

# ANNAMALAI UNIVERSITY

## M.A. HISTORY

### SYLLABUS

### UNDER CBCS

(With effect from 2021-2022)

#### The Course of Study and the Scheme of Examination

Sl. No.	Study Components		ins. hrs / week	Credit	Title of the Paper	Maximum Marks		
	Course Title					CIA	Uni. Exam	Total
<b>SEMESTER I</b>								
1.	Core	Paper- 1	6	4	Social and Cultural History of Tamil Nadu from sangam age to 1565 C.E.	25	75	100
2.		Paper- 2	6	4	Social and Cultural History of India up to C.E 1526	25	75	100
3.		Paper- 3	6	4	Social and Cultural History of India from C.E. 1526 to C.E.1773	25	75	100
4.		Paper- 4	6	4	India and her Neighbours since C.E.1947	25	75	100
<b>Internal Elective for same major students</b>								
5.	Core Elective	Paper-1	3	3	(To choose one out of 3) A. Intellectual History of India B. Archives Keeping C. Economic History of India up to 1526. C.E	25	75	100
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
6.	Open Elective	Paper-1	3	3	(To choose one out of 3) A. Contemporary History of Tamil Nadu from C.E.1947 to C.E. 2001 B. Introduction to Tourism C. Constitutional History of India from C.E.1773 to C.E. 1947	25	75	100
			<b>30</b>	<b>22</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>SEMESTER II</b>								
7.	Core	Paper- 5		4	Social and Cultural History of Tamil Nadu from C.E 1565 to C.E 2000	25	75	100
8.		Paper- 6	6	4	Social and Cultural History of India from C.E. 1773 to C.E. 2000	25	75	100
9.		Paper- 7	6	4	General Studies for Competitive Examinations	25	75	100
<b>Internal Elective for same major students</b>								
10.	Core Elective	Paper-2	5	3	(To choose one out of 3) A. Administrative History of India B. Introduction to Archaeology	25	75	100

					C. Economic History of India from C.E.1526 to C.E. 1857			
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
11.	Open Elective	Paper-2	5	3	(To choose one out of 3) A. The Indian National Movement B. Panchayat Raj C. The Constitution of India	25	75	100
12.	*Field Study		-	2		100	-	100
13.	Compulsory Paper		2	2	Human Rights	25	75	100
			<b>30</b>	<b>22</b>		<b>250</b>	<b>450</b>	<b>700</b>
<b>SEMESTER III</b>						<i>CIA</i>	<i>Uni. Exam</i>	<i>Total</i>
14.	Core	Paper- 8	6	5	History of World Civilizations (Excluding India) – Ancient Period	25	75	100
15.		Paper- 9	6	4	Historiography	25	75	100
16.		Paper-10	6	4	History of Europe from C.E.1789 to C.E.1919	25	75	100
17.		Paper-11	6	4	History of the USA from C.E.1900 to C.E. 2000	25	75	100
<b>Internal Elective for same major students</b>								
18.	Core Elective	Paper-3	3	3	(To choose one out of 3) a. An Introduction To Numismatics b. Islamic History And Culture From C.E.500 To C.E.750 c. History of Modern Japan from C.E.1900 to C.E.2000	25	75	100
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
19.	Open Elective	Paper-3	3	3	(To choose one out of 3) a. History of Freedom Struggle in Tamil Nadu b. Contemporary History Of India From C.E 1947 To C.E 2002 c. The Dravidian Movement since C.E.1947	25	75	100
20.	**MOOC Courses		-					100
			<b>30</b>	<b>23</b>		<b>150</b>	<b>450</b>	<b>700</b>
<b>SEMESTER IV</b>						<i>CIA</i>	<i>Uni. Exam</i>	<i>Total</i>
21.	Core	Paper-12	5	4	Research Methodology in History	25	75	100
22.		Paper-13	5	4	History of World Civilizations (Excluding India) Medieval and Modern Period	25	75	100
23.		Paper-14	5	4	International Relations since C.E 1919	25	75	100
24.	Core	Project	5	5	Project / Dissertation with Viva-Voce – (Compulsory)	100 (75 Project +25 viva)		100
<b>Internal Elective for same major students</b>								
25.	Core Elective	Paper-4	5	3	(To choose one out of 3) a. An Introduction to Musicology	25	75	100

					b. Islamic History and Culture from C.E.750 to C.E.1258 c. History of Modern China from C.E.1900 to C.E.2000			
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
26.	Open Elective	Paper-4	5	3	(To choose one out of 3) a. Contemporary History of the World b. Intellectual History of Tamil Nadu c. Women Development In Tamil Nadu From A.D.1900 To A.D.2000	25	75	100
			<b>30</b>	<b>23</b>		<b>150</b>	<b>450</b>	<b>600</b>
			<b>120</b>	<b>90</b>				<b>2600</b>

### \* Field Study

There will be field study which is compulsory in the first semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluating the field study report.

- (i). Head of the respective department
- (ii). Mentor
- (iii). One faculty from other department

### \*\*MOOC Courses

Inclusion of the Massive Open Online Courses (MOOCs) with zero credits available on SWAYAM, NPTEL and other such portals approved by the University Authorities.

**ANNAMALAI UNIVERSITY**

**M.A. HISTORY**

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**UNDER CBCS**

**(With effect from 2021-2022 onwards)**

**SEMESTER-I**

**PAPER - 1**

**SOCIAL AND CULTURAL HISTORY OF TAMILNADU**

**FROM SANGAM AGE TO C.E 1565**

**Objectives**

Recent researchers in the ancient history of Tamilnadu has brought to light the glory of the cultural past of the Tamils. The students will acquire knowledge about the Social and cultural aspects of the Tamil Society from the Sangam Age to A.D 1565 in this paper.

**UNIT-I**

Physical features of Tamilaham – Location – Areas and boundaries – Climate – Major soil distribution – Alluvial – Red – Black – Desert Soils – Major cultivable crops – Natural Vegetation and wild life - Sources – Sangam Age – Sangam Literature – Socio, Economic and Religious life.

**UNIT-II**

Invasion of Kalabhras (Dark Age) – Establishment of Pallavas rule in Kanchi – Society, Economy, Religious condition during Pallavas- Pallavas Contribution to Art and Architecture - Art and Architecture –Education – Bhakthi Movement.

**UNIT-III**

First Pandiyan Empire – Society, Economy, Culture, Art and Architecture – Rise of Imperial Cholas – Society – Economy and Culture – Art and Architecture.

**UNIT-IV**

Establishment of Second Pandiyan Empire – Society, Economy and Culture under Sccond Pandiyan Empire– Art and Architecture.

**UNIT-V**

Muslim Invasion (Malik Kafur) – Society, Economy and Culture Establishment of Madurai Sulatanate - Vijayanagar rule – Society – Economy – Culture, Art and Architecture.

**Course Outcome:**

**Unit 1 : The students were enabled to understand the Physical features of Tamilnadu**

**Unit II : The students realized the dark age of Tamil Nadu - The students will know about the style of Art and Architecture and the contribution of Pallavas in various fields**

**Unit III : The study enhances the students the growth of Tamil Nadu in the middle ages**

**Unit IV : The students were given an insight of reestablishment of Pandiyan Empire**

**Unit V : The overall growth of Tamil Nadu which attracted the Muslim invasion from the Northern India and the establishment of Madurai Sultanate and the Vijayanagar Empire.**

**Books for Reference:**

1. Balasubramanian. C - The Status of Women in Tamilnadu during the Sangam Age, 1976.
2. Devanesan. A - History of Tamilnadu, 1977.
3. Mahalingam .T.V - Administration and Social life under Vijayanagar, 1940.
4. Dr.Minakshi. C - Administration and Social life under the Pallavas,1977
5. Nagaswamy. R - Studies in South Indian History and Culture.
6. Pillay. K.K - A Social History of the Tamils.
7. Srinivasa Aiyengar - History of the Tamils, 1929. M.A. History: Syllabus (CBCS)

## **PAPER - 2**

### **SOCIAL AND CULTURAL HISTORY OF INDIA**

**UPTO C.E. 1526**

#### **Objectives**

This paper aims at understanding various cultural heritages of our ancient India and to preserve our entity in the present trend of changing cultural phenomenon

#### **UNIT-I**

Pre History – Proto History of India – Races in India - Sources of Ancient Indian History – Indus Valley Civilization – Early and Later Vedic Culture –Position of Women – India in the 6<sup>th</sup> Century BEC – Birth of Jainism and Buddhism and their Principles.

#### **UNIT-II**

Establishment of Maurya Dynasty – Chandra Gupta – Bindusara and Asoka – Art and Architecture and Society – Ashoka embraces Buddhism - Ashoka's Dharma- India between 2nd century BC to 3rd century A.D. – Brahminical Cultural Revival – Gandhara and Madura School of Art.

#### **UNIT-III**

Guptas – Golden Age of Guptas - Art and Architecture – Religion and Society – Paintings – Sculpture – Education – Astro- Physics during Guptas - Literature Advent of the Arabs – Social Change and life. – Revival of Hinduism -

#### **UNIT-IV**

Establishment of Delhi Sulthanate – Slave – Khilji – Tuqhlaq – Sayyad – Lodi Dynasties Social Condition during Delhi Sultanate – Slave System - Literature - Art and Architecture – Advent of Moghuls.

#### **UNIT-V**

Bhakti Movement – Alwars and Nayanmars – Gurunanak – Kabir – Sufi Movement – Social and Culture life Under Vijayanagar rule-Art and Architecture.

**Unit I : The students will be enlightened about the Indian culture and history and the foundation of new religious philosophy**

**Unit II : Mauryas were the first dynasty almost the entire subcontinent and the propagation of Buddhist philosophy in the Oriental countries. New techniques of art and architecture**

**Unit III: The revival of Hinduism and it is recorded as the Golden period in Indian History**

**Unit IV: The students will know how the Muslim rule in Delhi was governed**

**Unit V : The revival of Hinduism in South India and Sikhism in Punjab; Muslim reform movement in North India – The rule of Vijayanagar empire in South India.**

**Books for Reference:**

1. Chandra, Satish, Essays on Medieval Indian History, Oxford University press, New Delhi 2004
2. Chandra, Satish, Medieval India from Sultanate to Mughal Part1 1206 to 1526, Murnad publications New Delhi 1975.
3. Majumdar R.C. An Advanced History of India Macmeillan India.
4. Rizvi S.A. The Wonder that was India Vol.II Penguin Books New Delhi 2000.
5. Sathyanathaiyer.R. A Political and Cultural History of India Vol.1, S.Viswanathan Printers and Publishers Chennai.

## PAPER - 3

### SOCIAL AND CULTURAL HISTORY OF INDIA FROM C.E. 1526 TO C.E.1773

#### Objectives

To help the P.G. Students to acquire the Knowledge of various dimensions of the life style of the people of India from 1526 to 1773.

#### UNIT-I

India Under Mughals - Sources – Babur – Humayun –Akbar – Jehangir – Shajahan – Aurangazeb - Social and Cultural Conditions – The Ruling Class- Manzabdars, Jagirdars, Zaminadars – Peasants – Status of Women – Religion – Din i – Ilahi – Sur Dynasty

#### UNIT-II

Cultural condition under the Mughals – Literature – Education – Painting – Music –Art and Architecture.- Indo Persian style

#### UNIT-III

Establishment of Maratha rule - Social and cultural History of Marathas.

#### UNIT-IV

Age of Religious Reformers – Impact of Religious reforms on Sikhs – Hindus – Muslims.

#### UNIT-V

Advent of Europeans – Portuguese - Dutch – French and English – Rivalry of French and English - Growth of Indology – Social and Cultural Policy of the East India Company – Activities of Christian Missionaries – Growth of Humanitarianism.

**Unit I : Elaborates the insight of the Mughals regarding their contribution**

**Unit II : Students will be enlightened about the rich contribution of the Mughals**

**Unit III : How the Marathas established their power during the Imperial Mughal period**

**Unit IV : Students will be given to understand the contribution of religious leaders**

**Unit V: The advent of Europeans changed the course of Indian History and the contributions of Christian Missionaries in the field education, literature and health.**

#### Books for Reference:

1. Chandra, Satish: Essays on Medieval Indian History, Oxford University Press, New Delhi, 2004.
2. Chandra, Satish: Medieval India from Sultanate to Mughal - Part - I, 1206-1526, Haranand Publications, New Delhi, 1975.
3. Habib and Nizami: Delhi Sultanate, Indian History Congress Publications, New Delhi, 1970.
4. Luniya, B.N: Indian History and Culture, New Delhi, 1980.
5. Mahajan, V.D: History of Delhi Sultanate, Sultan Chand, New Delhi, 2000.



6. Majumdarm R.C: An Advanced History of India, Macmillan India, Ray Choudari, H.C & Datta, K.K. New Delhi, 1970.
7. Qureshi Ishtiaque Hussain: Administration under the Delhi Sultanate, Kitab Bhavan, New Delhi, 1980.
8. Rizvi, S.A.A: The Wonder that was India, Vol-II, Penguin Books, New Delhi, 2000.
9. Sharma, L.P: History of Medieval India 1000-1740, Konark Publishers Pvt Ltd, New Delhi, 1994.
10. Sherwani, H.K: The Bahmanis, New Delhi, 1972.

