra 2001.

REFERENCE BOOKS:

1. Nilakanda Sastri K., ***History of India – Part I Ancient India***, Viswanathan Publishers, Madras, 1963.
2. Basham A.L .,(ed.) ***A cultural History of India*** OUP. New Delhi, 2003.
3. Basham A.L., (ed.) ***The Wonder that was India***, Sidgwick and Jackson, London, 1967.
4. Luniya B.N., ***Evolution of Indian culture, : from the Earliest Times to the Present Day***, Lakshmi Narain Agarwal, Agra, 2003.
5. Mujumdar R.C& others , ***History of Ancient India From 320 A.D to 1206 A. D***, Surjeet publications,Delhi, 1974.
6. Vincent A. Smith, ***Early History of India: From 600 B. C. to the Muhammadan Conquest***, Oxford Unilversity Press, London, 1957.
7. Romila Thapar, ***Early India***, Penquin New Delhi 2002
8. Singhal D.P., ***India and World Civilization***, Vol.2, Michigan state University, 1969.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Identify the different types of primary and secondary sources.
CO 2	Discuss the ancient Indian culture in all its parameters.
CO 3	Compile the history and cultural practices of South Asian religions, such as Hinduism, Buddhism, Jainism.
CO 4	Analyze the socio, religious, economic and cultural conditions in ancient kingdoms.
CO 5	Assess the culture and society of Rajputs.

I M.A.. HISTORY

SEMESTER -I

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WEE K	CREDIT S
PSHI	19PG1H 2	STATE AND SOCIETY IN TAMIL NADU (From Sangam Age to 1565 AD)	MAJOR CORE	6	4

COURSE DESCRIPTION

This course covers period of pre historic Tamilakam to 1565 A.D. this course comprises study of man's past history includes society, religion, material culture, various ancient Tamil dynasties and their contribution to the State and Society. It throws insight into the cultural patterns and traditions of the inhabitants and the transitions after Muslim epoch as such.

COURSE OBJECTIVES

- To analyze the Culture of Ancient Tamil Nadu
- To study the skills of Pallava Art and Architecture
- To compare and contrast the achievement of the Pandyas and Cholas
- To highlight the mingling of culture and development of new style of art and architecture under Vijayanagar

UNITS

UNIT I:

[15 HRS]

Pre historic and Sangam Tamilnadu: Pre Historic age in Tamil Nadu – Sources - Five Fold Regions and Occupations – Tamil Kingdoms – Social And Economic conditions – Sangam Literature – society- Religion – Education. Kalabhras – Influence of Jainism and Buddhism.

UNIT II:

[20 HRS]

Age of Pallavas and Bhakthi Movement: Origin of the Pallavas; Sources - Pallava's administration – Social and Economic conditions – Art and architecture – Literature and Education – Bhakti Movement – growth of Education.

UNIT III:**[15 HRS]**

Imperial Cholas: Sources – Rajaraja I and Rajendra I : Administration – Social and Economic condition – Religion – growth of Literature – Art and Architecture – Trade and Commerce. (Self Study)

UNIT IV:**[20 HRS]**

Pandyas' and Muslim epoch: Pandyas of the I & II Empire – Sources – Foreign accounts – Social and Economic conditions – Art and Architecture – Impact of Muslim rule in Tamil Nadu and Culture.

UNIT V:**[20HRS]**

Vijayanagar period: Tamil country under Vijayanagar; Sources – Social Condition – Economy – Art and Architecture – Nayankara System – Trade and Commerce – Cultural contributions of Vijayanagar in Tamil Country.

Text Books:

1. Subramanian, N., **Social and Cultural History of Tamil Nadu**, Madras, 1985. (Unit-1-4)
2. Rajayyan, K., **History of Tamil Nadu**, Madurai, 1982 (Unit 5).

Reference Books:

1. Balasubramanian, C., **The Status of Women in Tamilnadu during the Sangam Age**.
2. Devanesan, **History of Tamil Nadu, Marthandam**, Benu Publication, 2004.
3. Mahalingam, T.V., **Administration and Social Life under Vijayanagar**, University of Madras, 1951.
4. Meenakshi, C., **Administration and Social Life under the Pallavas**, Madras, 1938
5. Nilakanda Sastri, K.A., **The Cholas**, The Pandyan Kingdom, and History of South India, London, 1929.
6. Pillai, K.K., **Social History of Tamils**, University of Madras, 1975.
7. Srinivasan, K.R., **Temples of South India**, Delhi, NBT, 1995, Revised Edition.
8. Subramanian, N., **History of Tamil Nadu**, Upto 1336 AD, Madurai, 2002.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Assess the Socio- Economic condition of pre-historic and Sangam Tamil Nadu .
CO 2	Evaluate the architectural skills of Pallavas.
CO 3	Discuss the socio-economical status of Imperial Cholas.
CO 4	Compare Socio- Economic condition of Early Pandyas and Later Pandyas.
CO 5	Explain the cultural contributions of Vijayanagar kingdom to Tamil Country.

I M.A., History

SEMESTER – I

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG1H 3	PANCHAYAT RAJ	LECTURE	6	4

COURSE DESCRIPTION

This course refers to the system of Local Self Government introduced in India by a constitutional amendment of 1992.

COURSE OBJECTIVES

- To trace the historical background of Panchayat Raj in India.
- To impart knowledge on functions and administration of Panchayat raj institutions.
- To motivate the students to participate in the Panchayat Raj institutions.

UNITS

UNIT I: History of Panchayat Raj

[15 HRS]

Meaning and Concept of Panchayat Raj – Historical backdrop of Panchayat Raj System in India- Panchayat raj institutions under the Cholas – Pandyas - Gandhian Concept of Panchayat Raj.

UNIT II: Committees of Panchayat Raj

[20 HRS]

Constitutional and legal provisions of Panchayat Raj - Decentralization – Community Development Programme – Balwantrai Mehta committee Report- Asoka Mehta committee Report – G.V.K Rao Committee Report – Singhvi Committee Report - 73rd Constitutional amendment.

UNIT III: Functions of Panchayat Raj:

[20 HRS]

Structure and Functions of Gram Panchayat - Blocks – Zilla Parishads - Election - Composition and Reservation of seats – Role of Women – Women Empowerment.

UNIT IV: Panchayat raj institutions in Tamil Nadu:

[20 HRS]

Historical background – Village Panchayats – Panchayat Unions – Zilla Parishads - Elections - Problems - Composition –High level committees under L.C. Jain – Ko.Se. Mani – MK. Stalin. Role of NGOs - e-Governance in Panchayats.

UNIT V: Financial Management:

[15 HRS]

Panchayat Finance – Sources of Income – Areas of Expenditure – State Finance Commissions – Recommendations – Budget allocations – Financial Management in Local Bodies. (self study)

UNIT –VI DYNAMISM

Discuss about Present Panchayat Raj system in Village.

TEXT BOOK:

1. Material prepared by the Department.

REFERENCE BOOKS:

1. Braham Singh, (ed), ***Political System of India***, alfa Publications, New Delhi, 2008.
2. Hugh Tinker, ***The Foundations of Local Self Government in India***, Pakistan and Burma, Lalvani Publlishing Home ,Bombay, 1954.
3. Maheshwari SR, ***Public Administration in India***, Macmillan India Limited, Chennai, 2008.
4. Pradeep Kumar, (ed), ***Panchaty Raj Institutions in India***, Omega Publications, New Delhi, 2009.
5. Sawalia Bihari Berma & others(ed), ***Empowerment of the Panchayat Raj Institutions in India***, Sarup & Sons, New Delhi, 2006.
6. Sridharman N, ***A Text book of Indian Administration***, Pearl Books, New Delhi, 2010.
7. Srivastaba, ***Local Self government in India***, SBD Publlishers, Distributors, Delhi, 1991.
8. Sudhakar V, ***New Panchayat Raj System***, Mangal Deep Publications, Jaipur, 2002.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Describe the historical background of Panchayat Raj in India
CO 2	Analyze the constitutional provisions and various committees recommendation in Panchayat Raj System.
CO 3	Understand the functions and Reservation Policy of Panchayat Raj Institutions.
CO 4	Define the growth of Panchayat Raj Institutions in Tamil Nadu
CO 5	Examine the sources of income and Expenditure of Panchayat Raj.

**I M.A. HISTORY
SEMESTER –I**

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CRED ITS
PSHI	19PG1H4	WOMEN'S STUDIES	LECTURE	6	4

COURSE DESCRIPTION

This course is an interdisciplinary introduction to women's and gender studies. This course includes an examination of women's historic and contemporary status legally and economically, as well as women's struggles in identity expression, sexuality, and lifestyle.

COURSE OBJECTIVES

- To enable students to gain a perspective of the significance of women's studies, gender concepts and the major issues concerning women.
- To help students develop understanding of the status of women in India and the role of women in social institutions.
- To acquaint the students about issues concerning women working in the organized and unorganized sectors.
- To internationalize the understanding of Feminism.

UNITS

UNIT I: Introduction to Women's Studies

[15 HRS]

Definition- Meaning-Concept-Genesis-Growth and scope of women's studies in India- Women's Studies- An International perspective- History of feminism – Goals of feminism –kinds of feminism.

UNIT II: International Conferences

[15 HRS]

First World Conference on women in Mexico 1975- Second World Conference at Copenhagen 1980. Third world conference on Nairobi 1985- Fourth world conference on Beijing 1995. Millennium Development Goals UN 2000 Agenda.