## **PAPER - 4**

### **INDIA AND HER NEIGHBOURS SINCE C.E.1947**

#### **OBJECTIVES**

After India became independent, it made constant endeavours for regional cooperation. Even at international level the regional associations have fostered faster economic growth, peace and co-operation. This paper offers insight into India's effort to cultivate good neighbourly relations and confidence building in the improvement of relations with the neighbours. The formation of SAARC is a typical example of regional co-operation which the students of modern history are expected to be familiar. This paper fulfils the need.

#### **UNIT-I**

India and Pakistan – Areas of Conflict – Kashmir and Border issues – Afghan Crisis – Its Impact on Indo- Pak Relations – Kargil War – Terrorist attacks in India – Recent trends in the Indo-Pak relationship.

#### **UNIT-II**

India and China – Nehru and Chou en Lai – Strains and the process of Normalization – Tibetan Issues – India and Nepal – Economic Cooperation.

#### **UNIT-III**

India and Bangladesh – Areas of Cooperation and Crisis – India and Bhutan Insurgency in the North Eastern states – India and Burma – Historical Ties.

#### **UNIT-IV**

Indo-Sri Lanka Relations – Ethnic problem in Sri Lankan – Peace Process – Indian and Maldives – Political and Cultural ties.

#### **UNIT-V**

Regional Organizations – India's role in the NAM – SAARC and its Activities – Its Future – SAPTA – Nuclearization of South Asia – Its impact.

#### **Course Outcome:**

**Unit I : The students will be taught on why and how the partition made enmity.**

**Unit II : The students were given an insight about the two great nations in the world and their relationship**

**Unit III: Students will be taught how India helped Bangladesh to attain freedom and the contribution of Indira Gandhi. The relationship between Bhutan and Burma.**

**Unit IV: The ethnic problem in Sri lanka and the India's drive for peace in Sri lanka and the relationship between India and Maldives**

**Unit V: Regional organizations towards peace and prosperity**

#### **Books for Reference:**

1. Bipan Chandra: India After Independence, 1947-2000. Penguin Books, New Delhi, 2000
2. Chaitanya, Mishra: "Indo-Nepal Relations: A View from Kathmandu", Sage Publications, New Delhi, 1993.
3. Dixit,J.N.: Assignment Colombo, Konark Publishers, New Delhi, 1998.
4. Dixit.J.N.: Indian Foreign Policy and Its Neighbours, Gyan Publishing House, New Delhi, 2001.
5. Deb Arinda : Bhutan and India: A Study in Frontier Political Relations.
6. Dutt, V.P.: India's Foreign Policy in Changing World, Vikas Publishing House, New Delhi, 1993.
7. Muhammed Shamsul Haq: Bangladesh in International Politics, Sterling Publishers, 1993.
8. Nanda, B.R. (ed): Indian Foreign Policy: The Nehru Years.
9. Palanithurai, G. & Mohanasundaram,K: Dynamics of Tamil Nadu Politics in Sri Lankan Ethnicity, Northern Book Centre, New Delhi, 1993.
10. Phadis Urmila: Maldives: Winds of Change in the toll state.
11. Ramesh Thakur: The Politics and Economics of India's Foreign Policy.
12. Sathis Kumar (ed): Documents of India's Foreign Policy (1974) The Macmillan co., Delhi, 1977.
13. Shelton U.Kodikara (ed): Dilemmas of Indo-Sri Lanka Relations.
14. Sisir Gupta, K: Kashmir: A Study in India – Pakistan Relations.

## **CORE ELECTIVE**

### **PAPER 1**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

#### **A. INTELLECTUAL HISTORY OF INDIA**

##### **Objectives**

The aim of the paper is to make the students familiar with the life, career, ideals and principal life of the intellectuals of the 20<sup>th</sup> Century India. The intellectuals of 20<sup>th</sup> Century India played a crucial role in shaping the course of events which culminated in the attainment of India's independence. The younger generation is expected to take them as role models in developing their own personality.

##### **Unit – I**

Political Thinkers :- Surendranath Banerjee – Gopalakrishna Gokhale – Thilak- Mahathma Gandhi - B.R.Ambedkar- Jawarhalal Nehru – Indira Gandhi.

##### **Unit – II**

Social Thinkers:- Rajaram Mohanray Veerasailingam Panthalu- Jothiba Phule- Muthulakshmi Reddi –E.V.Ramasamy- Mother Theresa.

##### **Unit –III**

Religious Thinkers:- Dayanath Saraswathi –Ramakrishna Paramahamsa-Swami Vivekananda – Sri Saiyed Ahmed Khan.

##### **Unit –IV:**

Socialist and communists Thinkers M.N.Ray – S.A Dange – E.M.S Namboodripad Singaravelar –Jeeva

##### **Unit –V:**

Literary Thinkers :- Rabindranath Tagore - Mohmed Iqbal – Subramanya Bharathi Thiru-Vi-Ka- Sarojini Naidu –Bharathidasan.

##### **Course Outcome:**

**Unit I : It enhances the ideologies of the Indian political thinkers**

**Unit II : This unit enables the students about the contribution of the great social thinkers in India**

**Unit III : The students will be given an insight of the various religious thinkers and their ideas about the religion**

**Unit IV: The students will be enabled to the new political ideologies during the later 19<sup>th</sup> and 20<sup>th</sup> Centuries**

**Unit V: The contributions of great souls whose contributions towards literature**

##### **Books for Reference:**

1. Ahluwalia, B.K &: Sardar Patel – rebel and ruler, Akbe Group, New Delhi 1981, Shashi Ahluwalia
2. Bharathi : Mahatma Gandhi, Man of the Millennium, S.Chand & Co, New Delhi, 2000
3. D.K. Publications : On Periyar, Chennai.
4. Gopalakrishnan, M.D.: Periyar, Father of Tamil Race, Emerald Publishers, Chennai.
5. Grover, B.L.& Grovers, S.: A New Look at Modern Indian History, ( From 1707 to the Modern Times), S.Chand & Co, New Delhi, 2006.
6. Nanda, B.R.: Jawaharalal Nehru Rebel and Statesman, Oxford University Press, Delhi, 1995.
7. Naravane, V.S.: Modern Indian Thought, Orient Longman, New Delhi, 1978.

## **CORE ELECTIVE**

### **PAPER 1**

#### **B. ARCHIVES KEEPING**

##### **Objectives**

1. To define the birth of records and practice of archives keeping
2. To examine different types of preservation techniques
3. To understand explicate the rules to access the records in archives
4. To elucidate the different types of documentation procedures
5. To realize the importance of national and state archives

##### **Learning activities**

1. Preparing assignment by using government records
2. Field trip to Tiruchirappalli Archives
3. Field Work in Madras State Archives
4. Experts opinion on Documentation procedure
5. Practical knowledge on records management

##### **Unit – 1**

Definition of Archives – Creation of Archives –Uses of Archives – Archives and Library - Various types of Archives – Materials used for creation – Birth of a document

##### **Unit – 2**

History of Archives in Europe and India - Preservation techniques – Enemies of Records – Rehabilitation of Records – Functions of Archivist

##### **Unit – 3**

Functions and Administration: Role of IT in the development of Archives – Rules relating to accession of records in Archives – Appraisal of Records- Retention Schedule – Compilation and Publication

##### **Unit – 4**

Various aspects of records management such as Documentation practices and filing system, life cycle of a file and nature of modern records – Classification of records and methods of control on mass production

##### **Unit – 5**

National Archives of India and Tamil Nadu State Archives – Requirement of Record Room – Administration of Tamil Nadu Archives – Saraswathi Padasala of Tanjore – Jesuits Archives in Shenbaganur – Field Work

##### **General Course outcome:**

**The students will be given to understand the importance archives in the study of history and its allied subjects. How to maintain the documents and the preservation techniques will be taught in this subject.**

##### **Books for Study:**

1. Reference Books

- 1 D. Thiyagarajan, Archives Keeping, Madurai. (Unit - 1 to 5)
1. Cook, Michael, Archives Administration, Dawson UKI Ltd.
2. Hodson, John, VK, An Introduction to use of Public Records, Oxford Clarendon Press, 1934.
3. Jenkinson Hilary, An Introduction to use of Public records, Oxford Clarendon Press, 1934.
4. Kahn, Gilbert, Filing System and Record Management, New York, 1971.
5. Mac Millan, David (ed), Archives, Techniques and Functions in a Modern Society, Sydney, 1957.
6. Muller, Samuel, Feith, JA, Frunin, R, Manual for the arrangement and description of Archives, Train from the Dutch, New York.

## **CORE ELECTIVE**

### **PAPER 1**

#### **C. ECONOMIC HISTORY OF INDIA UP TO 1526. A.D**

##### **Objectives**

Economics without History has no root. History without Economics has no fruit. This clearly indicates the value of Economics. So, it is necessary to introduce this paper to the students of History. Further, as History is the record of the past events, the students of History must know the economic condition of Ancient India. This paper would turn the mind and heart of the students to create Healthy and Wealthy India in Future.

##### **UNIT-I**

Early Vedic Age – Later Vedic Age – Economic condition – Trade and Means of Transport – Foreign trade in early times – Maritime trade – India's trade relationship between India and Egypt.

##### **UNIT-II**

Economic condition of North India from 6th Century BEC. 4th Century BEC. – Sisunaga and Nanda Period – Mauryas – Kushanas.

##### **UNIT-III**

Economic conditions under Sathavahanas – Guptas – Harsha – Rashtrakutas.

##### **UNIT-IV**

Economic condition of South India – Sangam Age – Pallavas – Cholas – Pandyas – Chalukyas.

##### **UNIT-V**

Economic condition under Delhi Sultanate.

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##### **Course Outcome:**

**Unit I : The students will understand the India's trade with other countries in the ancient period**

**Unit II : India's economic growth between 6<sup>th</sup> and 4<sup>th</sup> Century BEC**

**Unit III : India's economy during the later half of the ancient period**

**Unit IV: The students will be given an insight of the economic conditions in the Southern India**

**Unit V: Economic condition of India during the Delhi Sultanate**

##### **Books for Reference:**

1. Appa Durai : Economic Conditions in South India, Vol I & II, University of Madras, Madras 1936.



2. Bhargava, P.L.: India in the Vedic Age, S.Chand & Company, New Delhi, 1970.
3. Meera Abraham: Medieval Merchant Guilds, New Delhi Publications, 1988.
4. Dr.Minakshi, C : Administration and Social Life under the Pallavas, University of Madras, 1977.
5. Nilakantasastri, K.A.: The Colas, University of Madras, Madras, 1984.
6. Nilakantasastri, K.A.: A History of South India from Pre-Historic times to the fall of Vijayanagar, Oxford University Press, 1966.
7. Tripathi, R.S.: History of Ancient India, Motilal Banarasi das Publishers, Banares, 1981.
8. Romesh Dutt: Economic History of India, Govt. of India Publications Division, New Delhi, 1976.
9. Salepore, R.N.: The Early Indian Economic History, Tripathi Publications, 1973.
1. 10.Srinivasan, T.M.: Irrigation and Water Supply, New Era Publications, 1991.
2. 11.Sathianathaier, R.: A Political and Cultural History of India, Vol.I, S.Vishwanathan Printers & Publishers, Chennai, 1999.

**OPEN ELECTIVE**

**PAPER 1**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

**A. CONTEMPORARY HISTORY OF TAMIL NADU FROM C.E..1947 TO C.E.2001**

## **Objectives**

This paper aims at making the students to acquire critical knowledge about the current History of Tamilnadu. The students may develop an analytical approach towards Socio Economic development of contemporary Tamilnadu. The students from other discipline will understand the present day condition of Tamilnadu

### **UNIT-I**

Tamilagam under Congress Rule: Pre - Rajaji Period C.Rajagopalachari - K.Kamaraj - M.Bhakthavatsalam - Their achievements - Social - Economic - Educational Policies.

### **UNIT-II**

Tamilagam under D.M.K Rule : Emergence of DMK and its Ideology - Policies - C.N.Annadurai - M.Karunanidhi - Social - Economic - Languages Policies - Role of Communist Party.

### **UNIT-III**

Tamilagam under AIADMK Rule : Rise of ADMK - M.G.Ramachandran - V.N.Janaki - J.Jayalalitha - Socio and Economic Policies - Higher and Professional Education.

### **UNIT-IV**

Growth of press and media in Tamilnadu - Film and Politics - Its Impact on Tamilnadu - Development of Information Technology - Its Impact on the Society and Economy.

### **UNIT-V**

Social - Cultural - Economic development of Tamilnadu 1947 - 2001.Social Legislation and Social Welfare measures - Cultural Progress - Developments of Arts and Fine Arts - Women development - Progress of Higher Education and Industry.

## **Course outcome:**

**Unit I : The students were elaborated their insight regarding the Congress rule in Tamilnadu**

**Unit II : The emergence of DMK and its ideology will be taught in this unit**

**Unit III : This unit taught the students how the matinee idols came to power in Tamilnadu**

**Unit IV: This unit taught how the media popularizes the conditions of Tamilnadu and take it to the general public**

**Unit V: This unit taught the students about the overall growth the conditions of womenfolk and higher education and Industry in Tamilnadu**

## **Books for Reference:**

1. Aruna, Alladi : Kamarajar Ore Vazhikati, (In Tamil), Madhivanan Publications Pvt Ltd, Chennai,2002.
2. Chellam, V.T : Tamilagam History and Culture, Thirumalai Book House,Chennai, 1984.
3. Devanandan, P.D : The Dravida Kazhagam, A Revolt against Brahmanism, Christian Institute for the study of Religion and Society, 1960.