UNIT III: Programmes for Women's Development

[20 HRS]

Community Development Programme- Integrated Rural Development Programme- Development of Women & Child in Rural Areas- Training of Rural Youth for Self Employment- Support to Training and Employment Program-

Indira Aawas Yojna - Swayam Siddha, Swadhar - Balika samrudhhi Yojna - Swarnjayanti Gram Swarojgar Yojana.

UNIT IV: Women and Legal Rights

[20 HRS]

Hindu Code Law- Marriage- Guardianship- Adoption Rights- Divorce- Maintenance- Inheritance- Hindu Marriage Act - Hindu Succession Act - SITA- Dowry Prohibition Act - Indecent representation of Women - Prevention of Sati Act, 1987 - Maternity Benefits Act - Acts against Dowry - Domestic Violence - Rape and Eve teasing. (SELF STUDY)

UNIT V: Health status of women in India

[20 HRS]

Mortality and Morbidity factors influencing health-Nutrition and health-HIV and IODS control program- National Health and Population Policies and programmes - Maternity and child Health approaches- Issues of old age. Women and environment- nature as feminine principle- management of natural resources - depletion of natural resources - Sustainable development and Impact on Women.

UNIT VI - DYNAMISM/CURRENTAFFAIR

Case Study Report- Recent trends in women's studies- latest acts passed to protect women's rights- on the spot study- visit to court.

TEXT BOOK: Course Material prepared by the Department.

REFERENCE BOOKS:

1. Altekar A.S., *The Position of Women in Hindu Civilization from Ancient Times to the Present Day*, New Delhi, Reprint, 1996.
2. Agnew, Vijay. *Elite Women in Indian Politics*, Vikas, New Delhi, 1979.
3. Basu A. (ed), *The challenge of Local Feminism; Womens movement in Global perspective*, Boulder Co, West View Press, 1995.
4. Bhasin, Kamala, *Some Questions on Feminism and its Relevance*, Indra Prastha Press, New Delhi, 1986.
5. Desai, *Neera and Krishnaraj, Maithreyi, Women and Society In India*, Ajantha Publications, Delhi, 1987.
6. Desai, Neera (ed). *A Decade of Women's Movement in India*, Himalaya Publications, Bombay, 1988.
7. ICSSR, *Status of Women: Report of the Committee on the Status of Women in India*, New Delhi, 1974.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study.
CO 2	Identify major influences within key historic feminist movements and world conferences.
CO 3	Evaluate, compare, and critique different Government programs for women empowerment and equipped to compete in competitive exams.
CO 4	Analyze the ways in which legal rights of women, societal institutions and power structures impact the material realities of women's lives.
CO 5	Achieve a knowledge base about general health, hygiene of women and recognize women's role in sustainable development and environment. Will be able to do research in Women Studies.

I M.A HISTORY

SEMESTER -I

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
PSHI	19H1ED C	INDIAN HISTORY FOR COMPETITIV E EXAMS	EDC	3	3

COURSE DESCRIPTION

This course gives an outline to the Indian history from ancient to modern times.

COURSE OBJECTIVES

- To enable the students to have a Bird's eye view of India through the ages.
- To explain the importance of Indian History in modern world
- To facilitate the students to take up the challenges of appearing for competitive examinations.
- To make this study job oriented.
- To explain the various kingdoms of India

UNITS

UNIT I: Ancient India

[9HRS]

Sources Archaeological sources: Exploration, excavation, epigraphy, numismatics, monuments Literary sources: Geographical factors; Paleolithic and Mesolithic; Beginning of agriculture -Neolithic and chalcolithic. Indus valley civilization- Origin, date, extent, characteristics, decline, survival and significance, art and architecture

Vedic Period: Religious and philosophic literature; Transformation from Rig Vedic period to the later Vedic period; Political, social and economical life; Significance of the Vedic Age; Evolution of Monarchy and Varna system. Formation of States - Mahajanapada; Spread of Jainism and Buddhism; Rise of Magadha and Nandas. Iranian and Macedonian invasions and their impact

UNIT II: Mauryan Empire:**[9 HRS]**

Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra; Ashoka; Concept of Dharma; Edicts; Polity, Administration; Economy; Art, architecture and sculpture; External contacts; Religion; Spread of religion; Literature. Disintegration of the Empire; Sungas and Kanvas. Post – Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas . Kharavela, The Satavahanas, Tamil States of the Sangam Age.

Guptas, Vakatakas and Vardhanas: Polity and administration, Economic conditions, Coinage of the Guptas, Golden age of the Gupta - Caste system, Position of women, Education and educational institutions; Nalanda, Vikramshila and Vallabhi, Literature, scientific literature, art and architecture.

UNIT III: Regional kingdoms:**[9HRS]**

The Kadambas, Pallavas, Chalukyas of Badami; Palas, Senas, Rashtrakutas, Paramaras, Polity and administration; Cultural aspects. Arab conquest of Sind; Alberuni, The Chalukyas of Kalyana, Cholas, Hoysalas, Pandyas. Tamil Bhakti movement, Shankaracharya; Vedanta; religious sects, Mathas, Agraharas, education and literature.

Turkish invasions: Mahmud of Gahzni and Ghor - Establishment of the Delhi Sultanate The rule of Qutb ud din Aibek - Iltutmish and Balban. Alauddin Khalji: Conquests and reforms Muhammad Tughluq: Major projects, agrarian measures. Firuz Tughluq: Agrarian measures, achievements in civil engineering and public works. Sayyids and Lodis - decline of the Sultanate, foreign contacts and Ibn Battuta's account. Society under the Sultanate, Bhakti movement, Sufi movement

UNIT IV: Mughal Empire:**[9 HRS]**

Babur and Humayun – The Sur Empire: Sher Shah's administration -Akbar - Conquests and consolidation of the Empire - Rajput policy – Religious policy- Major administrative and religious policies of Jahangir, Shahjahan and Aurangzeb – Society – Administration and culture under the Mughals - Shivaji and the early Maratha Kingdom – Bhamani and Vijayanagar Kingdom.

Peshwas -- Invasion of the Nadir Shah and Ahmad Shah Abdali – Results – Third battle of Panipat - The advent of the Europeans – Anglo – French rivalry in the Carnatic –Robert Clive –Warren Hastings– Permanent Revenue Settlement -Wellesley – Subsidiary System – Conquests – Lord Hastings- –

Ranjit Singh – William Bentick – Reforms – Lord Dalhousie - Doctrine of Lapse - The South Indian Rebellion (1800 – 1801) – Vellore Mutiny (1806) – the Rising of 1857.

UNIT V:Constitutional developments:

[9 HRS]

Viceroy – Canning – Lytton – Ripon - Curzon - Mountbatten – Policies and administration - Socio – Religious Movements in 19th century –Indian independence movement Moderates – extremists – Terrorists – India Council’s Acts of 1909 – 1919-1935- Quit India Movement- Partition of India – Independence - Communal Riots. - Social changes from 1858 –1947.

Indian Constitution – Cabinet Government - National integration- Non-alignment Indian Foreign policy after Independence –Green Revolution - White Revolution - Blue Revolution - Education in free India – Socio Economic reforms – Inter – State Water disputes -Reservation Policy - Growth of Science and Technology -- Atomic Research - Space Research (Self Study)

Text Book:

Course Material prepared by the Department

Reference Books:

1. Agarwal, **Constitutional History of India** Wiley Eastern Ltd, New Delhi, 1986.
2. Basham A.L ., (ed.) **A cultural History of India**, OUP, New Delhi, 2003.
3. Bipin Chandra, **India after Independence 1947 – 2000**, Penguin Books. New Delhi 1999
4. Burton Stein, **A History of India** Oxford University Press, New Delhi, 1998.
5. Dr.Rajeev kumar Gohit. **Contemporary History of India**, Murari – Lal & Sons. New Delhi 2007.
6. Grover B.L, **A New look Modern Indian History from 1707 to Present day on**, S. Chand and Company Ltd, New Delhi, 1993.
7. Iswari Prasad, **Short History of Muslim rule in India**, Oxford University Press London 1964.
8. Luniya B.N., **Evolution of Indian culture**, from the Earliest Times to the Present Day, Lakshmi Narain Agarwal, Agra, 2003.
9. Mujumdar R.C& others, **History of Ancient India From 320 A.D to 1206 A. D**, Surjeet publications,Delhi, 1974.
10. Nilakanda Sastri K., **History of India – Part I Ancient India**, Viswanathan Publishers, Madras, 1963.
11. P.K.Goyal . **Battle of India’s Freedom Movement**, Vista International publishing house, Delhi 2005.
12. Romila Thapar, **Early India**, Penquin, New Delhi, 2002
13. Roy Choudhary , SC . **History of Modern India**. Wiley Surjeet Publications, Delhi,1995.
14. Vincent A.Smith . **The Early History of India (From 600BC to the Muhammadan conquest)** Oxford University Press , London, 1924

Journals:

1. Competition Success
2. Competition Wizard.
3. Frontline
4. India Today.
5. The Economic and Political Weekly of India

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Acquire the knowledge of the History of India through the ages.
CO 2	Assess the various Kingdoms of India in a bird's eye view.
CO 3	Compete in competitive examinations
CO 4	Analyze the Course of Indian History
CO 5	Discuss the importance of Indian History in Modern World

I M.A. HISTORY
SEMESTER -II

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG2H 5	SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA (From 1206 to 1707 A.D)	LECTURE	6	4

COURSE DESCRIPTION

This course emphasizes the impact of Delhi Sultanate and Mughals on Indian society. It covers the Bhakthi movement and contribution of Saints to revive the Hinduism and Islam. It focuses the development of education, literature, art and architecture during medieval India.

COURSE OBJECTIVES

- To develop an understanding of India's diverse social structures of family, kinship, gender and marriage;
- To get insight into the history and cultural practices of religions, such as Sufism, Sikhism and Islam;
- To know the impact of Mughal rule on Indian society.
- To train the students to face the competitive examinations.

UNITS

UNIT I: Society under Delhi Sultanate: [10 HRS]

Sources- Ghazhanavide Empire - Alberuni and his study of science and civilization - Delhi Sultanate – Society and Culture in the Delhi Sultanate.

UNIT II: Imperial Mughals and Sufism: [20 HRS]

The Imperial Mughals - Agricultural productions - Industries - Trade and Commerce - Internal and external trade -. Socio - religious Movements - The Sufis - their orders, beliefs and practices, the leading Sufi saints

UNIT III: Bhakthi Movement : [20 HRS]

Bhakti cult - Saivism and its branches; Vaishnavism and its branches - The Saint of the medieval period - north and south - their impact on socio-political and religious life - The Sikh movement - Guru Nanak Dev and his teachings - Adi Granth - the Khalsa. (self study)

UNIT-IV: Society in Medieval India: [20 HRS]

Society - Classification - major religious groups-professional classes. - Rural society - Petty chieftains - village officials- cultivators- artisans - Position of Women - Culture - System of education - Literature - Persian, Sanskrit and Regional languages - Fine arts- Major schools of painting; music - Architectural developments of North and South India: Indo-Islamic architecture.

UNIT V: Maratha Movement and Advent of Europeans: [20 HRS]

The Maratha movement - Deccan under the Mughals(1658-1707) - Impact of the Mughal Rule on Indian History - Condition of India on the eve of the British Ascendancy. European trade, trade centres and ports - transport and communication – Hundi (Bills of exchange) and insurance – Currency

TEXT BOOKS:

1. Sathianathaier R., ***A political and cultural, History of India***, vol.2, Madras, 1929.
2. Khurana K.L. ***Medieval India***, Lakshmi Narain Agarwal, Agra 2001.

REFERENCE BOOKS:

1. Dodwell H., ***Cambridge History of India***, Cambridge University Press, Cambridge, 1929.
2. Iswari Prasad, ***History of Medieval India***, Bharatiya Vidya Bhavan, 1933.
3. Majumdar R.C., ***The History and culture of the Indian People***, Bombay, 1960
4. Majumdar R.C., ***An Advanced History of India***, Macmillan New Delhi 2002
5. Sastri K.A.N., ***History of South India***, OUP, Madras, 1955.
6. Basham A.L .,(ed.) ***A Cultural History of India***, OUP. New Delhi, 2003.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Assess the society and culture of Delhi Sultanate
CO 2	Identify cultural practices of religions like Sufism, Sikhism and Islam.
CO 3	Analyze the impact of Muslim rule on Indian society.
CO 4	Compare the socio-economic changes under Sultans, Mughals, Marathas and Europeans.
CO 5	Compile the Maratha Movement and advent of Europeans.

I M.A HISTORY

SEMESTER -II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG2H6	STATE AND SOCIETY IN TAMIL NADU -(From 1565 AD to 2000 AD)	LECTURE	6	4

COURSE DESCRIPTION

This course covers period of Nayak's rule to the Company rule. This course throws light on state various pioneering rebellions of Indian freedom struggle along with the analysis of state and society under Company's rule and independent India, Tamilnadu in particular.

COURSE OBJECTIVES

- To study the social and political background of the emergence of Nayaks, Marathas, Nawabs and the British.
- To analyse the relevance of socio-religious movement of the 19th & 20th centuries.
- To appreciate the works of the Congress and Dravidian Parties in Tamil Nadu.
- To make understand prevalence of state and society under the Company rule.

UNIT I: Society under Nayaks and Marathas

[15 HRS]

: Nayaks – Nawabs – Sources – Nayaks of Madurai – Nayaks of Thanjavur and Gingee – Marathas of Tanjore – Carnatic Nawabs : Political, Social Cultural conditions under their rule. Poligari system – Kaval system – Saivism – Vaishnavism - Christianity – Islam – Devadasi system.

UNIT II: Rebellions:

[20 HRS]

Nawab of arcot – Carnatic Wars – Poligari Rebellion – South Indian Rebellion – Annexation of Carnatic – Vellore Mutiny – Society – Religion – Culture of Marathas.

UNIT III :Tamilnadu under the Company's rule: [20 HRS]

Colonial Economy – Revenue Policy – Emergence of the Elites – Judicial Administration – Police Administration – Western Education – Role of the Christian Missionaries.

UNIT IV : Reform Movements [15 HRS]

Vaikundaswamy – Ramalinga Adigal – Political and Social Awakenings – Emergence of Subaltern Consciousness – Tamil Revivalism: Tamil a symbol of Awakening – Role of Tamilagam in the National Movement.

UNIT V : Dravidian Movements: [20 HRS]

Struggle for Social Equality – Justice Party – EVR and Self Respect Movement – D.K. Movement – Contributions of Congress and Dravidian Parties to Social upliftment – Agricultural and Industrial, Educational and Social Developments since independence.(SELF STUDY)

Text Books:

1. Rajayyan, K., *Real History of Tamil Nadu*, Madurai, 2005.
2. Devanesan, A., *History of Tamil Nadu*, Marthandam, 2004.

REFERENCES:

1. Baker, C.J., *The Politics of south India 1920-1937*.
2. Chopra, P.N., Ravindran, T.K. and Subramanian, N., *History of South India*.
3. David Arnold, *The Congress in Tamil Nadu (1919-1937)*, New Delhi, 1977.
4. Eugene, F.Frschick, *Politics and Social Conflict in South India*, Bombay, 1964.
5. Hardgrave, Robert,L., *The Nadars of Tamil Nadu: The Culture of a Community in Change*, California, 1969.
6. Suntharalingam, *Politics and Nationalist Awakening in South India*, New Delhi, 1980.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Discuss the socio-economic and political condition of Nayakdoms.
CO 2	Analyze the various wars and rebellions of in Tamil Nadu.
CO 3	Explain the role of Christian missionaries and impact of western education.
CO 4	Assess the various social reform movements and its impact.
CO 5	Compare the role of central and state political parties to the social and economic

I M.A.HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WEE K	CREDIT S
PSHI	19PG2H 7	HISTORY OF FAR EAST (From A.D 1841 To 1945 A.D)	LECTUR E	6	4

COURSE DESCRIPTION

This course deals with the far eastern countries like China Japan and Korea. It focuses on the socio political changes which took place in the Far Eastern countries during 19th century.

COURSE OBJECTIVES

- To trace the historical background of China, Japan and Korea.
- To learn the socio – political changes in the Far Eastern countries.
- To highlight the position of Far eastern Countries in the Modern World.

UNITS

UNIT I: China

[15 HRS]

Geographical features – Western Influence on China – Opium Wars – Taiping Rebellion - Sino – Japanese War of 1894 – Open Door Policy - The Boxer Uprisings

UNIT II: Chinese internal and external affairs

[20 HRS]

The Revolutions of 1911 - Sun yat Sen – China in the I World War -Growth of national awakening - Kuomintang Party – Washington Conference – Sino – Japanese relations - Manchurian crisis – China and II World War – People’s Republic.

UNIT III: Japan

[20 HRS]

Geographical features – Tokugawa Shogunate – Policy of Seclusion- Perry mission and Treaty of 1858- Meiji Era - Modernization in Japan – Japan in the 19th Century.

UNIT IV: Japanese internal and external affairs**[15 HRS]****Japan during World War I – Japan’s Foreign Policy from 1894 -1937 - II
Sino Japanese War - Japan in the II World War – Causes for the failure.
(SELF STUDY)****UNITV:Korea****[10HRS]**

Geography – European Contacts – Korea’s relations with Japan – China – USA- - Trade agreements of Korea – Korea between Two World Wars - Nationalism in Korea.

Text Book:

1. Majumdar & Srivatsava, *History of Far East*, SBD Publishers’ Distributors, Delhi, 1994.

REFERENCES:

1. Harnold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, Ludhiana, 2002.
2. Paul H, Clyde & Burton F. Beers, *The Far East*, Prentice house, Bombay, 1961.
3. D.G.E. Hall, *A History of South – East Asia*, Macmillan Education, London, 1087.
4. W. G. Beasley (ed), *Modern Japan*, George Allen & Unwin Ltd, London, 1975.
5. Sexena SK, *History of Japan*, Omega Publications, New Delhi, 2013.
6. Jayapalan N, *History of China*, Atlantic Publishers and Distributors, New Delhi, 2000.
7. Michael Gottlob, (d), *Historical Thinking in South Asia*, Oxford University Press, New Delhi, 2005.
8. Lal K.S (ed), *Studies in Asian History*, Indian Council for cultural Relations, Asia Publishing House, New Delhi, 1969.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Understand the geographical features, historical background of China, Japan and Korea.
CO 2	Identify the socio-political changes in the far Eastern Countries.
CO 3	Analyze the role of China and Japan in the World wars.
CO 4	Compile the Sino-Japanese relations.
CO 5	Compare the Korean’s relation with China, Japan and the world.

I M.A.. HISTORY

SEMESTER -I

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG2H 8	HUMAN RIGHTS	LECTURE	6	4

COURSE DESCRIPTION

The course seeks to provide post-graduate students with a general introduction to the sources, systems and foundations of international human rights and its laws.

COURSE OBJECTIVES

- To highlight the relevance and Development of Human Rights
- To impart the consciousness on Constitutional guarantee of Human Rights
- To impart knowledge on Human Rights violations.
- To give awareness on the laws related to Human Rights of various sections of the society.