4. Hard Grave, R : The Dravidian Movement, Popular Prakasam, Bombay, 1965.
5. Jagadeesan, P. : Marriage and Social Legislations in Tamilnadu, 1990.
6. Kandaswamy, P. : The Political Career of K.Kamaraj, Concept Publishing Company, New Delhi, 2001.
7. Kapur, R.P : Kamaraj, The Iron Man, Deepak Associates, Pvt Ltd, New Delhi, 1966.
8. Muthusamy, M.S : K.Kamaraj : A Socio Political Study, Tamilnadu Academy of Political Science, Madras, 1988.
9. Raju Kalidoss : History and Culture of the Tamils , Vijay Publications,Dindigul, 1976.
10. Rajayyan, K. : History of Tamilnadu ( 1565 – 1982 ) , Raj Publishers, Madurai, 1982.
11. Spratt, P. : DMK in Power, Nichiketa Publications Ltd, Bombay, 1970.
12. Subramanian, N. : Social and Cultural History of Tamilnadu, A.D.1336-A.D1984, Ennes Publications, Udumalpet, 1999.
13. Thandavan, R. : All India Anna Dravida Munnetra Kazahagam, Tamilnadu Academy of Political Science, Madras University, 1987.
14. Thandavan, R. : Dr.J.Jayalalitha - A Phenomenon, Academy of Public Affairs, Anna centre, Madras University, 1996.

## **OPEN ELECTIVE**

### **PAPER 2**

#### **B. INTRODUCTION OF TOURISM**

##### **Objectives**

A student with a strong sense of history and a very strong historical background is best suited to the field of tourism. The chief prospect for the students of history are greater compared to others with not so similar a background. The introduction of 'Principles of Tourism' as an elective subject will facilitate the students knows the basics of tourism and will enthuse their interests in the tourism industry.

##### **UNIT-I**

Tourism: Definition, Nature and Meaning – Need for Tourism – Origin and Growth of Tourism – Tourism through the ages – Domestic and International Tourism – Basic components of Tourism (Local, Transport and Accommodation).

##### **UNIT-II**

Tourism as an Industry: Government Policies – Tourism and Economy – Social, Cultural and Environmental impact of Tourism.

##### **UNIT-III**

Kinds of Tourism : Historical Tourism – Cultural Tourism – Heritage Tourism – Religious Tourism – Eco Tourism – Modern concepts in India on Tourism : Entertainment Tourism – Medical Tourism – Educational Tourism – Pleasure and Sport s Tourism.

##### **UNIT-IV**

Cultural and Historical Resources: Art and Architecture, Historical, Monuments, Sculpture, painting, handicrafts, fairs and festivals.

##### **UNIT-V**

Religious Resources: Places of Pilgrimage – Hindu, Muslim, Christian, Jain, Buddhists and Sikhs – Temples, Mutts, Mosques, Churches and Gurdwaras – Shrine, Samadhis, Stupas and Darghas – Historical, Cultural, Religious and Natural Places of Interest in India and Tamilnadu.

##### **Books for Reference:**

1. Babu, A.Satish : Tourism Development of India, A.P.H.Publishing Corporation, New Delhi, 1998.
2. Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.
3. Bhatia, A.K. : Tourism Development : Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
4. Bhatia, A.K. : Tourism in India – History and Development, sterling publishers Pvt.Ltd., New Delhi, 1978.
5. Coltman, Micheal.M : Tourism Marketing, Van Nostrand Reinhood, New York, 1989.
6. Gill, Pubpinder, S: Tourism : Planning and Management, Anmol Publications Pvt. Ltd. New Delhi, 1997.

7. Panda, Tapan, K, Sitikantha Mishra and Birsaj Bhusan Parida(Eds,) : Tourism Development: The Socio-Economic and Ecological Perspective, Universities Press, Hyderabad, 2004.
8. Selvam, M: Tourism Industry in India, Himalaya Publishing House, Bombay, 1989.
9. Mishra, Lavkush: Religious Tourism in India, New Delhi, 1990.

## **OPEN ELECTIVE**

### **PAPER 3**

#### **C. CONSTITUTIONAL HISTORY OF INDIA FROM C.E.1773 TO C.E.1947**

##### **Objectives**

The chief prospect for the students of history are greater compared to others with not so similar a background. The introduction of 'Constitutional History of India' as an elective subject will facilitate the students knows the development of constitution and will enthuse their interests in the history of India. The main objective of this study is to enable the students who are seeking to attend competitive examinations.

##### **Unit - I**

East India Company - Dual System in Bengal - Regulating Act 1773 – Pitt's India Act 1784 - Charter Acts of 1793, 1813, 1833 and 1853 - Causes and Effects of the Mutiny of 1857 on the Development of the Constitution - India under the Crown - Indian Councils Acts of 1861, 1892 - Minto - Morley Reforms 1909 - Central and Provincial Governments according to the Act of 1919.

##### **Unit - II**

Simon Commission's Report - Round Table conference and India's Reactions - Central Government According to 1935 - Provincial Governments according to the Act of 1935 - Provincial Autonomy - Constitutional Deadlock and August offer from Cripp's Mission to Mountbatten Plan - Indian Independence Act 1947 - Making of the Constitution of Indian - India's National Constitution - Union Executive - State Executive - Union Parliament - State Legislative - Union and States - Judiciary - Amendments of the Constitution - Development of Public Services - Local Government.

##### **Unit - III**

Rebellion against Company Rule in South India - The Vellore Mutiny - Revolt of 1857 - Act of 1858 – Queen's Proclamation 1858 - Social and Religious Reform Movements in the Second Half of the 19th Century - Birth of the Indian National Congress - Extremist movements of the Congress 1885 - Partition of Bengal 1905 - Movements Abroad for India's Freedom - Rise and Growth of Muslim Communalism in India - Home Rule Movement - Lucknow Pact - First World War - Dyarchy in the Provinces - Congress Reaction - Rowllat Act - Amristar Tragedy - Khilafat Agitation.

##### **Unit - IV**

Non Cooperation Movement - Swaraj Party - Simon Commission - Boycott of the Commission - Recommendations of the Commission - The Nehru Report – Jinnah's Fourteen Points - Lord Irwin's Proclamation - Civil Disobedient Movement - Repression by Government - Round Table Conferences - Resumption of Civil Disobedience Movement - Communal Award - Poona Pact - White Paper Reforms 1933 - Elections in 1937.

##### **Unit - V**

World War II and Constitutional Deadlock - Offer of the 8th August 1940 - Individual Satyagraha - Subash Chandra Bose and the Indian National Army - Proposals of Sir Stafford Cripps - The Great Uprising of August 1942 - C.R. Formula - Wavell Plan - Simla Conference - Declaration of Attlee and Wavell - Cabinet Mission Plan - Direct Action by the Muslim League - Establishment of Interim Government - Partition of India - Mountbatten Plan of 3rd July 1947 - Princely States and their Role in the Freedom Struggle - Factors Responsible for the Independence of India - Some Leaders of the Freedom Struggle.

**Course outcome:**

**Unit I : This unit teaches the non major students to understand how we are governed by the acts**

**Unit II : This unit gives an insight during the Gandhian era and various activities during this period**

**Unit III : This unit elaborates how Indians struggled for freedom**

**Unit IV : This unit gives an sufficient information towards India's independence.**

**Unit V : This unit teaches the non-major students how India attained independence.**

**Reference Books**

1. Agarwal, R.C. , and Bhatnagar ,Constitutional Development and National Movement of India,
2. Banerjee ,A. C, Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta, 1948.
3. Basu ,D.D., Introduction to the Constitution of India, Lexis Nexis, 2015.
4. Busi, S. N., Dr. B. R. Ambedkar framing of Indian Constitution, 1 Edition, 2015.
5. Gupta, Dharma Chand, Indian National Movement and Constitutional Development, Vikas Publishing house Pvt. Ltd., Noida, 1983.
6. Gupta, Manik Lal, Constitutional developments in India, Atlantic Publishers, New Delhi, 1989.
7. Kieth, A. B, Constitutional History of India, Central Book Depot, Allahabad, 1961.
8. Pon Thangamani ,Indian Constitutional History – A. D 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.
9. Pylee, M. V, Constitutional Government in India, Asia Publishing, Bombay, 1967. S. Chand &Company Ltd, New Delhi, 2006.
10. Singh, Sumita, Constitutional Development in British India, Pragun Publications, New Delhi, 1012.

## **SEMESTER II**

### **PAPER - 5**

#### **SOCIAL AND CULTURAL HISTORY OF TAMIL NADU**

##### **FROM AD 1565 TO AD 2000**

#### **Objectives**

To understand the developments of Tamil Society, Development of Tamil language, Culture and the advertisement in various titles Since the Nayak rule, that encompasses the service of Christian Missionaries for the Tamil Language and the Gradual advancement of Society through Social returns this work and Maratha rule:

#### **UNIT-I**

Nayak Society – economy – culture – Paintings and architecture.

#### **UNIT-II**

The European Missionaries – Service to Tamil Literature – Caldwell – G.U. Pope- Impact on Education.

#### **UNIT-III**

Tamil Nadu in the 19th and early 20th centuries Maraimalai Adigal – Thanithamizh Iyakkam – Kalyana Sundaram – Trade Union Movement.

#### **UNIT-IV**

Justice party – Theayagaraya Chetti –Introducing Reservation –Emergence of Self Respect Movement – EVR periyar – Dravidan Movement and Revival of the glory of the tamils.

#### **UNIT-V**

Development of Industries and Economic Progress – Social Welfare Schemes – Role of Press and Media – Empowerment of women – Achievements in the field of Education.

#### **Course outcome:**

**Unit I : This unit bring to light the contributions of Nayaks to economy, culture and fine arts**

**Unit II : The contributions of Christian missionaries towards the development Tamil literature**

**Unit III : This unit gives an insight Tamilnadu during the 19<sup>th</sup> and 20<sup>th</sup> centuries and the growth of trade union movement**

**Unit IV : This unit narrates the emergence of reservation policies and the Dravidian movement**

**Unit V : This unit brings the student the overall growth of Tamilnadu and womenfolk.**

#### **Books for Reference:**



1. Chellam , V.T. : Thamizhaga varalarum panpadum , Manivasagar pathippagam, Chennai, 2005.
2. Pillay k.k. : A Social History of the Tamils University of Madras, Madras, 1969.
3. Tamil Nadu History, Its people and culture for International Institute of Tamil Nadu Studies, Chennai, 2004.
4. Rajaraman, P: The Justice party, 1916-1937, Poompozhi Publishers, Madras, 1988.
5. Subramanian,P: Social history of the Tamils (1707-1947) D.K. Print world (p) ltd, New Delhi, 1999.

## **PAPER - 6**

### **SOCIAL AND CULTURAL HISTORY OF INDIA FROM A.D.1773 TO A.D.2000**

#### **OBJECTIVES**

Eighteenth, Nineteenth and Twentieth Century Indian History is replete with alien domination and repression and Indian resistance and development. The introduction of western concepts in agriculture, industry and education changed the course of Indian History. The study of this paper will lead to a clear understanding of the various facets of development that took place in the last two and a quarter century of Indian History.

#### **UNIT-I**

Education in British and Independent India: Traditional Hindu and Muslim Educational Systems – Patshalas and Madrasas – Introduction of Western Education – Wood’s Despatch – Universities of 1857 – Hunter Commission – Radha Krishna Commission – University Grants Commission: Its Contribution to Higher Education – Kothari Commission – New Education Policy of 1986 – Centres of Higher Education : Indian Institute of Technology, Indian Institute of Managements, National Institutes of Technology and other institutions – Engineering and Information Technology Education : Overview.

#### **UNIT-II**

Religious and Social Reform Movements in British India: Brahmo Samaj, Prathana Samaj, Satya Shodhak Samaj, Arya Samaj, Ramakrishnan Mission. Theosophical Society – Swami Narayana (Gujarat), Satnamis and Narayans Guru (Kerala) – Muslim Reform Movements: Deoband, Aligarh, Ahmadiyya, Barelwi and Ahl-i-Hadith Moverments – Sikh Reform Movements: Nirankari and Namdhari Movements – Parsi Reform Movement: Rehnuma-i-Mazdayaznan – Neo Buddhism “Navayana” of Ambedkar.

#### **UNIT-III**

Peasant Movements: European Planters and Indian Peasants – Agrarian Crisis during the British period – Kisan Sabha and Ekta Movements in U.P. –Mapilla Rebellion in Malabar – Bardoli Satyagraha in Gujarat – Great Depression and Agricultural Crisis In India – All India Kisan Congress – N.G.Ranga and Swami Shajanand – Karshaka Sangams of Malabar – Kisan Sabhas of Punjab and Bengal – Peasant Movement in Post Independent Tamil Nadu: Peasant and Cauvery, Krishna Water issue.

#### **UNIT-IV**

Trade Union Movements: Growth of Trade Union Movements from 1920 to 1947 – Trade Union Movements in Post-Independence India (1947-2001): Major Trade Unions M.A. History: Syllabus (CBCS) 18 – AITUC – BMS – INTUC – CITU – HMS – Trade Unions of Tamil Nadu: Progressive Labour front and Anna Thozhilalar Sangam.

#### **UNIT-V**

Art and Architecture: Colonial Art and Architecture – Post Independent India: Cultural Development – Sahitya Academy, Sangeet Natak Academy and Sangeet Kala Academy – Accomplished Classical Musicians and Classic Dancers – Painters and Sculptors of Modern India.

#### **Course outcome:**

**Unit I : This unit brings to light the efforts of British towards the development of Education in India and the Indian Government's contribution in the field of education.**

**Unit II : This unit explains how religious and social reform movements took place in India**

**Unit III : This unit teaches the student about the Agrarian movement in India**

**Unit IV : This unit gives an insight of the trade union movements in India**

**Unit V : This unit elaborated the development of fine arts in India**

**Books for Reference:**

1. Chandra, Bipin: India's Struggle for Independence, Penguin Books, New Delhi, 2000.
2. Chandra, Bipin: India since Independence, New Delhi, 2002.
3. Chandra, Bipin: Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1999.
4. Majumdar, R.C. Ray Chaudhari, H.C. and Kalikinkar Datta: An advanced History of India, Macmillan Press, Madras, 1998.
5. Jones, Kenetah, W : Socio – Religious Reform Movements in British India, The New Cambridge History of India Series, Foundation Books, Cambridge University Press, New Delhi, 1994.
6. Sarkar, Sumit,,: Modern India 1885-1947, Macmillan Press, New Delhi, 2002.

## PAPER - 7

### GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

**Objectives:** A student with a strong sense of history and a very strong historical background is best suited to study various other dimensions of India apart from history to enable him / her to prepare for the competitive examination

#### UNIT: I

Geography The Earth-Atmosphere- various types of Soils - Minerals – Metallic and Non Metallic, Food Crops, Cash Crops - Flora and Fauna - Forests, Monsoons-Mountain ranges, Rivers, National highways, Airports-National Wild-Life Sanctuaries - Tribes in India.

#### UNIT: II

Indian Economy- Planning Commission, NDC - New Economic Policy, LPG Liberalization, Privatization, Globalization – Taxes - Currency System.

#### UNIT: III

Indian Polity - President, Parliament – Judiciary – Centre – state relation – state Government – Panchayat raj - Recent amendments.

#### UNIT : IV

Bio-technology – Nano Technology – Space research – Oceanography – plate tectonic – Natural Disaster Management.

#### UNIT : V

Present Day India and World; Indian States-Census, Flag, Emblem, River Valley Projects - Art & Music, Railways-Awards in India and World – Sports - Major Events in India and World - Who is Who - UNO.

#### Course outcome:

**Unit I :** This unit will enable the students to understand the physical geography of India

**Unit II :** This unit covers how the economy of India is distributed

**Unit III :** This unit gives an insight how the Union and State government were governed and also understand the Parliamentary democracy

**Unit IV :** This unit narrates the modern day technology and the growth of Science

**Unit V :** This unit teaches the meanings of our national flag, water savings, contributions of sports personalities and some of the major events in India and the world

#### REFERENCE BOOKS:

1. General studies UPSC and State Civil Services Preliminary Examinations, Unique Publishers.

2. General knowledge Manual, Pearson Publication.
3. India 2012, Publication Division, Government of India.
4. Geography of India, 'M' n 'M' series
5. Dutt and Sundaram – Indian Economy 6. Science and Technology-Spectrum Publications
6. 'The Hindu' National Newspaper
7. Civil Services Chronicle, Competitive Examination Monthly Magazine.

## **CORE ELECTIVE**

### **PAPER 2**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

#### **A. ADMINISTRATIVE HISTORY OF INDIA**

**Objectives: A student with a strong sense of history and a very strong historical background is best suited to study various other dimensions of India apart from history to enable him / her to prepare for the competitive examination**

#### **UNIT - I**

Administration :- Meaning and scope of Administration – Origin and growth of Public Administration in India – Pre Mauryas – Mauriyan Administration – special reference to city Administration

#### **UNIT – II**

Ancient Indian Administration – Harsha – Guptas administrative policies – Introduction to Muslim Administrative systems – General Revenue, Land, Defence and judicial systems Administrative development in India under the British rule.

#### **UNIT – III**

Administrative functions in free India - Central Secretariat – Functions and role of the Ministries of Home affairs, Finance, Defence, Human Resource Development- Health, Law and External Affairs – Minister Secretary relationship – O & M in Central Governments.

#### **UNIT – IV**

Constitutional Authorities – The Finance Commission planning commission and Comptroller and Auditor General of India – Problems and issues in Central – State Administrative relation- inter Governmental issues.

#### **UNIT – V**

Administrative functions of Indian States – State Secretariat – State planning commission – Planning and Schemes – State Public Services – District Administration – Local self-Government.

#### **Course outcome:**

**Unit I : This unit teaches the students about administrative efficiency of Indian rulers**

**Unit II : This unit covers various measures taken for better governance**

**Unit III : This unit teaches us how we are governed**

**Unit IV : This unit teaches the administrative functionaries in independent India**

**Unit V : This unit elaborates the functions of State governments in India**

#### **REFERENCES BOOKS:**

1. B.B. Mishra, the Administrative History of India 1834 – 1947
2. History of Indian Administration vol-I Bharathiya Vidya Bhavan, 1968 B.N. Puri.
3. B.N. Puri, History of Indian Administration Vol-II, 1975.
4. The Evolution of Indian Administration, Agra, Lakshmi Narayan Agarwal, 1970.
5. Uma Meduri – Public Administration in the Globalisation Era , 2010
6. Bidyut Chakrabarty – Public Administration , Orient Longman Ltd , 2007

## **CORE ELECTIVE**

### **PAPER 2**

#### **B. INTRODUCTION TO ARCHAEOLOGY**

##### **Objectives**

The study of Archaeology through Epigraphy, Excavation and Numismatics, helps, to understand and rebuild, the history of ancient period. It is a base to post graduates and research students to collect various source materials to prepare and write any article, thesis or book.

##### **UNIT-I**

Aims and methods of Archaeology – Explorations – Different types of Excavation's- Pottery types and their importance.

##### **UNIT-II**

Early stone Age- A Brief survey of Paleolithic – Mesolithic and Neolithic culture of India.

##### **UNIT-III**

Harappa Culture – Chalcolithic culture of western and central India and Deccan – Early Iron Age culture – Painted Grayware and Megalithic culture – Northern Black Polished ware and Black red ware culture of south India.

##### **UNIT-IV**

Epigraphy – Its importance – Brahmi Script – Language and Types of inscriptions with special reference to South India.

##### **UNIT-V**

Numismatics – Its illustration – Coins of Guptas, Cholas, Pandyas and Vijaya Nagara rulers.

##### **Course outcome:**

**Unit I : This unit elucidates the importance of archaeology to understand our past.**

**Unit II : This unit describes the growth of mankind to the students**

**Unit III : This unit describes the planning of cities and towns in ancient India and the growth of civilization**

**Unit IV : This teaches the students about the importance of learning to read the inscriptions engraved on the pillars, rocks and temple walls**

**Unit V : The study of coins will enable the students about the trade activities in India and maritime trade.**

##### **Books for Reference:**

1. Asko Parpola : South Indian Megaliths, State Dept of Archeology, Tamilnadu.



2. Ekambaranathan, A: Principles and Methods of Archeological Excavation, & Ponnusamy Aranga (in Tamil),(Third Ed.) Kulamangalam Publishers, Chennai, 2002.
3. Magalingam, T.V.: Early South Indian palaeography, madras University.
4. Dr.Narashima 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.: Bibliography on Indian Megaliths, The State Dept of Archaeology,Tamilnadu.
7. Dr.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. Dr.Venkataraman.R: Indian Archaeology – A Survey, Ennes Publications, Udumalpet, 1999.

## **CORE ELECTIVE**

### **PAPER 3**

#### **C. ECONOMIC HISTORY OF INDIA FROM C.E. 1526 TO C.E. 1857**

##### **Objectives**

The main aim of introducing this paper is to create awareness among the students to know how Agriculture played a dominant role in India and the policies taken by the then governments to improve it. In addition to this, the industrial policies of East India Company, Transport and Communication developments from 1526-1857 certainly induce the students to come forward to work for the betterment of India.

##### **UNIT-I**

Economic condition under the Mughals \_ Jagirdari – Zamindari – Manzabdari - Khalsa Land and Revenue Assignments – Land Revenue under Sher Shah – Land Tenures.

##### **UNIT-II**

Agriculture and Irrigation under the Mughals – Agriculture and Irrigation under the British – Introduction of Commercial crops in British Period.

##### **UNIT-III**

Industries – Impact of Industrial Revolution on British India – Policy and Development – Village, Small Scale and Large Scale Industries in Modern India – Famines in India and the Policy of the East India Company.

##### **UNIT-IV**

Trade and Commerce under the Mughals – Vijayanagar – Marathas – East India Company – British Traders.

##### **UNIT-V**

Transport and Communication – Development of Roadways – Water Ways – Railways.

##### **Course outcome:**

**Unit I : This unit teaches how the Mughal rulers introduced a system of revenue administration.**

**Unit II : This unit elaborates the Agrarian conditions and the introduction of commercial crops**

**Unit III : This brings to light the growth of Industries during British period and Independent India**

**Unit IV; This unit will enable the students pertaining to trade and commerce**

**Unit V: This unit teaches the overall development of transports.**

##### **Books for Reference:**

1. Bhattacharya, H: Aspects of India Economic History – 1750, Progressive Publications, Calcutta, 1980.
2. Chablani, H.L: Economic Condition of India during the 16th Century, Delhi, 1929.
3. Chitnis, K.N.: Socio – Economic Aspects of Medieval India, Mrs. Chitnis, A1/23, Rambhat Colony, Poona, 1959.
4. Chopra, D.N. Puri, B.N.: A. Social, Cultural and Economic History of India, Vol III, Macmillan & Das, M.N. Company of India Ltd. New Delhi, 1974.
5. Datta, K.K: Survey of India's Social life and Economic condition in the 18th Century, Calcutta, 1961.
6. Irfan Habib: The Agrarian system of Mughal India A.D.1566 – A.D.1707, Asia publishing House, Bombay, 1963.
7. Mahalingam, T.V.: Administration and Social Life under Vijayanagar Vol I & II, Madras, 1969 & 1971.
8. Romesh Chandra Dutt: Economic History of India Vol.I & II, govt. of india Publications and Division, New Delhi, 1970.
9. Shireen Moosvi : The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1980.

## **OPEN ELECTIVE**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

### **PAPER 2**

#### **A. THE INDIAN NATIONAL MOVEMENT**

##### **OBJECTIVES:**

The objectives of the paper is to impart and imbibe in students values and lessons of the Indian National Movement, sacrifices made by nationalist leaders for the cause of freedom, prepare students for the state and central government competitive examinations, and to communicate the importance of safeguarding our freedom and national values.

##### **UNIT-I:**

South Indian Rebellion - Poligars and the British - The Vellore Mutiny of 1806, Causes, Course and Results.

##### **UNIT-II:**

The Revolt of 1857: Social, Religious and Political Cause - Course and Results - Role of Native Indian Rulers - Impact of the Revolt.

##### **UNIT-III:**

Indian National Congress - Moderates and Extremists - Partition of Bengal - Muslim League - Swadeshi Movement - Revolutionaries - Home Rule Movement - Role of Nationalist Press and Literature in the Indian National Movement.

##### **UNIT-IV:**

Gandhian Era - Satyagraha - Jallianwala Bagh - Non-Cooperation Movement - Swarajists - Salt Satyagraha - Round Table Conferences - Quit India Movement - British Missions - Partition and Independence.

##### **UNIT-V:**

Nationalist Leaders - Jawaharlal Nehru - Subash Chandra Bose - Sardar Vallabhai Patel - Maulana Abul Kalam Azad - Rajaji - Satyamurthy.

##### **Course outcome:**

**Unit I : For the non- major students this unit will explain the struggle for freedom**

**Unit II : This unit covers the first war of Indian Independence in 1857**

**Unit III : The role of Congress towards achieving oneness is described in this unit.**

**Unit IV : The new phase of operation, ahimsa, is described**

**Unit V: This unit elucidates the role of national leaders**

##### **Books for Reference:**

1. Bipin Chandra, Amal Tripathi and Barun De, Freedom Struggle, National Book Trust, 1994.
2. Bipin Chandra et al, India's Struggle for Independence, Penguin, 1989.
3. Sumit Sarkar, Modern India, Penguin, 1990.
4. V.D. Mahajan, Indian National Movement, S. Chand & Co, 1995.
5. S. Gopal, Jawaharlal Nehru - A Biography, New Delhi.
6. Bipin Chandra, editor, The Indian Left.
7. B.R. Nanda, Mahatma Gandhi - A Biography.
8. Chinnaiyan, The Vellore Mutiny.
9. S.N. Sen, Eighteen Fifty Seven, New Delhi, 1957.
10. J. Natarajan, History of Indian Journalism, New Delhi, 1955.