UNITS

UNIT: I Introduction to Human Rights

[10 HRS]

Meaning – History – Origin and Growth –Theories of Human Rights – Universal Declaration of Human Rights (UDHR)

UNIT II: International Human Rights Documents

[20 HRS]

International Covenant on Civil and Political Rights (ICCPR) –Optional Protocol to ICCPR - International Covenant on Economic, Social and Cultural Rights - Convention on the Rights of the Child – International Convention on Elimination of Racial Discrimination (CERD) –Convention Related to the Status of Refugees.

UNIT III: Human rights in Indian Constitution

[20 HRS]

Preamble – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission – SC / ST Commission – Minority Commission

UNIT IV: Human Rights Violations**[20 HRS]****Domestic violence - Torture, Custodial Death,- Encounter Death-
Judicial Killings – Death Penalty - Child Trafficking - NSA – MISA -
Goondas Act,- TADA, and POTA. (Self Study)****UNIT V: Human Rights of Women:****[20 HRS]**Children – Dalits - Prisoners – Physically Challenged- Trans – Genders – Social
Activists - Mehta Patker – Malala.**UNIT VI: DYNAMISM**

Recent Amendments and Acts

Text Book:

1. Course material prepared by the Department.

Reference Books:

- Krishna Iyer,. V.R., **Human Rights**, New Delhi, BR. Publications Corporative, 1995.
- Asish Kumar Das & Prasanth Kumar Mohanthy, **Human Rights in India**, Sarup & Sons Publishers, New Delhi, 2007.
- Lina Gonsalves, **Women and Human Rights**, APH Publishing Corporation, New Delhi, 2008.
- Paramjilt S Jaswal & Nishtha Jaswal, **Human Rights and the Law**, APH Publishing, New Delhi, 1996.
- Sharma, OC, **Crime Against Women**, New Delhi: Ashish Publishing House, 1994.
- Thomas, MA, **The Struggle for Human Rights**, Bangalore: Asian Trading Corporation, 1992.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Outline the relevance and development of human rights
CO 2	Acquire the knowledge about International Human Rights Documents.
CO 3	Discuss the Reservation policy for Minorities.
CO 4	Assess the Human Rights violations..
CO 5	Analyze the laws related to Human Rights

I M.A HISTORY
SEMESTER -I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19H2EDC	INDIAN HISTORY FOR COMPETITIVE EXAMS	EDC	3	3

COURSE DESCRIPTION

This course gives an outline to the Indian history from ancient to modern times.

COURSE OBJECTIVES

- To enable the students to have a Bird's eye view of India through the ages.
- To explain the importance of Indian History in modern world
- To facilitate the students to take up the challenges of appearing for competitive examinations.
- To make this study job oriented.
- To explain the various kingdoms of India

UNITS

UNIT I: Ancient India

[9HRS]

Sources Archaeological sources: Exploration, excavation, epigraphy, numismatics, monuments Literary sources: Geographical factors; Paleolithic and Mesolithic; Beginning of agriculture -Neolithic and chalcolithic. Indus valley civilization- Origin, date, extent, characteristics, decline, survival and significance, art and architecture

Vedic Period: Religious and philosophic literature; Transformation from Rig Vedic period to the later Vedic period; Political, social and economical life; Significance of the Vedic Age; Evolution of Monarchy and Varna system. Formation of States - Mahajanapada; Spread of Jainism and Buddhism; Rise of Magadha and Nandas. Iranian and Macedonian invasions and their impact

UNIT II: Mauryan Empire:**[9 HRS]**

Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra; Ashoka; Concept of Dharma; Edicts; Polity, Administration; Economy; Art, architecture and sculpture; External contacts; Religion; Spread of religion; Literature. Disintegration of the Empire; Sungas and Kanvas. Post – Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas . Kharavela, The Satavahanas, Tamil States of the Sangam Age.

Guptas, Vakatakas and Vardhanas: Polity and administration, Economic conditions, Coinage of the Guptas, Golden age of the Gupta - Caste system, Position of women, Education and educational institutions; Nalanda, Vikramshila and Vallabhi, Literature, scientific literature, art and architecture.

UNIT III: Regional kingdoms:**[9HRS]**

The Kadambas, Pallavas, Chalukyas of Badami; Palas, Senas, Rashtrakutas, Paramaras, Polity and administration; Cultural aspects. Arab conquest of Sind; Alberuni, The Chalukyas of Kalyana, Cholas, Hoysalas, Pandyas. Tamil Bhakti movement, Shankaracharya; Vedanta; religious sects, Mathas, Agraharas, education and literature.

Turkish invasions: Mahmud of Gahzni and Ghor - Establishment of the Delhi Sultanate The rule of Qutb ud din Aibek - Iltutmish and Balban. Alauddin Khalji: Conquests and reforms Muhammad Tughluq: Major projects, agrarian measures. Firuz Tughluq: Agrarian measures, achievements in civil engineering and public works. Sayyids and Lodis - decline of the Sultanate, foreign contacts and Ibn Battuta's account. Society under the Sultanate, Bhakti movement, Sufi movement

UNIT IV: Mughal Empire:**[9 HRS]**

Babur and Humayun – The Sur Empire: Sher Shah's administration -Akbar - Conquests and consolidation of the Empire - Rajput policy – Religious policy- Major administrative and religious policies of Jahangir, Shahjahan and Aurangzeb – Society – Administration and culture under the Mughals - Shivaji and the early Maratha Kingdom – Bhamani and Vijayanagar Kingdom.

Peshwas -- Invasion of the Nadir Shah and Ahmad Shah Abdali – Results – Third battle of Panipat - The advent of the Europeans — Anglo – French rivalry in the Carnatic –Robert Clive –Warren Hastings– Permanent Revenue Settlement -Wellesley – Subsidiary System – Conquests – Lord Hastings- – Ranjit Singh – William Bentick – Reforms – Lord Dalhousie - Doctrine of Lapse

- The South Indian Rebellion (1800 – 1801) – Vellore Mutiny (1806) – the Rising of 1857.

UNIT V:Constitutional developments:

[9 HRS]

Viceroy – Canning – Lytton – Ripon - Curzon - Mountbatten – Policies and administration - Socio – Religious Movements in 19th century – Indian independence movement Moderates – extremists – Terrorists – India Council’s Acts of 1909 – 1919-1935- Quit India Movement- Partition of India – Independence - Communal Riots. - Social changes from 1858 –1947.

Indian Constitution – Cabinet Government - National integration- Non-alignment Indian Foreign policy after Independence –Green Revolution - White Revolution - Blue Revolution - Education in free India – Socio Economic reforms – Inter – State Water disputes -Reservation Policy - Growth of Science and Technology -- Atomic Research - Space Research (Self Study)

Text Book:

Course Material prepared by the Department

Reference Books:

1. Agarwal, **Constitutional History of India** Wiley Eastern Ltd, New Delhi, 1986.
2. Basham A.L ., (ed.) **A cultural History of India**, OUP, New Delhi, 2003.
3. Bipin Chandra, **India after Independence 1947 – 2000**, Penguin Books. New Delhi 1999
4. Burton SteiN, **A History of India** Oxford University Press, New Delhi, 1998.
5. Dr.Rajeev kumar Gohit. **Contemporary History of India**, Murari – Lal & Sons. New Delhi 2007.
6. Grover B.L, **A New look Modern Indian History from 1707 to Present day on**, S. Chand and Company Ltd, New Delhi, 1993.
7. Iswari Prasad, **Short History of Muslim rule in India**, Oxford University Press London 1964.
8. Luniya B.N., **Evolution of Indian culture**, from the Earliest Times to the Present Day, Lakshmi Narain Agarwal, Agra, 2003.
9. Mujumdar R.C& others, **History of Ancient India From 320 A.D to 1206 A. D**, Surjeet publications,Delhi, 1974.
10. Nilakanda Sastri K., **History of India – Part I Ancient India**, Viswanathan Publishers, Madras, 1963.
11. P.K.Goyal . **Battle of India’s Freedom Movement**, Vista International publishing house, Delhi 2005.
12. Romila Thapar, **Early India**, Penquin, New Delhi, 2002
13. Roy Choudhary , SC . **History of Modern India**. Wiley Surjeet Publications, Delhi,1995.
14. Vincent A.Smith . **The Early History of India (From 600BC to the Muhammadan conquest)** Oxford University Press , London, 1924

Journals:

1. Competition Success
2. Competition Wizard.
3. Frontline
4. India Today.
5. The Economic and Political Weekly of India

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Acquire the knowledge of the History of India through the ages.
CO 2	Assess the various Kingdoms of India in a bird's eye view.
CO 3	Compete in competitive examinations
CO 4	Analyze the Course of Indian History
CO 5	Discuss the importance of Indian History in Modern World

II M.A HISTORY

SEMESTER -III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG3H 9	CONSTITUTIONAL DEVELOPMENT AND FREEDOM STRUGGLE IN INDIA (A.D1773- 1947 A.D)	LECTURE	6	4

COURSE DESCRIPTION

This course gives historical background of the constitutional development in India. It focuses on the role played by the national leaders for the growth of Indian constitution and major movement which lead to the Indian Independence.

COURSE OBJECTIVES

- To understand the colonial hegemony in India
- To Inculcate the knowledge of solidarity shown by Indians against British Government
- To encourage students to do research on national issues.

UNITS

UNIT -I Constitutional Developments [15 HRS]

Regulating Act of 1773- Pitt's India Act- Constitutional developments between 1784 – 1853 (Charter Acts) - Early resistance to the colonial rule: South Indian Rebellion 1800-1801- Vellore Mutiny of 1806 – The Revolt of 1857 – Act of 1858.