## **OPEN ELECTIVE**

### **PAPER 2**

#### **B. PANCHAYAT RAJ**

##### **Objectives**

The Constitution (73rd) Amendment Act, endowing PRIs with constitutional status, constitute a significant landmark in the evolution of grass root democratic institutions in India. It ensures full freedom to plan according to the local need and local potentials. The comprehensive framework provided now, will truly transform the rural economy and give a practical shape to people's participation in the process of economic development with social justice.

##### **UNIT-I**

Introduction of Panchayat Raj system in India- The Madras Panchayat System- people's participation in rural reconstruction.

##### **UNIT-II**

Aims and Objectives of Panchayat Raj system. Constitutional provisions of Panchayat Raj system- The 73rd and 74th Constitutional Amendment Act (CAA)

##### **UNIT-III**

Structure and functioning of Panchayat Raj institutions- Marginalized sections and their participation; Institutional mechanism and grassroots decision-making- Examining the administrative and political lacunae in the functioning of the Institution of Self-government

##### **UNIT-IV**

Natural resource management and Panchayat Raj institutions- NGOs, Panchayats and capacity-building initiatives- and decentralised planning and finance.

**UNIT-V**The role of Panchayat Raj institutions in villages and rural areas- Impact on the lives of the women.

##### **Course outcome:**

**Unit I : This unit teaches the non-major students how effective local self - government functions**

**Unit II : This unit covers the main aims and objectives of Panchayat raj**

**Unit III : This unit gives an insight on the structure and functioning of Panchayatraj**

**Unit IV : This covers the role of resource management and the role of non-governmental organizations**

**Unit V : This unit explains the panchayat role and the emancipation of women.**

**Books for Reference:**

1. Sanyal, B.M. India: decentralised planning, themes and issues Sanyal;
- 2 New Delhi: Concept, 2001.
- 3 Ray, C.N. Politics of Rural Development
- 4 3.Edited By Hooja, Rakesh Mathur, P.C. District and Decentralized Planning- Jaipur: Rawat Publications, 1991
- 5 Pattanayak , Raimann (ed.) Local Government Administration Reform
- 6 -New Delhi: Anmol Publications, 2002.
- 7 Singh, S.K. Panchayati Raj Finances in Madhya Pradesh -new Delhi: concept Publishing Company, 2004
- 8 Singh, J.L. Women and Panchayati Raj- -New Delhi: Sunrise Publication, 2005
- 9 Soni, Jasprit Kaur Governance of Panchayati Raj -New Delhi: Authors Press Publishers of Scholarly Books, 2005
- 10 Taori, Kamal IAS Disaster management Through Panchayati Raj-New Delhi: Concept Publishing Company, 2005
- 11 Edited by Sisodia, Yatindra Singh Functioning of Panchayat Raj System -New Delhi: Rawat Publications, 2005
- 12 Venkatesan , V. Institutionalising Panchayati Raj in India -New Delhi: Concept Publishing, 2002.
- 13 Ghosh , Buddhadeb & Girish Kumar State Politics and Panchayats In India-New Delhi: Manohar Publishers, 2003.
- 14 Sudhakar , V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.
- 15 Rai, Manoj & Malini Nambiar etc.(eds.) The State of Panchayats:A Participatory Perspective -New Delhi: Samskriti Publication, 2001.

## **OPEN ELECTIVE**

### **PAPER 2**

#### **C. THE CONSTITUTION OF INDIA**

##### **OBJECTIVES**

In a free and democratic country, the Constitution of the Nation is supreme and it governs the state. Being evolved after much deliberations and discussion, the Bundle of Statute contains the rules and nature of the legislature, its composition, structure of executive and the judiciary. Hence it is essential for every citizen of India to be aware of the same; in particular about the rights that is guaranteed and the duties to be performed by one and all. The objective of this paper is to enlighten the students about various aspects of the constitution under which they are governed.

##### **UNIT-I:**

Sources of the Constitution - Preamble - Salient features - Fundamental Rights and Duties - Directive Principles of State Policy.

##### **UNIT-II:**

The Union Executive: President, Vice-President, Prime Minister and the Council of Ministers - Powers and Functions - The Parliament: Rajya Sabha and Lok Sabha - Powers and Functions.

##### **UNIT-III:**

The Judiciary: The Supreme Court - Composition, Powers and Functions - High Courts in the States - Judicial System of States - Judicial Review - Important Judicial Decisions - Election Commission of India.

##### **UNIT-IV:**

The Government of the States: The Governor - Powers and Functions - Chief Minister and the Council of Ministers - The Public Service Commission - The State Legislature Council - Legislative Assembly - Powers and Functions - Election Commissions.

##### **UNIT-V:**

The Federal System: Relations between the Union and the States - Legislative, Administrative and Financial Relations - Amendments.

##### **Course outcome:**

**Unit I : Every Indian should know about our Constitution which will help them for competitive examinations**

**Unit II : It describes the role of hierarchy in India**

**Unit III : This unit gives an insight about the functioning of the Indian judiciary**

**Unit IV: This elaborates the governance in the state and other commissions in India**

**Unit V: This unit describes the federal structure of our country**



## **Books for Reference**

1. Agarwal, R.C. : Constitutional Development and National Movement, S. Chand & Company Ltd., New Delhi, 2005. 2. Basu, D.D. : Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
2. Grover, B.L. & Grover, S. : The Evolution of Indian Constitution and Freedom Struggle, S. Chand & Company Ltd., New Delhi, 1985.
3. Johari, J.C. : The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.
4. Pylee, M.V. : India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.

## **SEMESTER III**

### **PAPER - 8**

#### **HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA) – ANCIENT PERIOD**

##### **Objectives**

The main objective of this study is to provide the students of history, a well-balanced coverage of the all key factors comprising the world civilization excluding India. Also to help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture through the ages and their impact on human lives today.

##### **UNIT-I**

Introduction – Definition of Civilization – Comparison between culture and Civilization – Origin and Growth of Civilization – Pre-Historic Culture – Paleolithic and Neolithic Culture.

##### **UNIT-II**

River Valley Civilizations – Egyptian Civilization – Mesopotamian Civilization – Sumerian, Babylonian, Assyrian and Chaldean Cultures.

##### **UNIT-III**

Persian Civilization – Hebrew Civilization.

##### **UNIT-IV**

Classical Civilization – Ancient Greece – Legacy of Greece Hellenistic Civilization – Ancient Rome – Roman Civilization.

##### **UNIT-V**

Chinese Civilization – Japanese Civilization – Maya, Aztec and Inca Civilizations.

##### **Course outcome:**

**Unit I : This unit explains the students various civilizations of the world and their contributions to the progress of human lives.**

**Unit II : Students can understand and enhance their knowledge why all the civilizations sprang on the banks of rivers.**

**Unit III : Students understands the values of Persian and Hebrew civilizations and their contribution to world civilization.**

**Unit IV : The Study helps the students to appreciate the classic civilization of Greece and Rome and their contribution to the world civilizations.**

**Unit V: The students understands the values of Chinese, Japanese, Maya, Aztec and Inca civilizations**

**Books for Reference:**

1. Burns, Ralph, et al: Western Civilizations.
2. Brinton, Christopher, Wolf: A History of Civilization, Vol I & II, Prentice – hall, Inc, Engle Winks, Wood, New Jersey, 1984.
3. Edward, d’Cruz, S.J: A Survey of world civilization, Lalvani Publishing House, Bombay, 1970.
4. Edward Macnall Burns ; Western Civilization – Their History and their Culture.
5. Gokhale, B.K.: Introduction to Western Civilizations, S.Chand & Co, Pvt.Ltd. New Delhi, 1973.
6. Israel Smith Calre : The Standard History of the World(10 Volumes), Standard historical Society, Cincinnati, 1931.
7. Judd, G.P: History of Civilization.
8. Phul, R.K.: World Civilization.
9. Swain, J.E.: A History of world civilization, Eurasia Publishing House, Pvt.Ltd., New Delhi, 1994.
10. Toynbee, A.J.: A study of History (12 Volumes)
11. Wall Blank, T.W.: Civilization – Past and Present Bailey, N.M.
12. Will Durant,: The story of Civilization (Vol.I & II)
13. Wesley Roehm, A.Morris, : The Record of Mankind, Webster & Edger B, Wesley, D.C. Edgar, B.Health and Company, Boston, 1952.

## **PAPER - 9**

### **HISTORIOGRAPHY**

#### **Objectives**

The aim of the paper is to inculcate the knowledge of history of history to the students of history in detail.

#### **UNIT-I**

History - Meaning – Definition – Nature and Scope – Value of History.

#### **UNIT-II**

History and Allied Studies – Types of History – Whether Science or Art

#### **UNIT-III**

Genesis and Growth – Greek - Roman Historiography – Medieval Arab Historiography

#### **UNIT-IV**

French and Finish Marxist historians – Evolution of Quantitative History – Modernism Post – Modernism.

#### **UNIT-V**

Indian Historiographers – Bana, Kalhana – Ferishta – Barani – Abul Fazl –VA Smith – K.P. Jayaswal – JN Sankar – DD Kosambi – K.A. Nilakanta Sasthri Sadhasiva Pandarathar –K K Pillay- N.Subrahmaniyan.

#### **Course outcome:**

**Unit I : The students learns the meaning and definition of History and also the scope of History**

**Unit II : The students enhance their knowledge through the study on history and the allied subjects**

**Unit III: The students will have an insight on the growth of historiography**

**Unit IV: The students will be taught on quantitiative and qualitative history**

**Unit V : The study helps the students to know the contributions of Indian Historiographers to the development of Historiography.**

#### **Books for Reference:**

1. Rajayyan.K - History: Its theory and Method
2. Sabramanian.N - Historiography
3. Carr.E.H. - What is History?
4. Sheik Ali. B - History: Its Theory and Method

## **PAPER - 10**

### **HISTORY OF EUROPE FROM C.E.1789 TO C.E.1919**

#### **Objectives**

The History of Modern Europe is essential because many revolutionary changes that took place in Europe not deeply affected the people of Europe but also the whole world. For instance, the three principles like 'Liberty, Equality and Fraternity' of French Revolution paved the way for independence of many nations. Further, the study of this History makes the students to know how the leaders of European Nations struggled hard to achieve their goals. Above all, the study of the First World War makes the students to understand the values and importance of people and their democracy and democratic institutions.

#### **UNIT-I**

French Revolution – Causes, Course and results – Era of Napoleon.

#### **UNIT-II**

The Congress of Vienna – The Holy Alliance – Concert of Europe – Metternich – Revolutions of A.D. 1830 to A.D. 1848.

#### **UNIT-III**

Napoleon III – Third Republic of France – Unification of Italy – Unification of Germany.

#### **UNIT-IV**

The Eastern Question – Balkan Crises – Germany Between A.D. 1870 and A.D.1914

#### **UNIT-V**

First World War – Treaty of Versailles – Russian Revolution – League of Nations.

#### **Course outcome:**

**Unit I : The ending of Divine Right theory during Louis XVI and the cause and course of the revolution**

**Unit II: The Congress of Vienna and the Concert of Europe where the student will learn about the role of Metternich and the consequent revolutions in France.**

**Unit III : The people come together to build a nation society in Germany and Italy**

**Unit IV: The student will know the trends happened in Europe in the later half of the 19<sup>th</sup> century and in the first phase of 20<sup>th</sup> Century.**

**Unit V: Europe during the First World War**

**Books for Reference:**

1. Gooch, G.P: History of Modern Europe 1878 – 1919, S.Chand & Co, New Delhi, 1976.
2. Grant, A.J.& : Europe in 19th Century and 20th Centuries, Orient Longman, London, 1959, Temperly
3. Hayes, C.J.H.: Contemporary Europe Since A.D.1870, Surjeet Publications, New Delhi, 1981.
4. Hazan, C.D.: Modern,Europe Since 1789, S.Chand & Co, Ram nagar, New Delhi, 1998.
5. John Bowle : A History of Europe – A Cultural and Political Survey, Martin Seckar & Warburg Ltd., London 1979.
6. Ketelbey, C.D.M.: A History of Modern Times from 1789, Oxford University Press, Chennai, 1997.
7. Mahajan, V.D.: Modern Europe Since A.D.1789, S.Chand and Company Ltd, New Delhi, 1977.
8. Rao, B.V.: History of Modern Europe 1789-1992, Sterling Publishers Pvt. Ltd, New Delhi, 2002.
9. South Gate, G.W.: A Text Book of European History, 1756 to 1945, T.M.Dent & Sons Ltd, London, 1970.

## **PAPER - 11**

### **HISTORY OF THE USA FROM C.E.1900 TO C.E. 2000**

#### **Objectives**

This Paper helps the students to know the political, Economic, Scientific and Technological developments in the USA from A.D.1900 to A.D.2000

#### **UNIT-I**

Progressive Era - Theodore Roosevelt and the Square Deal Policy – Big Stick Policy – William Taft – Woodrow Wilson – New Freedom – Role of USA in the First World War.

#### **UNIT-II**

Warren k Hardinge – Washington Conference – Coolidge – Hoover – Great Depression – F.D. Roosevelt and New Deal – USA in the Second World War.

#### **UNIT-III**

Truman – Fair Deal – Truman Doctrine – N.A.T.O – Cold War – Eisenhower – S.E.A.T.O. – John.F.Kennedy – New Frontier – Civil Rights Movements – Martin Luther King.