UNIT -II Indian National Congress [15HRS]

Rise of Nationalism – Western Education and Political Ideas - Economic Background to Nationalism – Socio – Religious reform Movement of 19th century – Pre - Congress Organizations -Birth of the Indian National Congress - Act of 1892- Moderate and Extremist Programmes of the Congress.

UNIT –III Revolutionary Movement in India and Abroad [15HRS]

V. D. Savarkar 's freedom Movement in India and London – Madam Cama's activities in Europe – Alipore Conspiracy case – Sardar Bhagat Singh – Subash Bose and Azad Hind Fauj – Wahbi Movement – Communal Movement of Muslim League. – Government of India Act 1909- Government of India Act 1919-Home Rule Movement – Lucknow Pact.

UNIT –IV Gandhian Era [15 HRS]

Advent of Gandhi – his ideology – Rowlatt act and Jallianwala bagh Massacre – Khilafat Question – Non – Cooperation Movement - Swaraj party- **Simon Commission –Nehru Report – Jinnah's fourteen points- Civil Disobedience Movement** – Gandhi – Irwin Pact – Round Table Conference – Communal Award – Poona Pact.(Self study)

UNIT –V Indian Independence [15 HRS]

Government of India Act 1935- Impact of Second World War –August Declaration- Individual Satyagraha - Cripps Proposals – Quit India Movement– Demand for Pakistan – Liaquat Pact – C. R. Formula - **Netaji Subhash Chandra Bose – INA – Wavell Plan – Simla Conference,– Cabinet Mission Plan - Mountbatten Plan – Direct Action Day – Indian Independence Act 1947. (Self Study)**

TEXT BOOK

1. Agarwall, **Constitutional Development and national Movement in India**, S.chand and Company, New Delhi

REFERENCES .

1. Bipin Chandra, **India's Struggle for Independence 1857-1947**, Penguin Books, New Delhi, 1989.
2. Grover.B.L, Grover.S, **A New Look At Modern Indian History**, S.Chand and Company Ltd,New Delhi, 2004.
3. Gupta D.C., **Indian National Movement and Constitutional Development**, Pusthak Sadan, Delhi, 1973.
4. Jim Masselos, **Indian Nationalism – A History**, sterling Publishers Pvt., Ltd., New Delhi, 2002.
5. Khurana.K.L, **Modern India (1707-1967 A.D)**, Lakshmi Narain Agarwal, Agra, 2008.
6. Prasad.L, **Indian National Movement**, Lakshmi Narain agarwal, Agra, 2011.
7. Rajayyan.K, **A History of Freedom Struggle In India**, Madurai, 1981.
8. Ram.S,Kumar.R, **Mass Movement and National Upsurge 1920-1925**, Common Wealth Publishers, New Delhi,2008.
9. Srinivasa Murthy A.P., **History of Indian freedom Movement (1857-1947)**, S.Chand and Company, New Delhi, 1987.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Illustrate the Constitutional Development in India.
CO 2	Compile the contribution of freedom fighters in freedom struggle.
CO 3	Analyze the colonial hegemony in India.
CO 4	Compare the revolutionary movement in India and abroad.
CO 5	Recall the role of Gandhi in Freedom Struggle.

II M.A HISTORY

SEMESTER –III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG3 H10	HISTORIO GRAPHY AND RESEARC H METHODO LOGY	LECTURE	6	4

COURSE DESCRIPTION

This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past

COURSE OBJECTIVES

- To undergo in depth study of history its meaning, scope and philosophy.
- To understand historians and his ideas.
- To identify and evaluate an historical thesis or interpretation
- To facilitate the students know about methodology which will help them to pursue research in future.
- To inculcate them to know the recent trends in historical research.

UNITS

UNIT I Concept of History

[15Hrs]

: Definition – Nature- Scope and Kinds of History - Uses and Abuses of History
- History and auxiliary subjects -History is a science or an Art.

UNIT II: Ancient and Medieval Historiography

[20 Hrs]

Greek Historiography: Herodotus- Thucydides – Polybius – Character.

Roman Historiography: Titus Livy – Tacitus –Character.

Christian Historiography: St. Augustine – Character

Indian Historiography: Kalhana – Alberuni – Barani – Ferishta – Abul Fazl-
Character.

UNIT III Modern Historiography:**[20Hrs]**

Romanticist Historiography- Rousseau – Hegel – Karl Marx.

Scientific Historiography-Ranke- Spengler – Toynbee

Indian Historiography: Jadhunath Sarkar – K. A. N. Sastri – K.K. Pillai – Irfan Habib – K.N. Panikkar - K. Rajayyan.

UNIT IV: Sources of History:**[15Hrs]**

Primary sources - Archaeological – Epigraphical – Numismatical – Literary – Confidential Reports – Government orders – Characteristics.

Secondary sources - Characteristics. Sources for the study of Ancient – Medieval and Modern India.

UNIT V: Research in History:**[20 Hrs]**

Selection of topic – Hypothesis – review of literature – collection of data – Internal and External criticism - chapterization –Synthesis - Exposition - Objectivity and Bias in History - Footnotes bibliography - Appendix – Presentation. (study study)

TEXT BOOK:

Rajayyan K., **History in Theory and Method**, Raj Publishers, Madurai, 1982

REFERENCES:

1. Carr E.H., **What is History**, Penguin Books, New York, 1964.
2. Collingwood, R.G., **The Idea of History** (Oxford Publications New Delhi, 1977
3. Manickam S., **Theory of History & Method of Research**, Madurai, 1977.
4. Jeyapalan.N., **Historiography**, Atlantic Publisher and Distributors, New Delhi, 999.
5. Majumdar R.K. & srivastva A.N., **Historiography**, Surjeet Book Depot, Delhi., 1980.
6. Subramanian N., **Historical Research Methodology**, Ennes Publications Madurai, 1986.
7. Khurana K.L. , **Concepts and Methods of Historiography**, Lakshmi Narain
8. Venkatesan.G., **Historiography**, V.C.Publications, Rajapalayam, 1994.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Identify and evaluate an historical thesis or interpretation embedded in an historical essay or book
CO 2	Understand the relationship between history and social science disciplines in their subjects, approaches, and methods.
CO 3	Examine human activity in a wide variety of periods and places from a historical Perspective, Social, Historical, Cultural Understanding
CO 4	To understand how to use library and research to gather an appropriate array of documents (primary sources) as evidence about historical events or movements.
CO 5	Learn basic skills of interrogating statistical and quantitative historical sources.

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SEMESTER – III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG3H 11	HISTORY OF USA (From 1776 to 1865)	LECTURE	6	4

COURSE DESCRIPTION

This course focuses on the discovery of America from 1716 to Civil War of 1865. The course will introduce major social, political, economic and cultural events and also addresses the changes and development of USA under various Presidents.

COURSE OBJECTIVES

- To highlight the significance of the American War and the Independence and the formation of the USA.
- To understand the administration of the USA under various presidents.
- To impart the concept of Nationalism and federal form of Government in Contemporary World.
- To highlight the influence of westward expansion and Civil war.
-

UNITS

UNIT I: Colonial America and Growth of Nationalism [15 HRS]

Discovery of America – England and her colonies – Colonial society – culture – administration - Anglo French Rivalry –. The war of American Independence – Declaration of Independence – Peace of Paris 1783 – Birth of the United States of America.

UNIT II: Early Problems of the New Nation [20 HRS]

The Articles of confederation –Philadelphia Convention of 1787 – Making of Federal Constitution –Federal Regime - Washington and his achievements – Alexander Hamilton – Emergence of political parties. John Adams – Administration.

UNIT III: The Republican Presidents**[15 HRS]**

The Republican Revolution –Jeffersonian Democracy - Madison and Second war with England 1812 –Era of Good Feeling - Monroe Doctrine. Jacksonian Democracy.

UNIT IV: Westward Expansion**[20 HRS]**

Louisiana purchase – Acquisition of Florida — Doctrine of Manifest Destiny - Texas & Oregon – President Polk and Manifest Destiny - War with Mexico – Purchase of Alaska - Influence of westward Expansion.

UNIT V: Issue of slavery**[20 HRS]**

Anti Slavery Movement - Missouri Compromise of 1820 - Compromise of 1850 - Civil War - causes – course – results of the civil war- services rendered by Abraham Lincoln. (SELF STUDY)

TEXT BOOKS:

1. Rajayyan. K. ***A History of the United States***, Madurai Publishing House, Madurai, 1978.

REFERENCE BOOKS:

1. Beard and Beard, ***New basic History of the United States***, New York, 1968.
2. Dalal B.P., ***Twenth Century America***, Bombay.1973.
3. Hill. C.P., ***History of the United States***, London, 1974.
4. Krishnamurthi, ***History of the United States of America***, 1492-1965, Madurai Printers, Madurai, 1980.
5. Majumdar, R.K. & Srivastva, ***A.N. History of the United States of America*** – From 1845 to Present Day, SBD Publishers and Distributors, New Delhi, 1998
6. Marshall Smelsor, ***American History*** – At A Glance, Barnes and Noble INC, New York, 1962
7. Nambi Arooran. K, ***History of United States of America (Tamil)***, TamilNadu Text Book Society, Government of Tamil Nadu, Chennai, 1975.
8. Parkes, H.B. ***The United States of America*** , Calcutta, 1964.
9. Ralph, W.Steen, ***The United States – A History***, New Jersey, 1959.
10. Subramanian, N., ***A History of the USA***, Ennes Publication, Udumalpet, 1986.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Identify the significance of the American war of Independence and the formation of USA.
CO 2	Classify the administration of the USA under various Presidents.
CO 3	Illustrate the concept of republican and federal form of Government in USA.
CO 4	Describe the influence of Westward expansion and Civil war
CO 5	Analyze the role of Anti-Slavery Movement and the service rendered by Abraham Lincoln.

II M.A HISTORY

SEMESTER -III

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/ WEEK	CREDIT S
PSHI	19PG3H1 2	SOCIAL MOVEMENT S IN MODERN INDIA	LECTURE	6	4

COURSE DESCRIPTION

This course focuses on the genesis and growth of various social movements in India. It includes Peasants, Tribals, Women and downtrodden people movements.

COURSE OBJECTIVES

- To implant social concern at the minds of the youth.
- To impart the concept and causes for social movements
- To give knowledge on the movements of peasants, tribals and women.
- To highlight the religious and secular movements and the social reformers.

UNITS

UNIT I Concept of Social Movement [10 Hrs]

Definition - Causes for the Movements - Types - Theories of Social Movements - Structure of Indian society -Casteism.

UNIT II : Peasant Movements [20 Hrs]

Agrarian Problems -Indigo Revolt -Pabna Movement- Champaran Satyagraha (1917): Kheda Peasant Struggle: The Bardoli Movement in Gujarat- Moplah Rebellion in Malabar: Peasant Revolt in Telangana: Tebhaga Movement in Bengal.

UNIT III: Tribal Movements: [20 Hrs]

causes of tribal movements-The Santhal Insurrection, The Munda Rebellion - The Bodo Movement - Jharkhand Movement

Women's Movements: Concept of Feminism – Arya Mahila Samaj – Bharat Mahila Parishad - Seva Sadan – All India Women's Conference –Women's India Association – The National Council of Women in India.

UNIT IV : Religious Movements [20 Hrs]

Background- Brahma Samaj – Arya Samaj – Ramakrishna Mission – Vallalar's Sanmarka Sangam - Theosophical Movements - Aligarh Movement – Khilafat Movement –Christian Missionaries – Jesuits – Neo-Buddhist Movement - Sikhism – Lingayat Movements - Sufis – Impact.

UNIT V: Secular Movements and Social Reformers : [20 Hrs]

Self Respect Movement -- Depressed Class Movements – Dalit Movements – Temple Entry Movement- Yadava Movement – Nadar Movement. Impact of Social Media (Digital).

Maha Govinda Jyotiba Phule – Ambedkar - - Vinobave- Ayothidasa Pandithar – Narayana Guru –Baba Amte-Mother Teresa (Self Study)

Text Book:

1. Materials prepared by the Department

Reference Books:

1. Basham, A.L. ***A Cultural History of India***, Oxford University Press, New Delhi, 2011.
2. Das Gulshan, ***Voice of the Voiceless***, Conceptualizing the Marginalized Psyche, Authors Press, 2012.
3. Desai, A.R. ***Social Background of Indian Nationalism***, Popular Prakasham, New Dehi 2005
4. Desai, Neera (ed), ***A Decade of Women's Movement in India***, Himalaya Publications, Bombay, 1988.
5. Dhanagare, D.N. ***Peasant Movements in India: 1920 – 1950***, Oxford University Press, New Delhi, 1991.
6. Dube, S.C. ***Indian Society***, National Book Trust, New Delhi, 2008.
7. Guha, Ranajit, (ed.) ***Subaltern Studies Series, Vols. I to VII***, Oxford University Press, New Delhi, 1988.
8. Kumar, Kapil, ***Peasants in Revolt***, Manohar, New Delhi, 1984.
9. Rao, M S A, (ed) ***Social Movements in India***, Manohar Publications, New Delhi, 1978
10. Tandon N., ***Feminism: A Paradigm Shift***, Atlantic Publishers and Distributors (P) Ltd., New Delhi (2008)

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Explain the concept and causes for social movements.
CO 2	Evaluate the movements of peasants, tribals and women
CO 3	Assess the contribution of social reformers
CO 4	Discuss the legacy of Missionaries and other region movements.
CO 5	Analyse the secular movements in India

II M.A HISTORY
SEMESTER -III

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
PSHI	19PG3HE 1	HERITAG E TOURISM	LECTURE	4	4

COURSE DESCRIPTION

This course covers the basic idea of Heritage tourism. It gives an account on the natural and manmade resources which were available in India. It highlighted the heritage sites of India. It deals with the potentials and motivational factors of the heritage tourism in India.

COURSE OBJECTIVES

- To understand the basic concepts, types and resources of tourism.
- To know about the manmade and natural tourism resources in India.
- To gain knowledge about the cultural potentials of India.
- To identify the tourism sites in Tamilnadu and India.

UNITS

UNIT I: Concepts and Components:

[10 HRS]

Tourism - Excursion – Types and forms of tourism – Basic components of tourism, Motivations for travel –Types of Tourism Resources in India – Tourism offices in India and abroad – benefits.

UNIT II: Natural resources:

[15 HRS]

Hills, Beaches, Wetlands, Rivers, Lakes, Ponds, Streams, Waterfalls, Estuaries, Floral Wealth, Fauna, Islands, Hot and Cold Deserts, Wild Life Sanctuaries, National Parks and Biosphere Reserves -Himachal Pradesh – Kullu – Shimla – Manali – Chamba – Mandi – Dalhousie – Dharmashala – Ladakh – Kodaikanal – Ooty – Valparai – Pollachi – Yercaurd

UNIT III: Cultural heritage Tourism:

[15 HRS]

Traditional and Promotional Tourism – Fairs and Festivals – Performing Arts of India, Classical Dances, Drama, Music and Handicrafts – Tribal Heritage, Ethnic Heritage.

UNIT IV: Man-made resources:**[10 HRS]**

Architectural – Archaeological and Historical sites in India –Pilgrimage Destinations: Hindu, Buddhist, Jain, Christian, Muslim and Sikh Centres. Museums – Art Galleries – Libraries – Facilities and Amenities -

UNIT V: World heritage sites in India:**[10 HRS]**

Ajanta – Ellora and Elephanta Caves – Bodh Gaya – Khajuraho – Konark Sun Temple Mahabalipuram –Meenakshi Amman Temple – Qutb Minar – Taj Mahal – Hampi – Kaziranga National Park – Sunderbans National Park. (self study)

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Explain the basic concepts of tourism types and resources.
CO 2	Understand the Natural Tourism resources in India.
CO 3	Realize the rich cultural heritage of India.
CO 4	Identify the manmade tourism resources in India.
CO 5	Identify the World heritage sites in India.

II M.A HISTORY

SEMESTER -III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
PSHI	19PG3HE 2	INTELLECTU AL HISTORY OF INDIA IN THE 20 TH CENTURY	LECTURE	4	4

COURSE DESCRIPTION

This course highlights the contribution of various intellectuals in India including social, political and literature.

COURSE OBJECTIVE/S

- To highlight the role of great intellectuals in the shaping of India.
- To follow the footsteps of the intellectuals in various fields and assimilate them as role models.
- To fulfil the need of the study of the past ideology in order to understand the current intellectuals.

UNIT I : India at the beginning of the 20th Century: [10 HRS]

- Political condition – Social Condition – Economic condition – Course of Freedom Movement

UNIT II : Political Thought: [10 HRS]

B.G Tilak- Lala Lajput Rai – B. C. pal – Mahatma Gandhi – Zakir Hussain – Jayaprakash Narayan – Indira Gandhi

UNIT III : Social Thought: [10 HRS]

Vinoba Bhave – Dr. Muthulakshi Reddy – Periyar EVR- Mother Theresa

UNIT IV: Socialists and Communists [15 HRS]

**M.N. Roy – S. A. Dange – Ram Manohar Lohia – E. M.S. Namboodripad.
(Self Study)**

UNIT V: Literateurs: [15 HRS]

Rabindranath Tagore – Muhammad Iqbal – Subramaniya Bharathi – Thiru Vi.Ka – Sarojini Naidu – Bharathidasan.

Text Book:

1. Materials prepared by the Department.

Reference Books:

1. Bharathi, Mahatma Gandhi, *Man of the Millennium*, s. chand & Co., New Delhi, 2000.
2. Gopalakrishnan M. d., Periyar, *Father of Tamil Race*, Emerald Publishers, Chennai.
3. Grover B. L., & Grover S., *A New Look at Modern Indian History (From 1707 to the Modern Times)*, s. chand & Co. New Delhi, 2006.
4. Nanda B. R. *Jawaharlal Nehru, Rebel and Statesman*, Oxford University Press, Delhi, 1995.
5. Naravane V. S. *Modern Indian Thought*, Orient Longman, New Delhi, 1978.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Explain the role of great intellectuals in the shaping of India
CO 2	Evaluate the footsteps of the intellectuals in various fields and assimilate them as role models.
CO 3	Assess the need for the study of the past ideology in order to understand the current intellectuals.
CO 4	Discuss the legacy of social thinkers
CO 5	Analyse the role of litterateurs in the intellectual thinking

II M.A.HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
PSHI	19PG4H13	CONTEMPORARY ISSUES IN INDIA (FROM A.D.1950 TO 2014 A.D)	LECTURE	6	4

COURSE DESCRIPTION

This course focuses on the contemporary politics of India. It deals with the domestic and foreign policies of India.

COURSE OBJECTIVES

- To motivate the students understand the achievements of Independent India.
- To make the students understand the challenges faced by India.
- To create awareness among the students on various Political – social – Economic Issues

UNITS

UNIT -I Independent India

[15HRS]

Integration of Princely States – Integration of French and Portuguese Possessions - Role of Sardar Vallabhai Patel - Framing of Indian Constitution - General Election-Linguistic Reorganization of States.