#### **UNIT-IV**

L.B.Johnson – Great Society – Foreign Policy – Richard Nixon – Watergate Scandal – Ping Pong Diplomacy – Man on the Moon.

#### **UNIT-V**

America under President – Jimmy Carter – Ronald Reagan – George Bush (Sr) – Bill Clinton – Barack Obama.

#### **Course outcome**

**Unit I : The student will know the growth of American progress under the dynamic leadership of its Presidents**

**Unit II: The problem of great depression and the rise of US of America will be taught to the students**

**Unit III: The post- World War Experience of the USA is taught to the students**

**Unit IV: Astronomical advances by the USA will be taught**

**Unit V: Recent Presidents of USA that will enable the students to understand the current situations.**

**Books for Reference:**

1. Beard and Beard : New Basic History of the United States, New York, USA, 1985.
2. Dharmaraj, J.C. : History of the USA (1800-2002), Denshi Publication, Sivakasi, 2001.
3. Krishnamurthi : History of the United States of America, 1492-1965, Madurai Printers, Madurai, 1980.
4. 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.
5. Marshall Smelson : American History – At A Glance, Barnes and Noble INC, New York, 1962.
6. Nambi Arooran, A. : History of the USA (Tamil), Tamilnadu Text Book Society Publication, Chennai, 1980.
7. Parkes, H.B. : The United State of America – A History, Scientific Book Agency, Calcutta, 1975.
8. Rajayyan,K. : A History of the USA, Madurai Publishing House, Madurai, 1978.
9. Ralph, W.Steen : The United States – A History, Prentice Hall, INC, Engle Wood, Cliffs, New Jersey, 1959.
10. Subramanian, N. : A History of the USA, Ennes Publication, Udumalpet, 1986.

**CORE ELECTIVE**

**PAPER - 3**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**



## A. INTRODUCTION TO NUMISMATICS

### Unit-I

Introduction - Evolution - materials used - language - size and shape - Art - Economic - Historical values of Numismatics.

### Unit-II

Types of coins - Punch marked - Indian - Foreign - Roman Coins - Eastern Coins - Sathavahana Coins - Currency - Value.

### Unit-III

Coins of vedic period - Sangam and Post Sangam - Chera - Later Chera -Chola - Pallava - Imperial Chola Coinage - Pandiyan Coinage - Coins of Sultanate and Mughals.

### Unit-IV

Vijayanagar Coins - Coins of Nayaks - Maratha Coins - Coins of Arcot Nawabs - Indo French Coins - Indo Dutch Coins - Indo Danish Coins - The Coins of East India Company.

### Unit-V

Coins of Indo British - Coins of free India - Some special types of coins - Historical values.

#### Books Recommended:

1. Chattopadhyaya, Brajadulal, Coins and Currency Systems in South India New Delhi, 1977.
2. Desikachari, T., "Numismatics with special relation to South India," QJMS., III, I, 1913, pp. 1 - 11.
3. Desikachari, T., "The Cholas and their Coinage", TA, Vol. II, No.2, 1914, pp. 1 - 19. B.A. History: Syllabus (CBCS) 46
4. Desikachari, T., "South Indian Epigraphy and Numismatics", Proceedings of the Madras Literary Society, 1916, pp.33 ff.
5. Desikachari, T., South Indian Coins, Trichinopoly, 1933.
6. Ganesh, K., The Coins of Tamilnadu, Bangalore, 2002.
7. Hultzsch, E., "South Indian Copper Coins", IA., xxi, 1892, pp. 321 - 26.
8. Irfan Habib, "Hoards and History", JNSI, 50, 1988, pp.50.
9. Kosambi, D.D., "Indian Numismatics, New Delhi, 1981, pp.123 - 127.
10. Krishnamurthy, R., "Sangam Period Pandya Coins with Tamil Brahmi Legends", JNSI, 47, 1985, pp. 45 - 47.
11. Krishnamurthy, R., "Kalabhra Coin with a Legend", JNSI, 48, 1986, pp.48.
12. Krishnamurthy, R., "Sangam Period Chera Coins", JNSI, 49, 1987, pp. 36 - 38.

13. Krishnamurthy, R., "Some Unpublished Silver Punch Marked Coins of the Pandyas", JNSI., Vol. 50., 1988, pp.25 - 27.
14. Krishnamurthy, R., "Coins of the Pallava King Mahendravarman I", JNSI., 50, 1988, pp. 33 - 34.
15. Krishnamurthy, R., "Selucid Coins from Karur", SSIC, Vol., 3, 1993, pp.19 - 28.
16. Krishnamurthy, R., Late Roman Copper Coins from South India, Karur and Madurai, Chennai, 1994. 17. Krishnamurthy, R., "Coins from Phoenicia found at Karur", SSIC., Vol., 4, 1994, pp. 19 - 28.
18. Krishnamurthy, R., Non Roman Ancient Foreign Coins from Karur in India, Chennai, 2000.
19. Krishnamurthy, R., "Some Unknown Ancient Greek Coins from Karur", SSIC, Vol. 11, 2001, pp. 53 - 56.
20. Rangachariar, T.M., and Desikachari, T., "Indo - Danish Coins", MJLS., 1888 - 89.
21. Sircar, D.C., "Silver Coins of Vasistiputra Satakarni", Epigraphia Indica, 35, 1965, pp. 247.
22. Vanaja, R., "The Madras Museum Collection of Punch - Marked coins, A Study", M. Litt Thesis (unpublished), University of Madras, Chennai, 1955. 28. Wheeler, R.E.M., "Roman Coins, first century B.C. to fourth century\
23. Champakalakshmi, R., Trade Ideology and Urbanization - South India 300 BC to AD 1300, Oxford, 1996.

## **CORE ELECTIVE**

### **PAPER - 3**

#### **B. ISLAMIC HISTORY AND CULTURE FROM A.D.500 TO A.D.750**

Objectives Islam is one of the major religions of the world. It had very humble beginnings in Arabia, but within a short period of time spread to many regions of the ancient world. The study of this paper will introduce the students to the beginnings of Islam, Its prophet, the teachings of Islam and the early Caliphates.

#### **UNIT-I**

Jahiliyya Period – Social, Cultural and Religious Life – Early Life of Prophet Muhammad.

#### **UNIT-II**

Prophethood – Teachings of Islam – Five Pillars – Quran and Hadith.

#### **UNIT-III**

Rightly guided Caliphs: Abu Bakr, Omar, Uthman and Ali – Social, Cultural and Religious Life between 571 and 661 A.D.

#### **UNIT-IV**

The Umayyads: Muawiyah – Abdul Malik – Walid and Omar Bin Abdul Aziz – Fall of the Umayyads.

#### **UNIT-V**

Contribution of the Ummayyads – Art and Architecture – Literature – Umayyad Administration.

Books for Reference.

- 1. Abbas : Civilization in Islam, Reference Press, New Delhi, 2005.**
- 2. Ali, Syed Ameer: The Spirit of Islam, Idarah-i-Adabiyat-i-Delli, New Delhi, 1997.**
- 3. Ali, Syed Ammer: History of the Saracens, Kitab Bhavan, New Delhi, 1995.**
- 4. Arnold, Thomas, : The Legacy of Islam, Oxford University Press, 1980.**
- 5. Hitti, Philip.K : History of Arabs, Macmillan India, New Delhi, 1974. 6. Zaydan, Jurji, : History of Islamic Civilization, Kitab Bhavan, New Delhi, 1978.**

## **CORE ELECTIVE**

### **PAPER - 3**

#### **C. HISTORY OF MODERN JAPAN FROM A.D.1900 TO A.D.2000**

Objectives History of Modern Japan offers an interesting insight to students on the rapid progress of Japan in the 20th Century. Students are expected to learn and imbibe the spirit with which Japan could achieve such progress. The transformation of Japan into a technological super power will offer a good lesson to all learners about the importance of science and technology in the country's progress.

##### **UNIT-I**

Condition of Japan at the beginning of the 20th Century - Japan's position in East Asia - Anglo - Japanese Alliance of 1902 - Russo - Japanese War, 1904 - 1905 - Impact on Japan.

##### **UNIT-II**

Political developments in Japan 1900 - 1914 - Japan and the First World War - Twenty one Demands - Japan and the Treaty of Versailles.

##### **UNIT-III**

Japan and the Washington Conference - Japan's economic and financial condition During the inter-war period - Bank Crisis - Political developments - Expansion Policy - Invasion of Manchuria - Manchurian Crisis - Sino-Japanese Second war.

##### **UNIT-IV**

Japan and the Second World War - Japan's entry into the Asian Countries - Defeat of Japan in the war - Allied Occupation of Japan - reforms under allied occupation - End of Occupation - San Francisco Treaty.

##### **UNIT-V**

Post war Japanese politics - Economic Reforms - Scientific and Technological Developments - Japan in World Affairs - Japan at the end of the twentieth century.

##### **Books for reference**

1. Andrew Gordon : A Modern History of Japan from Tokugawa Times to the Present, Oxford University Press, 2002.
2. Clyde, Paul H.& Beers, Burton F.: The Far East - A History of Western Impacts and Eastern Responses, 1830-1977, Prentice Hall of India, New Delhi, 1985.
3. James, David H. : The Rise and Fall of the Japanese Empire.

4. Roy, Somendr lal : A short history of the Far East in Modern Times, Basushree Book Stall, Calcutta, 1991.
5. Vinacke, Harold M. : A History of the Far East in Modern Times, Kalyani Publishers, New Delhi, 1982.
6. Website : <http://en.wikipedia.org/wiki/japan>

## **OPEN ELECTIVE**

### **PAPER - 3**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

#### **A. HISTORY OF FREEDOM STTUGGLE IN TAMILNADU**

##### **UNIT-I**

Genesis of Freedom movement - The poligari Rebellion South Indian Rebellion, Vellore Rebellion - causes, course and results.

##### **UNIT-II**

Formation and Growth of Indian National Congress - Growth of western Education - Socio - Economic - religious Factors - Role of Press - Pre - Congress political Associations - British Birth of Indian National Congress - Tamilnadu in the congress sessions - Moderates and Extremists.

##### **UNIT-III**

Swadeshi Movement - Surat split - Extremist activities - Vanchinathan - senbagaraman - Home rule Movement - Madras presidency Association - Role of justice party - consequences of Jallian wala Bagh Massacre.

##### **UNIT-IV**

Emergence of Gandhiji - Non - cooperation Movement - Civil Disobedience Movement - Swarajya party - Neill Statute Satyagraha - Vedaranyam salt Satyagraha - II world war - Quit India Movement - INA trails - Independent India.

##### **UNIT-V**

Tamil Nationalists - Thilliyadivathiram - Subramaniya Sivea - Bharathiyar Thirmilika Dr. P. Varadarajalu Naidu - S. Satyamurthy - Rukmani lakshmipathi - Rajaji - E.V Ramasamy - Satyamurthy - Kamaraj - Jothi Venkatachlam - Maragatham Chandrasekar.

#### Books for Reference

1. Baker, C. J - The politics of South India 1920 - 37, Cambridge University press, 1976.
2. Baker, C. J and Wash Book, D.A - South India - Political Macmillan company Ltd, New Delhi, 1975.
3. Copley, ARH - The political career of C. Rajagopalachari 1937 - 54, The Macmillian company of India Ltd, Madras, 1978.
4. Ganesan, A - The press in Tamilnadu and struggle for Freedom 1917 - 37, Mittal Publications, New Delhi, 1989.
5. Kandaswamy, P - The Political career of K. Kamaraj, concept publishing company, New Delhi, 2001.
6. Nambi Aroram, K - Tamil Renaissance and Dravidian Nationalism 1905 - 1944, Koodal Publishers, Madurai, 1980.
7. Pattabi Sitarammaya, B - History of India National Congress (1885 – 1935), The Congress Working Committee are the Occasion of 50th Anniversary of Congress, Madras, 1935.
8. Rajaramman, P - The Justice Party - A Histocial perspective 1916 - 37. Poom Pozhil Publishers, Madras - 1998.
9. Rajayyan, K - History Tamilnadu 1565 - 1982, Raj Publishers, Madurai, 1982.
10. Sivagnanam, M.P. - Viduthalaipporial Tamilzhagam, (Tamil) Vol. I and II.Poongodi pathippagam, Chennai, 2005.
11. Sundralingam, R. - Politics and Nationalist Awakening in South India 1852 - 1891, Rawat Publications, New Delhi, 1980.
12. Viswanathan, E.Sa, - The Political Career of E.V. Rana Sami Naicker, Ravi and Vasanth Publications, Madras. 1983

## **OPEN ELECTIVE**

### **PAPER - 3**

#### **B. CONTEMPORARY HISTORY OF INDIA FROM A.D 1947 TO A.D 2002**

##### **UNIT- I**

Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution – Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue- Indo – Pak war 1948 .

##### **UNIT – II**

Nehru Era – First General Election of 1952. Five year plans – Democratic socialism and mixed Economy – Planning and land Reforms – Reorganizations of linguistic States 1956 - Kamaraj Plan and Bhuvanewar Congress.