UNIT -II Foreign Policy of India

[20HRS]

Indo – Pak Relations – Indo – China Relations –Indo – Srilankan Relations – Indo – Soviet Relations - Indo – US relations . India and Disarmament – NBT-CTBT

UNIT –III Major Issues

[20HRS]

Hindu – Muslim Riots 1947 – Sikh Riots – Babri –Masjid – Ramajanma boomi Issue – Reservation policy in India – Inter – State Water disputes

UNIT –IV Economic Development

[20 HRS]

Transport and Communication - Indian Agriculture - Green Revolution - M.S.Swaminathan - Diary Development - White Revolution - Blue Revolution - Five year plans - India and the World Bank - New Economic Reforms- Globalization – Urbanization. (Self Study)

UNIT –V Development of Science and technology

[15HRS]

Atomic Research – Space Research – ISRO – DRDO- H.J. Bhaba – APJ Abdul Kalam.

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

HRS

Verdict of Ayodhaya Issue-GST-CAA

Text Book:

1. Venkatesan G., **History of Contemporary India 1947 – 2007**, V. C Publications, Rajapalayam, 2007.

REFERENCES:

1. Bakshi S. R., **Ideological Conflict and Partition of India**, Vista International Publishing house, Delhi, 2005.
2. Basu D. D., **Constitutional Law of India**, Prentice Hall of India Private Limited, New Delhi, 1991.
3. Bipin Chandra & Others, **India After Independence 1947-2000**, Penguin Books, India Pvt. Ltd., New Delhi, 2000.
4. Carla M. Borden (ed.), **Contemporary India**, Oxford University press, Delhi, 1989.
5. Dube,S.C., **India since Independence'**,(New Delhi, 1990).
6. Joshi G. N., **The Constitution of India**, Macmillan India Limited, New Delhi, 1983.
7. Mahajan,V.D., **Modern India**,(New Delhi:S.Chand & Co., 2000)
8. Majumdar,R.C., **Modern India**, (MacMillan,2000)
9. Mehrotra S. R, **Towards India's Freedom and Partition**, Rupa & Co., New Delhi, 2005.
10. Pradeep Nayak, **The Politics of the Ayodhya Dispute**, Commonwealth Publishers, New Delhi, 1993.
11. Pramoda Kumar Panda, **Making of India's Foreign Policy**, Raj Publications, Delhi, 2003.
12. Sandeep Mukherjee, **Guide to Reservation Policy**, Variety Books Publishers & Distributors, New Delhi, 2007.

13. Shashi S. S (ed.), **India Forty years of Independence**, The Director of Publication Division, Ministry of Information and Broadcasting , Government of India, 1989.
14. Singh S. N., **Reservation Policy for Backward Classes**, Rawat Publishers, New Delhi, 1996.
15. Subramanian S., **50 Years of Indian Independence**, Manas Publications, New Delhi, 1997.
16. Venkata Subbulu T., **India's Trade with SAARC Countries**, Discovery publishing House, New Delhi, 1996.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Explain the importance of Indian Constitution.
CO 2	Evaluate the foreign policy of India.
CO 3	Assess the achievements of Independent India
CO 4	Analyse the scientific developments in India
CO 5	Discuss various Political – social – Economic Issues

II M.A., History

SEMESTER – IV

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDIT S
PSHI	19PG4H 14	INTERNATION AL RELATIONS	MAJOR CORE	6	5

COURSE DESCRIPTION

This course emphasizes the theoretical ground work for describing and explaining the ways in which international influences shape the world's economics, politics and society and their consequences for global conflict and cooperation.

COURSE OBJECTIVES

- To highlight the importance of World Peace Organization and its role in establishing world Peace.
- To make the students understand the impact of Cold War and the need of Disarmament
- To be aware of the current politics of Middle East, Africa and Latin America.

UNITS

UNIT I: UNO and its Role

[15 HRS]

The United Nations Organization – Aim – Purpose and principles of UNO- Organs of UNO- Specialized agencies – Role of UNO in maintaining World Peace-Political and Security Matters- Social - Economic and Humanitarian Matters.

UNIT II: Cold War and Military Alliances

[15 HRS]

Cold War – Meaning – Origin - Truman Doctrine- Marshall Plan– Korean War –Berlin Wall crisis –Cuba – Suez Crisis - NATO - RIO Pact, CENTO - Anzus Pact – SEATO – Warsaw Pact - effects of Cold war – Decline of Cold War.

UNIT III: Disarmament after II World War

[20HRS]

Disarmament- Meaning and importance- UN Article- Atomic Energy Commission- Disarmament Commission- Atoms for peace-, - Ten Nation committee –Eighteen Nations Committee - Nuclear Test Ban Treaty – Non – Proliferation Treaty- Comprehensive Test Ban Treaty - Strategic Arms Limitation Treaty (SALT I) SALT II- Strategic Arms Reduction Treaty – I - START – II – Effects of Disarmament.

UNIT IV: The Middle East after II World War

[20 HRS]

Arab nationalism – Arab League – Arab – Israel conflict – Egypt – Israel Accord – Peace Treaty – Palestinian Uprising – The Gulf war. Bush Compromise Plan – Israel - PLO accord – Oil Diplomacy – Iran Iraq War.

UNIT V: Africa and Latin America:

[20 HRS]

African Liberation Movement - Congo – Algeria - South Africa –and the Policy of Apartheid. Latin America: Organization of American States (OAS), Falkland crisis - Grenada – Nicaragua.

TEXT BOOKS:

1. L.N. Srivastva, ***International Relations, (from 1914 to present Day)***, SBD Publishers, New Delhi, 1991.

REFERENCE BOOKS:

1. Carr, E. H., ***International Relations between the World Wars***, Palgrave, New York, 1985.
2. Chrester Bowles, ***Ambassador's Report, Comet Books***, London, 1954.
3. Dhar, S. N., ***International Relations and World Politics***, Kalyani Publishing House, New Delhi, 1998.
4. Johari, J. C., ***International Relations and World Politics***, Sterling Publishers, New Delhi, 1998.
5. Joshi & Srivatsava, ***International Relations***, Goel Publishing House, Meerat, 1991.
6. Keswani Hemchand. S, ***International Relations in Modern World (1900-1988)***, Himalaya Publishers, Mumbai, 1995.
7. M. Singh Sudhakar, ***International Relations and World Policies***, Mangalam publication, Delhi, 2009.
8. Mahajan, V. D., ***International Relations since 1900***, S. Chand & Co., New Delhi, 1990.
9. Miller, Richard, L., ***Dag Hammarskjold and Crisis Diplomacy***, Pyramid Books, New York, 1962.
10. Norman Lowe, ***Mastering Modern World History***, Macmillan Publishers India Limited, Chennai, 1997.
11. Peu Ghosh, ***International Relations***, PHI Learning Private Limited, New Delhi, 2011.
12. S. R. Bakshi, ***History of the Contemporary World 1942 – 2000***, DOS Publishing use, New Delhi, 2010.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Define the organs of UNO and its role in establishing World peace
CO 2	Analyze the impact of Cold War and formation of various organizations
CO 3	Understand about disarmament and explain its importance.
CO 4	Classify the politics of Middle East, Africa and Latin America.
CO 5	Describe the consequences of Arab-Israel conflict, Gulf war and Iran- Iraq war.

II M.A HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4 H15	HISTORY OF THE USA - (From 1865 to 1993 A.D.)	LECTURE	6	5

COURSE DESCRIPTION

This course focuses on the eve of internal Reconstruction to the tremendous transmission of Super power. This course confers the conceptual look at the changing of American culture, politics, economy. This paper throws light on various doctrines and diplomacies of American presidents which caused a vital impact on the international politico-scene.

COURSE OBJECTIVES

- To make the students understand the Post Civil war Developments
- To highlight the role of the USA in two Global Wars.
- To bring out the significance of the USA in World Politics.

UNITS

UNIT I :Era of Reconstruction and Urbanization: [20 HRS]

: Reconstruction Programmes – Rise of Big Business – Farmers Movement – Causes – Granger – Green backs – Farmers alliances – Trade Union Movements- Anti- Trust legislation.

UNIT II: America as World Power: [20 HRS]

Mc Kinley and Spanish War – Annexation of Hawaii and Somoa – Open Door policy- Progressive Legislation – Big stick Diplomacy – William Taft and Dollar Diplomacy (self study)

UNIT III :USA at World War I after: [20 HRS]

Woodrow Wilson and New Freedom- New Diplomacy - USA and World war I.- impact of the War – US and League of Nations – Washington Conference - The Great Economic Depression – Hoover and depression – New Deal Measures of Franklin D. Roosevelt – Good Neighbour Policy.

UNIT IV: USA at World War II and towards Cold War: [15 HRS]

Issue of Neutrality - World War II – Circumstances for the War – American role – Impact of the War. Truman - Korean War – Eisenhower and Policy of Containment – Kennedy Administration – Civil Rights Movement

UNIT V: USA – A Super Power: [15 HRS]

Johnson and Vietnam debacle – Jimmy carter and Moralism – Ronald Reagan and Realism – George Bush and World Politics.