##### **UNIT - III**

India After Nehru – the role of Lal Bhahadur Sastri – Pak aggression – the treaty of Tashkant – Vision of New India – Indira Gandhi – Congress split – Economic Policy; Nationalization of Banks – Abolition of privy puse – 1971 – Mid-term poll – 20 point Programme – Authoritarian Politics – Total Revolution ( J.P.Narayan – Allahabad Judgement. proclamation of emergency – Policies of Repression – General Election 1977 – New Political Alignment - Janata Party Govt. – Moraji Rule – breakup – Charansigh Premiership.

## **UNIT – IV**

Re-emergence of Indira Gandhi – Election of 1980 – NAM Conference at Delhi – Panjab Crisis; Blue star operation-Assassination of Indira Gandhi – Era of Liberalism Prime minister ship of Rajiv Gandhi – New Economic Policy – Domestic policy – Nagaraphaliga and Panchayat Raj.

## **UNIT - V**

National front Govt-V.P. Sing – Mandal commission - the issue of Rama Janna Boomi – fall of Govt. 1991 Election – Restoration of congress Regime – Narashimha Rao – Economic policies – the Role of Manmohan Sigh as finance Minister – United front govt. Regionalism and instability in India.

## **REFERENCE BOOKS:**

1. V.D. Mahajan - Contemporary History of India Chand & Company, New Delhi.Vol.I & II 2.
- Bepin Chandra - Contemporary History of India
3. Venkatesan - Contemporary History of India
4. C.P.Bhambhri - Indian Politics since Independence Vol : I , NewDelhi,1995
5. S.Gopal - Jawaharlal Nehru , A Biography , Vol:I ,1889- Cambridge , 1956
6. Palmar D.Norman - The Indian Political System , 2nd Ed.,Boston , 1971.
7. Partha Chatterjee - State and Politics in India , New Delhi , 2002
8. Publication Division - India : 40 years of Independence
9. Publciation Division - Era of Rapid Change , 1947 – 1971.



## **OPEN ELECTIVE**

### **PAPER - 3**

#### **C. DRAVIDIAN MOVEMENT IN TAMIL NADU SINCE A.D.1947**

##### **UNIT-I**

Meeting of Rajaji and Periyar 1949 - Split in Dravida Kazhagam and the birth of DMK - Young dynamic followers of C.N. Annadurai - New style in press - stage - film worlds - struggle of DMK - 1952 Elections - 1954 Bye election and support to Kamaraj - Kallakudi - Thiruttani - Devikulam Peermedu struggle - 1957 entry into election and 15 MLAs.

##### **UNIT-II**

1962 Elections - 50 MLAs - Good growth - Indo Chinese war - Defence of India Rules - Abandoning of separate Dravida Nadu demands - Anti Hindi and Anti price rise agitations - large scale unrest - 1964 - 65, 1967 - Elections - New Alliance formula of seat adjustment - DMK won and C.N. Annadurai became CM.

##### **UNIT-III**

The Administration and death of C.N. Annadurai - succession crisis and M. Karunanidhi becomes CM - various welfare measures - development activities - Congress split and DMK's support to Congress - I. Demand for state Autonomy - 1971 Elections - continuance of Alliance - M.G.Ramachandran and split in DMK - Birth of ADMK - Emergency and after math in Tamil Nadu.

##### **UNIT-IV**

Alliance Politics in Tamil Nadu - M.G.Ramachandran first ADMK Govt. 1977 - 80 - 1980 - 84 and 1984 - 88. Welfare measures and development activities of ADMK - Srilankan issue and political changes in Tamil Nadu - Death of M.G.Ramachandran 1987 and split in ADMK - return of ADMK to - administration 1989 - 91.

##### **UNIT-V**

Rajiv Gandhi's Assassination and Political changes 1991 - Ms. J. Jayalalitha as CM - References of welfare activities - charges and criticism - 1996 - Return of M. Karunanidhi as CM for the fourth time - Changed affiliations and alliance - Tamil Nadu under development path - software - IT and Tamil Nadu.

Reference Books:

1. Hard Grave, R: The Dravidian movement, Popular Prakasam, Bambay, 1965.
2. Subramanian, N. : Social and Cultural History of Tamil Nadu, AD. 1336 – AD. 1994, Ennes Publications, Udumalpet, 1999. 1.
- 3.Thandavan, R. : All India Anna Dravida Munnetra Kazhagam, Tamil Nadu Academy of Political Science, Madras University, 1987. 3. Spratt, P. : DMK in power, Nichiketa publication Ltd, Bombay, 1970.

## **SEMESTER IV**

### **PAPER - 12**

#### **RESEARCH METHODOLOGY IN HISTORY**

Objectives This paper aims to help the students to understand the methodology so as to pursue research in the field of Historical Studies.

#### **UNIT-I**

Definition – Meaning – Nature and Scope – Uses of History.

#### **UNIT-II**

Research Methodology – Selection of Topic Review of Literature, Objectives – Hypothesis – Collection of data – Types of data – classification of sources.

#### **UNIT-III**

Historical Criticism – External and Internal – Positive and Negative Criticism – Objectivity and Subjectivity in Using of History.

#### **UNIT-IV**

Questionnaire and Pilot Study – Evolution Techniques – Analyses.

#### **UNIT-V**

Footnotes – Importance and purpose of Footnotes – Endnotes – Bibliography – Annotated Bibliography – Appendix – Index.

#### **Books for Reference**

- 1.Reiner G.T. - History its purpose and method.
- 2.Collingwood, R.G. - The idea of history
- 3.Khan, S.A., - History and Historians of British India.
- 4.Majumdar, R.K.and Srivastava, A.N. – Historiography, Delhi.1975
- 5.Sen, S.P.(Ed) – Historians and historiography in modern Indian, 1973.

## **PAPER – 13**

### **HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA) MEDIEVAL AND MODERN PERIOD**

#### **Objectives**

The main objective of this study is to provide the students of history, a well balanced coverage of the all key factors comprising the world civilization excluding India. Also to help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture through the ages and their impact on human lives today.

#### **UNIT-I**

Middle Ages: Rise and Spread of Christianity – The Papacy – Byzantine Civilization – Rise and Spread of Islam – Saracenic Civilization.

#### **UNIT-II**

Feudalism – Origin – Merits and Demerits – Crusades – Causes and Results – Monastic orders of Medieval Europe – Growth of Medieval Cities – Progress of Education and Rise of University.

#### **UNIT-III**

Transition to Modern Age – Renaissance – Causes – Renaissance in Italy – Results of Renaissance – Geographical Discoveries of 15th and 16th Centuries – causes, Course and Results – Reformation in Germany, France and Switzerland – Counter Reformation.

#### **UNIT-IV**

French Revolution and its impact – Romanticism – Industrial and Agrarian Revolutions – Causes, Course and Results – Revolutions of the 20th Century – China, Russia, Latin America.

#### **UNIT-V**

Nationalism Vs. Internationalism – League of Nations – United Nations Organization De-Colonization – Nelson Mandela Developments in Science and Technology – Philosophy, Arts and Literature during the Contemporary World.

#### **Course outcome:**

**Unit I : This unit helps the students to understand the rise and spread of Christianity and Islam**

**Unit II : This unit teaches the students about the feudalism and its merits and demerits and the causes and courses of Crusades. This also elucidates the rise of Univerties**

**Unit III : This unit gives an insight about renaissance and reformation and geographical discoveries and entering modern era**

**Unit IV : This unit describes the causes, course and results of French Revolution alongwith Industrial and Agrarian Revolutions.**

**Unit V: This unit teaches the students about the efforts of the countries to bring peace.**

#### **Books of Reference**

1. Burns, Ralph et al: Western Civilizations.
2. Collier : The World's Great Events – 10 Volumes (An Indexed history of the World from earliest times to present day – Illustrated, P.F.& Son Company, New York, 1948.
3. Edward MacNall: Western Civilization – Their History and their Culture, W.W.Norton & Company, Inc New York, 1963.
4. Gokhale,B.K: Introduction to Western Civilization, S.Chand & Co, Pvt.Ltd, New Delhi.1973.
5. Israel Smith Clare: The Standard History of the World, 10 Volumes, Standard Historical Society, Cincinnati, 1931.
6. Judd, G.P.: History of Civilization
7. Phul, R.K: World Civilization
8. Swain,J.E.: A History of World Civilization, Eurasia Publishing House Pvt., Ltd., New Delhi, 1994.
9. Toynbee, A.J: A Study of History (12 volumes)
10. Wallbank, T.w.& Bailey, N.M: Civilization – past and Present.
11. Will Durant: The Story of Civilization(Vol I & II)
12. Wesley Rohem, A et al: The record of mankind, Health and Company, Boston, 1952.

## **PAPER - 14**

### **INTERNATIONAL RELATIONS SINCE AD 1919**

#### **Objectives**

There has been increasing internationalization of issues of mankind. Unless the student understand International Relations, they will not be familiar with International issues. This paper aims at training the students with development in International Relations and Diplomacy.

#### **UNIT-I**

Nature of International Relation – National Power and instruments for promotion of National Interests – Diplomacy.

#### **UNIT-II**

Inter war years – Reparation – Inter Allied debts – World Economic Crisis – Collective Security League of Nations – Rise of Dictatorship – Totalitarianism.

#### **UNIT-III**

Second World War – Peace Settlement – Military Alliances Emergence of Power Blocs – Cold War – UNO – Detente.

#### **UNIT-IV**

Disarmament and arms control – Disintegrating USSR – Emerging New World Order – Multi-polar Vs Uni-polar Concepts – Fight against Terrorism – Emergence of India and China.

#### **UNIT-V**

Present trends in International Associations (Role of International Associations such as Common Wealth – NAM, SAARC, OAU, ASEAN, G-18, G15, G-77 and European union).

#### **Course outcome:**

**Unit I : This unit describes the efforts of national power and national interest.**

**Unit II : This unit explains the students regarding the war debts and world economic crisis and the rise of dictatorship**

**Unit III: The unit express about the Second World War and its aftermath.**

**Unit IV: This unit helps the student to know the meaning of disarmament and arms control and emergence new world order**

**Unit V: This unit helps the student to know the present scenario of maintain world peace and the role of international associations.**

**Books of Reference:**

1. Paloner and Perkins: International Relations, 3rdEd, AITBS Publishers Delhi, 2000.
2. Schuman – F: International Politics 6th Ed. McGRaw Hill Book Company, New York, 1958.
3. Schleicher C P : International Relations, New Delhi. 1963.
4. Sen AK : International Relations Since 1919, S.Chand & Co., New Delhi 1993.
5. Wrisht Q : The Study of Internationl Relations, Appleton – Century crafts, New York, 1955.
6. Carr.E.H : International Relations between the two world wars, 1919-1939, New York, 1966.
7. Calvecoressi, P. : World Politics since 1945.
8. Moon, P.T. : Imperialism and World Politics , The Macmillan Company, New York, 1926.
9. Morgenthau, Hans.J: Politics among nations, The struggle for Power and Peace, New York, 1973.
10. Palmer and Perkins: International Relations, Third Ed, AITBS Publishers & Distributors, Delhi, 2000.
11. Prakash Chander & Prem Arora : International Relations, Cosmos Bookhive (p) Ltd. Gurgaon.
12. Schleicher, C.P : International Relations , New Delhi, 1963.
13. Schuman, F.: International Politics, 6th Ed, McGRaw Hill Book Company, New York, 1958.
14. Sen.A.K : International Relations since 1919, S.Chand & Co., Ltd, New Delhi, 1993.

## **PROJECT / DISSERTATION**

### **WITH VIVA VOCE**

#### **GUIDELINES**

The Project / Dissertation with Viva – Voce in M.A. Degree Course in History has to guide by the teachers who handle P.G. Classes in their respective Colleges. Students can choose a topic of their interest related to their subject in consultation with the respective teachers under whom they are assigned to work. The workload for guidance has to be treated on par with the teaching hours of two theory papers. Students have to submit the Project / Dissertation at least 15 days before the commencement of their Theory paper examinations. Students have to write the Project / Dissertation in not less than 40 and not more than 50 pages adopting the techniques of Research Methodology offered in the Semester. It has to contain 3 to 4 chapters apart from the introduction and conclusion. There shall be review of the progress of Project / Dissertation writing every week the teachers who guide the students so as to expedite the completion of the work.

#### **EVALUATION OF THE PROJECT / DISSERTATION**

The Project / Dissertation has to be awarded 100 Marks (External Evaluation 75 marks and Viva – Voce Examination 25 Marks). The External Evaluation and Viva – Voce Examination has to be done by involving the teachers from the neighbor institution within the jurisdiction of the University where P.G. History Program is offered.



## **CORE ELECTIVE**

### **PAPER - 4**

**(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

#### **A. AN INTRODUCTION TO MUSEOLOGY**

##### UNIT -1

Museology Definition - Objectives – History of Museum - Museum Architecture and Buildings.

##### UNIT – II

Kinds of Museum – Classification – National – Regional State b- District – Site – Private Museums.

##### UNIT - III

Functions of Museum - Storage – Conservation - Preservation Techniques – Education – Research

##### UNIT – IV

Museum - Administration - Security - Museum Library – Legislative measures - Reproduction of Museum objects.

##### UNIT -V

Museum related organization – International – Indian Museums in the promotion of Tourism – study of select Museum in India - National Museum Delhi, Government Museum Chennai – Salar Jung Museum Hyderabad – Local Museum Vellore .