Text Book:

1. Subramanyan N., ***A History of the USA***, Ennes Publication, Udumalpet, 1986.

REFERENCES:

1. Beard and Beard, ***New basic History of the United States***, New York, 1968.
2. Dalal B.P., ***Twentieth Century America***, Bombay.1973.
3. Hill. C.P., ***History of the United States***, London, 1974.
4. Krishnamurthi, ***History of the United States of America***, 1492-1965, Madurai Printers, Madurai, 1980.
5. Majumdar, R.K. & Srivastva, A.N. ***History of the United States of America – From 1845 to Present Day***, SBD, Publishers and Distributors, New Delhi, 1998
6. Marshall Smelsor, ***American History – At A Glance***, Barnes and Noble INC, New York, 1962
7. Nambi Arooran. K, ***History of United States of America*** (Tamil), Tamil Nadu Text Book Society, Government of Tamil Nadu, Chennai, 1975.
8. Parkes, H.B., ***The United States of America*** , Calcutta, 1964.
9. Rajayyan. K. A ***History of the United States***, Madurai Publishing House, Madurai, 1978.
10. Ralph, W.Steen, ***The United States – A History***, New Jersey, 1959.
11. Subramanian, N., ***A History of the USA***, Ennes Publication, Udumalpet, 1986.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Discuss the post civil war developments in USA.
CO 2	Compare the reconstruction work of Presidents and congress.
CO 3	Assess the role of America in International Relations.
CO 4	Explain the role of USA in World War I &II.
CO 5	Analyze the transition of America as super power.

II M.A.
SEMESTER –IV

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEE K	CREDI TS
PSHI	19PG4H16	HISTORY OF EDUCATION IN INDIA	LECTURE	6	5

COURSE DESCRIPTION

This course deals with the History of Education from Ancient Gurukula system till new education polices and Modern education Systems in India.

COURSE OBJECTIVES

- To highlight the glorious legacy of native education in India.
- To make the students understand the contribution of the British to Indian education system and its impact.
- To make the students aware of the current educational policy and strategy so that in future they will contribute towards educational reforms which are a continuous process.

UNITS

UNIT I: Education in Ancient India.

[20 HRS]

Education in Vedic period - Gurukula System - Post-Vedic Education - Brahmanic Education-Buddhist and Jain Education. Universities in Ancient India - Growth of Science. Education in South India: -In the Age of Sangam – Pallavas, Cholas and Pandya Regimes.

UNIT II: Education in Medieval India.

[15 HRS]

Educational Contributions made by the Sultanate of Delhi - Mughul's legacy on education - Important centres of Education in the Medieval period. Education in the Deccan Kingdoms of the Bhamanis and Vijayanagar. Marathas and the Nayaks – Saints and Philosophers of Medieval India and their teachings.

UNIT III: Education in British India.**[20 HRS]**

The East India Company's Efforts – Oriental and Occidental Educational Controversy - Macaulay's Minute - Wood's Educational Dispatch - The Victorian Epoch-University, Secondary and Primary Education –Sadler Commission - Hartog Committee Report on Education - Education under Diarchy- Wardha Scheme of Education- Sargent Report on Education -Impact of Western education in India.

UNIT IV: Education in Free India.**[20 HRS]**

Dr. Radhakrishnan Commission Report- The Mudaliar Commission Report, Acharya Narendra Dev Committees, -Accent on Fundamental Research- Expansion – Problems of Indian Education-the Kothari Commission Report- IITs - NITs.

UNIT V: Education in India Today.**[15 HRS]**

The New Educational Policy- Novodaya schools – Professional Education – Vocational Education – Right to Education - Role of UGC –AICTE - NCERT - ICSSR- ICHR - Adult education – Literacy rate in India. (SELF STUDY)

UNIT VI - DYNAMISM/CURRENTAFFAIR

Discussion on New Education Policy of 2019.

TEXT BOOKS:

1. Nurullah, S. and J.P. Naik, *A History of Education in India*, Macmillan, Bombay, 1951.

REFERENCE BOOKS:

1. Basu, A.N., *Education in Modern India*, Orient Book Co., Calcutta, 1947.
2. Bhagwan Dayal, *The Development of Modern Indian Education*, Orient Longmans, New Delhi, 1955.
3. Lunia B N. *Evolution of Indian Culture: From the Earliest time s to the Present Day*, Lakshmi Narain Agarwal, Agra, 2003
4. Mahmood Syed, *A History of English Education in India, 1781, 1873*, Aligarh, 1895.
5. Mukerji, S.M., *Education in India: To-day and Tomorrow*, Acharya Book Depot, Baroda, 1964.

6. Mukerji, S.N., *History of Education in India (Modern Period)*, Acharya Book Depot, Baroda, 1965.
7. Siqueira, T.N., *The Education of India, London*, Oxford University Press, 1952.
8. Zellner, A.A., *Education in India*, Bookman Associates, New York, 1951.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Evaluate critically the educational system of Ancient India and its contribution to the world.
CO 2	Identify major influences of the British to Indian education system and its impact.
CO 3	Evaluate, compare, and critique glorious legacy of native education in India.
CO 4	Analyze the current educational policy and strategy so that in future they will contribute towards educational reforms and its process.
CO 5	Achieve knowledge about different educational commissions and its achievements which will equip them to compete in competitive exams.

II M.A HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
PSHI	19PG4HE3	TOURISM MARKETING AND MANAGEMENT	LECTURE	4	4

COURSE DESCRIPTION

This course focuses on the marketing and management techniques to promote the tourism destination in India and emphasizes the usage of modern technology to market a destination.

COURSE OBJECTIVES

- To understand the concepts, definitions of tourism.
- To know about the tourism marketing techniques for the promotion of Tourism.
- To facilitate the students to understand about the tourism product.
- To make aware of the technology in Promoting tourism destinations through internet.
- To encourage the students to marketing tourism product by using technology.

UNITS

UNIT I: Definition, nature and scope [10 Hrs]

Definition of tourism marketing- need for marketing-features of tourism marketing -nature and scope of tourism management-impact of travel and tourism- structure of tourism- Need for Marketing in Tourism.

UNIT II: Tourism marketing techniques: [15 Hrs]

Marketing types- Special Features of Tourism Marketing- destination marketing - tourism marketing mix-internet marketing- marketing segmentation- market research- marketing plan-process- efforts- tourism promotions-Market Targeting

UNIT III: Tourism management:**[10 Hrs]**

Ethics in tourism management- tourism forecasting- nature and scope of tour operations- tourism product- modern travel agencies.

UNIT-IV: Tourism marketing:**[10 hrs]**

Technological advances in tourism- communications- computer technology on tourism- passenger reservation-ticketing

UNIT-V: Tour operations and travel services:**[15 hrs]**

Emergence of tour operator- package tour- marketing a package tour- tour brochure-marketing a brochure- travel trade Associations- travel trade fairs-Tour Operators – Package Tours Passenger Services - Hospitality, Accommodation, Guides & Escorts – Techniques of Public Relations – Tourist Publicity, Media, Government Norms, Permits, Taxes, Insurance (Self Study)

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Analyze the concepts used in tourism.
CO 2	Compare techniques of promoting tourism marketing.
CO 3	Illustrate the technological advances in tourism industry.
CO 4	Identify the travel agencies around the world.
CO 5	Apply modern tourism techniques like ticket reservation through online, create blogs, reviews etc.

II M.A HISTORY

SEMESTER -IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
PSHI	19PG4HE4	INDIAN ARCHAEOLOGY	LECTURE	4	4

COURSE DESCRIPTION

This course focuses on the Explorations and excavations in India. It highlights on the Numismatics and Epigraphy.

COURSE OBJECTIVES

- To highlight the definition, kinds and functions of archaeology.
- To impart knowledge on the methods of excavations
- To make the students to learn the process of conservation.

UNITS

UNIT I : Aims and Methods of Archaeology: [10 HRS]

Explorations- Different types of Excavation's - Pottery types and their importance.

UNIT II:Early Stone Age: [10 HRS]

A Brief Survey of Palaeolithic - Mesolithic and Neolithic Culture of India.

UNIT III: Harappan Culture: [15 HRS]

Chalcolithic Culture of Western and Central India and Deccan - Early Iron Age Culture - Painted Gray Ware and Megalithic Culture - Northern Black Polished Ware and Black Red Ware Culture of South India. (Self Study)

UNIT IV Epigraphy: [15 HRS]

Importance - Brahmi Script - Language and Types of Inscriptions with Special Reference to South India.

UNIT V Numismatics: [10 HRS]

Its Illustration - Coins of Guptas , Cholas, Pandyas and Vijaya Nagara Rulers.

TEXT BOOK:

1. Course material prepared by the Department.

REFERENCE BOOKS:

1. Asko Parpola, **South Indian Megaliths**, State Dept of Archaeology, Tamilnadu.
2. Ekambaranathan, A., **Principles and Methods of Archaeological Excavation, & Ponnusamy Aranga** (in Tamil), (Third Ed.) Kulamangalam Publishers, Chennai, 2002,
3. Magalingam, T.V, **Early South Indian Palaeography**, Madras University.
4. Narasimha Moorthy(ed), **Studies in South India Coins**, New Era Publication.
5. Narasimhan, B., **Neolithic Cultures in Tamilnadu**, Sundeep Prahasan, New Delhi, 1980.
6. Ramachandran, K.S., **A Bibliography on Indian Megaliths**, The State Dept of Archaeology, Tamilnadu.
7. Raman, K.V., **Principles and Methods of Archaeology**, Parthajan Publications, Chennai, 1988.
8. Rao, S.R, **Lothal and the Indus Civilizations**, Asia Publishing House, Bombay, 1973.
9. Venkataraman.R., **Indian Archaeology - A Survey**, Ennes Publications, Udumalpet, 1999.

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	Compile the definition, kinds and functions of archaeology
CO 2	Identify patterns and regional variation in the human past as revealed by the archaeological evidence.
CO 3	Critically evaluate archaeological evidence for the reconstruction of cultural systems and cultural change in specific regions.
CO 4	Evaluate the need for epigraphy in modern time.
CO 5	Identify the importance of Numismatics.