##### Reference Books:

- 1.Dr.V.Jayaraj-Museology – Heritage Management –Seawaves Printers,Chennai -86,2005
- 2.M.L.Nigam - Fundamentals of Museology, Deva Publications, Hyderabad,1985
- 3.Grace Morley- The Museum and its functions, Ed.Saifur Rahman dar,Lahore Museum ,Lahore,1981
- 4.Dr.V.Jayaraj- Handbook on conservation in Museums Published by the Commissioner of Museums,Chennai,1995
- 5.J.Smifa, J. Baxi and Vinod P. Dwivedi- Museum Storage, Modern Museum, V.P.Abbhinav Publications, New Delhi,1995
- 6.Baverjee.N.R. - Museum and culture Heritage in India Agam Kala Prakashan , New Delhi, 1990
- 7.Agarwal. V.S. - Museums studies, Prithivi Prakashan,Varanashi,1978
- 8.Grace Morley - Museum today,Lucknow,1981
- 9.Agarwal.O.P. - Care and Preservations of Museum Objects,1980
- 10.H.Sarkar - Museum and Museology, Sundeep Prakashan,New Delhi,1981

**CORE ELECTIVE  
PAPER - 4**

**B. ISLAMIC HISTORY AND CULTURE FROM C.E.750 TO C.E. 1258**

**Objectives**

The Abbasid Caliphate witnessed tremendous growth in terms of its spread in Asia, Africa and Europe. The Abbasids made remarkable contribution to world civilizations, indeed they provided the needed link between the ancient and the moderns. A study of the paper will immensely help the students to understand Islamic history, culture and civilization better.

**UNIT-I**

Rise of the Abbasids – Saffah and Mansur - Harun Al-Rasheed – Mamun Al-Rasheed.

**UNIT-II**

Mutawakkil – Sultan Salahaddin Ayyubi – Crusades – Downfall of the Abbasids, Fatimids of Egypt – Obaidullah Al-Mahdi – Al-Mansur – Al-Muizz-Al-Aziz – Fall of Fatimids.

**UNIT-III**

Spain – Abdul Rahaman III – Spain Under the Arabs – Art, Architecture and Literature and Civilization in Moorish Spain – Cordova and Granada.

**UNIT-IV**

Islamic Civilization : Contribution to Science – Medicine, Astronomy and Mathematics – Chemistry and Ophthalmology – Famous Muslim Scientists.

**UNIT-V**

Art and Architecture – Literature and Philosophy – History, Historiography and Geography – Theology and Mysticism.

**Books for Reference**

1. Abbas: Civilization of Islam, Reference Press, New Delhi, 2005.
2. Ali, Syed Ameer: The Spirit of Islam, Idarah-i-Adabiyat-i-Delli, New Delhi, 1997.
3. Ali, Syed Amir : A Short History of the Saracens, Kitab Bhavan, New Delhi, 1995.
4. Arnold, Thomas: The Legacy of Islam, Oxford University Press, 1980.
5. Hitti, Phillip.K: History of Arabs, Macmillan India, New Delhi, 1974.
6. Zaydan, Jurji,: History of Islamic Civilization, Kitab Bhavan, New Delhi, 1978.

## **CORE ELECTIVE**

### **PAPER - 4**

#### **C. HISTORY OF MODERN CHINA FROM A.D.1900 TO A.D.2000**

##### **Objectives**

The History of Modern China helps the students to understand about the communist World in General and neighboring country in particulars.

##### **UNIT-I**

China under the Manchus - Boxer Movement - Reforms - Political, Social and Economic conditions - Fall of Monarchy - Revolution of 1911 - Dr.Sun Yat Sen.

##### **UNIT-II**

Yuan Shi Kai's Presidency - First World War and China - Twenty one Demands - The Paris Peace Conference and China - May Fourth Movement - War Lords - Washington Conference.

##### **UNIT-III**

The Kuomintang - Economic, Social, Intellectual and Cultural Progress of China upto 1931 - The Nationalist Government - Domestic Policies from 1929 - 33- Chiang- Kai Shek.

##### **UNIT-IV**

Second Sino - Japanese War - China and World War II - Growth of Communism - Civil War - Rise of Mao - Tse-Tung - People's Republic of Taiwan.

##### **UNIT-V**

The establishment of people's Republic of China - Political, Social and Economic and Cultural Revolution - Deng Ziao - Peng - Reorganization of Communism - 1982 Constitution - Foreign Policy upto 2000 A.D.

##### **Books for Reference:**

1. Ahamed , L.L : History of the Far East in Modern Time, S.Chand & Co. Ltd, Ram Nagar, New Delhi -55 , 1981.
2. Clyde and Beers : The Far East, Prentice Hall of India Pvt Ltd, New Delhi-1, 1977.
3. Chatterji , B.R : Moden China, Meenakshi Prakashan, Begum Bridge, Meerut, 1974.

4. Gupta. R.S : History of Modern China. Sterling Publishers, New Delhi-16, 1974.
5. Latourette, K.S : The Chinese, Their History and Culture.
6. Shiv Kumar & Jain : History of Modern China, S.Chand & Co. Ltd, Ram Nagar, New Delhi-55, 1981.
7. Rajaram.V. : History of China , Japan and South East Asia ( In Tamil ) , Tamilnadu Text Book Society, Chennai.
8. Vinack .C.Herald.M: A History of the Far East in Modern Times. Kalyani Publishers, New Delhi, 1982.
9. C.Y.Hsu : The Rise of Modern China, Oxford University Press, Hong Kong, 1983.

## OPEN ELECTIVE

### PAPER - 4

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

#### A. CONTEMPORARY HISTORY OF THE WORLD

##### Course Objectives

1. To get an overview of the current world scenario and the issues of the past that lead to the present and to make out the differences between perceptions and realities of Cold War.
2. To introduce the importance of decision making and the role of culture in domestic and international relations amidst decolonization and emergence of new states.
3. To understand the components of national and different ideologies and the compatibility of tolerance and ideology among the world countries post industrialization.
4. To get an idea about globalization, environment and neo-liberalism; and also about the growth of economies of states in the post industrialization period.
5. To make use of the progress led by the scientific advancements and relatively complex organs: technology and policy.
- 6.

#### CONTEMPORARY WORLD HISTORY

OBJECTIVE: The contemporary world necessitates students to read and learn about historical developments in the post World War II era to understand the roots of these issues and accommodate themselves in the present. The primary goals of this paper are twofold: 1. To help students clearly understand the complexity of the daily issues and the difference between the rights of individual and society and confront them confidently and 2. To improve their critical thinking to analyze and accept the reality in any situation and the ability to defend their position towards any issue they may face.

The core idea of this paper is to enable the students to examine the political, economic and social factors that make up the world today. The course will focus on the events, conflicts, ideas and people that helped shape the modern world. It will also throw light on most complex issues such as: economies, resources, culture, religion, the military, demographics, geography, technology and other factors that affect government and individual objectives and decisions.

### **Unit-1:**

#### Cold War

- a. Origin.
- b. Causes: The Orthodox view; the Revisionist view and the Objective view.
- c. Legacies of Cold War and Cold War Diplomacy.
- d. End of Cold War: Disintegration of Soviet Union and its economic deficiencies.

### **Unit-II:**

#### Effects of Cold War

- a. Decolonization; Rise of new Independent states; Building new economic and political alliances with these states.
- b. End of West European Empires.
- c. The two Superpowers backing rival regimes; Change and continuity over time.
- d. Military Industrial Complexes and Alliances in Europe.

### **Unit-III:**

#### Asia, Latin America, Africa, Eurasia and the Islamic World

- a. Asia since 1945: India; The birth of Communist China; China and Japan.
- b. Latin America since 1945: Argentina; Brazil; Mexico and Cuba.
- c. African Independence; Africa since 1960.
- d. The Middle East since 1945: Israel and the Arab World; Eurasia since 1990.

### **Unit-IV:**

#### Globalization

- a. Origins of Contemporary Globalization: Identity, Mass Society and Technology.
- b. Environmentalism, Neo-liberalism and Transnational Organizations.
- c. Post Industrialization: Growth of economies in US, Europe, India and China.
- d. Rise of religious fundamentalism and nationalism in response to cultural, economic and political globalization.

### **Unit-V:**

#### The Impact of Technology

- a. Revolution in Information, Communication, Transportation and Space Technology.
- b. Missile Technology: Inter Continental Ballistic Missiles (ICBMs), Multiple Independent Re-entry Vehicles (MIRVs) and Cruise Missiles.
- c. Nuclear Technology, Weapons and Arsenals.
- d. Strategic Nuclear Doctrines: Flexible Response, Mutually Assured Destruction (MAD) and Damage limitation; nuclear deterrents of Russia, France, China and the United Kingdom.

## Course Out Comes

1. After the study of Unit-1, the student will be able to clearly understand the origins, causes and the legacy of Cold War, the diplomatic maneuvers during Cold War and the disintegration of USSR, which marked the end of Cold War.
2. After the study of Unit-2, the student will be able to understand the process of decolonization; the emergence of new independent states and their interaction with developed countries in terms of economic and political cooperation; the collapse of West European Empires and the alliance of the two Super powers had in Europe.
3. After the study of Unit-3, the student will be able to understand the situation in Asia, Latin America, Africa, Eurasia and the Middle East since 1945 and its development thereof.
4. After the study of Unit-4, the student will be able to understand the concept of globalization, environmentalism, neo-liberalism and transnational organizations and know about the growth of economies in US, Europe, India and China in the post industrialization period. He will also be able to understand the religious fundamentalism and nationalism.
5. After the study of Unit-5, the student will be able to understand the impact of revolution in Information, Communication, Transportation, Space, Missile and Nuclear Technologies. He will also be able to interpret the Strategic Nuclear Doctrines of various countries.

**OPEN ELECTIVE**  
**PAPER - 4**  
**B. INTELLECTUAL HISTORY OF TAMIL NADU**

**UNIT-I**

Political : Pasumpon Muthuramalinga Thevar - Thillaiyadi Valliyammai - Rettamalai Srinivasan - M.C. Raja - Rajaji - E.V. Ramasamy - Kalaingar Karunanidhi – Dr.M.G. Ramachandran, Puratchi Thalaivi Dr. J. Jayalalitha.

**UNIT-II**

Social : Ramalinga Adigal - Vallal Azagappan - Bharathidasan - Arcot Brothers - (AL & A.R. Mudaliar) Ida Scudder Ammaiyar - Jamal Mahammed – C. Abdul Hakeem Sahak.

**UNIT-III**

Religious : Joseph Constantine Beschi – Ziegch Balque - Vaikunta swamigal - Mrs. Anne Besant - Umaru Pulavar - Kirubanda Variyar - Swami Sahajananda.

**UNIT-IV**

Cultural : Seethkadi - Ayodhya Das Pandithar - G. Subramaniam Iyer - Bharathiyar - M.S. Subulakshmi - Pattukottai Kalayna Sundaram - Aranthai Narayanan - Kannadasan - Padma Subramaniam - Justice M.M. Ismail – Sheik Chinna Sahab

**UNIT-V**

Scientific : G.D. Naidu - M.S. Swaminathan - Dr. Santappa - Dr. Abdul Kalam - N. Ramadurai

**Books for Reference:**

1. Paramarthalingam .C Religion social reform in Tamilnadu, Rajakumari publications, Madurai, 1997.
2. Sen, S.P. (Ed.) Social and Religious reform movements in the 19th and 20th centuries, Calcutta Institute of Historical studies, 1979.
3. Pillai, K.K. Tamilaga Varalaru, Makkalum Panpadum (Tamil) International Institute of Tamil Studies, Chennai - 2004.
4. Rajayyak, K History of Tamilnadu (1585 - 1982) Raj Publishers, Madurai, 1982.
5. Viswanathan, E. Sa., The political career of E.V.R. Ravi & Vasanth Publication, Madras, 1983.
6. Siragnanam, M.P., Viduthalaiporil Tamilagam (Tamil) Vol. I & II, Poongkodi Pathipakkam, Chennai, 2005.
7. Kandaswamy The Political career of K. Kamaraj concept publishers, New Delhi.



**OPEN ELECTIVE**

**PAPER - 4**

**C.WOMEN DEVELOPMENT IN TAMIL NADU FROM A.D.1900 TO A.D.2000**

**UNIT - I**

Status and role of women - Feminist Theories - Feminism - position of women in Tamil Nadu.

**UNIT - II**

Traditional Tamil Society - women in sangam - muslim - modern period.

**UNIT – III**

Movements for Women in the 19th and 20th centuries - International women's year decade for women 1975 - 1985.

**UNIT - IV**

Women Organization - Social reform and welfare in Tamil Nadu Govt. policy on women 1947 to 2001.

**UNIT – V**

Women empowerment - social economic political challenges facing women - women at work - violence - personal law - women in panchayat raj - Women and Self Help Group - reservation for women in parliament.

Reference Books:

1. Kum Kum Sangari & Sudesh veid : Recasting women, Essay in Colonial History, Kali for women, 2006.
2. Sushila kaushik: Panjayat Raj in Action, Challenges in women's Role, Delhi, 1996.
3. Nivedita menon : Gender & Politics in India, New Delhi, OUP, 1999.
4. Madhu Vij : Women studies in India , A journey of 25 years, Rawat, 2014.

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