

**BHARATHIDASAN UNIVERSITY TIRUCHIRAPALLI  
PROGRAMME STRUCTURE FOR  
M.A HISTORY FIVE YEAR INTEGRATED  
PROGRAMMES  
OFFERED BY THE DEPARTMENT OF HISTORY**

**Curriculum Structure for the following Programme.**

1) M.A. History

**A Coordinator (Professor Level) is to be appointed to monitor all 5 year Integrated Programmes.**

Part I : Languages (Tamil/French/Hindi)

Part II : Language – General English

Part III : Core Course (Major subject theory and Laboratory Courses, Allied Theory and Laboratory Courses, Skill Based Elective Course, Core Elective, Non-Major Elective during PG level, Projects, Internship)

Part IV : Value Education, Environmental Studies, Non-Major Elective Courses (during UG level).

Part V : Gender Studies, Extension Activities (NSS, YRC, etc.)

\* -- For those who studied Tamil upto 10<sup>th</sup> and +2 (Regular Stream) may opt Tamil Course of degree level.

For those who have not studied Tamil/Other offered Languages (other than English for this programme) in School (any) level may opt Tamil/Other offered Languages of basic level. A Language (other than English) chosen in the Ist semester has to be continued in the subsequent semesters also under the Language Course. University has to offer Tamil (both basic and degree levels), French and at least one more Language Course.

# -- For those who not opt Tamil as Part I Language must choose Tamil as the Non-Major Elective Course as per the choices specified in \* (above) during second year of the Programme. NCC course is one of the choices in Non-Major Elective Course during the second year of the Programme. Only the NCC cadets are eligible to choose this course. However, NCC Course is not a Compulsory course for the NCC cadets.

**Choices in the Core Choices and in the Elective Courses may include credit transferable authorized and BoS approved online courses (Swayam, MOOC, etc.).**

S.No.	Part	Type of the Course	Number of Courses	Total Credits
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<b>UG Level</b>				
1	I	Languages	4	12
2	II	General English	4	12
3	III	A. Allied Courses I & II	4	20
		B. Core Courses	16	72
		C. Skill Based Elective Courses	2	6
		D. Project	1	4
4	IV	A. Value Education	1	2
		B. Environmental Studies	1	2
		C. Non-Major Elective Courses	2	4
		D. Soft Skills	1	2
5	V	A. Extension Activities	1	2
		B. Gender Studies	1	2
		<b>Total</b>	<b>38</b>	<b>140</b>
<b>PG Level</b>				
6	III	A. Core Courses	<b>8</b>	<b>40</b>
		B. Core Choices Courses	<b>3</b>	<b>15</b>
		C. Elective Courses	<b>3</b>	<b>12</b>
		D. Experimental Courses	<b>3</b>	<b>9</b>
		E. Entrepreneurship/Industry Based Course	<b>1</b>	<b>5</b>
		F. Non-Major Elective Courses	<b>2</b>	<b>4</b>
		G. Project	<b>1</b>	<b>5</b>
				<b>Total</b>
		<b>Overall Total</b>	<b>59</b>	<b>230</b>

<b>S.No.</b>	<b>Part</b>	<b>Type of the Course</b>	<b>Number of Courses</b>	<b>Total Credits</b>
1	I	Languages	4	12
2	II	General English	4	12
3	III	A. Allied Courses I & II	4	20
		B. Core Courses	24	112
		C. Core Choices	3	15
		D. Skill Based Elective Courses	2	6
		E. Elective Courses	3	12
		F. Experimental Courses	3	9
		G. Entrepreneurship/Industry	1	5

		Based Course		
		H. Non-Major Elective Courses	2	4
		I. Project	2	9
4	IV	A. Value Education	1	2
		B. Environmental Studies	1	2
		C. Non-Major Elective Courses	2	4
		D. Soft Skills	1	2
5	V	A. Extension Activities	1	2
		B. Gender Studies	1	2
		<b>Total</b>	<b>59</b>	<b>230</b>

Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – I</b>							
I	CL01	Language Course* – I (Tamil/Other Languages)	3	5	25	75	100
II	GE01	English Language Course – I	3	5	25	75	100
III	CC01	Core Course - History of India from Pre-History to 712 C.E. (including Map study)	4	5	25	75	100
	CC02	Core Course- History of Early Medieval India from 712 C.E. to 1526 C.E. (including Map study)	4	5	25	75	100
	AIC01	First Allied Course - Modern Governments	5	5	25	75	100

IV	VE	Value Education	2	3	25	75	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	2	--	--	--
		<b>Total</b>	<b>21</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>

Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – II</b>							
I	LC02	Language Course – I I (Tamil/Other Languages)	3	5	25	75	100
II	GEC02	English Language Course – II	3	5	25	75	100
III	CC03	Core Course – History of Later Medieval India From 1526 C.E. to 1757 C.E. (including Map study)	4	5	25	75	100
	CC04	Core Course – Company Rule in India, 1757 C.E. – 1857 C.E. (including Map study)	4	5	25	75	100
	AIC02	First Allied Course- Principles of Tourism	5	5	25	75	100
IV	ES01	Environmental Studies	2	3	25	75	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	2	--	--	--
		<b>Total</b>	<b>21 (42)</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600 (1200)</b>

Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – III</b>							
I	CL03	Language Course – III (Tamil/Other Languages)	3	5	25	75	100
II	GE03	English Language Course – III	3	5	25	75	100
III	CC05	Core Course – British Administration in India, 1857 C.E. – 1947 C.E. (including Map study)	4	5	25	75	100
	CC06	Core Course – Resistance to Colonialism in India, 1757 C.E. – 1858 C.E.	4	5	25	75	100
	AIIC01	Second Allied Course -- Indian Archaeology and Epigraphy	5	5	25	75	100
IV	NMCE01	Non-Major Elective Course <sup>#</sup> Introduction to Constitution	2	3	25	75	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	2	--	--	--
		<b>Total</b>	<b>21 (63)</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600 (1800)</b>

Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – IV</b>							
I	CL04	Language Course– I V (Tamil/Other Languages)	3	5	25	75	100
II	GE02	English Language Course – II	3	5	25	75	100
III	CC07	Core Course - History of Tamil Nadu From Sangam to Nayaks.	4	5	25	75	100
	CC08	Core Course - Early Nationalist Movement in India, 1885 C.E. – 1916 C.E.	4	5	25	75	100
	AII02	Second Allied Course - Indian Constitution	5	5	25	75	100
IV	NMEC02	Non-Major Elective Course <sup>#</sup> Introduction to Development Discourse	2	3	25	75	100
V	EA01	Field Visit to Historical Sites	2	--	100	--	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	2	--	--	--
		<b>Total</b>	<b>23 (86)</b>	<b>30</b>	<b>250</b>	<b>450</b>	<b>700 (2500)</b>
Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – V</b>							
III	CC09	Core Course - Gandhi and Mass Nationalism, 1917 C.E. – 1947 C.E.	5	5	25	75	100
	CC10	Core Course - History of India From Independence to 1984 C.E.	5	5	25	75	100
	CC11	Core Course- Socio –Economic History of Tamil Nadu during 19 <sup>th</sup> & 20 <sup>th</sup> Centuries.	5	5	25	75	100
	CC12	Core Course - History of Science and Technology in India	5	5	25	75	100
	SBEC01	Skill Based Elective Course (At least two choices) 1. Journalism 2. MULTIMEDIA JOURNALISM	3	4	25	75	100
	CP01	Project	--	2	--	--	--
IV	SK01	Soft Skills	2	2	100	--	100
V	GS01	Gender Studies	2	2	100	--	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	--	--	--	--
		<b>Total</b>	<b>27 (113)</b>	<b>30</b>	<b>325</b>	<b>375</b>	<b>700 (3200)</b>

Part	Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – VI</b>							
III	CC13	Core Course - History of Contemporary India Since 1985	5	5	25	75	100
	CC14	Core Course - History of Tamil Nadu From 1947 – 2000 C.E.	5	5	25	75	100
	CC15	Core Course - History of Modern World	5	5	25	75	100

		From 1789 C.E to 1945 C.E					
	CC16	Core Course - Human Rights	5	5	25	75	100
	SBEC02	Skill Based Elective Course (At least two choices) 1.Multimedia Journalism 2. Broadcast Journalism	3	4	25	75	100
	CP01	Project	4	6	25	75	100
		Seminar, Library, Leveraging E-Resources, VAC, etc.	--	--	--	--	--
		<b>Total</b>	<b>27 (140)</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600 (3800)</b>

Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
				CIA	ESE	Total
<b>SEMESTER – VII</b>						
CC17	Core Course - Evolution of Ideas and Institutions in Ancient India (including Map study)	5	6	25	75	100
CC18	Core Course-Evolution of Ideas and Institutions in Medieval India (including Map study)	5	6	25	75	100
CO01	Core Choices Course (At least Two Choices) 1.Political History of Tamil Nadu from Early times to 1565 2. History from below	5	5	25	75	100
EC01	Elective Course (At least Two Choices) 1. Introduction to Human Rights 2.Contemporary World	4	5	25	75	100
EXPC01	Experimental Course : Archives Keeping	3	5	25	75	100
	Seminar, Library, Leveraging E-Resources, VAC, etc.	--	3	--	--	--
	<b>Total</b>	<b>22 (162)</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500 (4300)</b>

Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
				CIA	ESE	Total
<b>Semester--VIII</b>						
CC19	Core Course -Research Methods in History	5	5	25	75	100
CC20	Core Course - World in the Age of Extremes	5	5	25	75	100
CO02	Core Choices Course (At least Two Choices. One or more Courses appearing in the previous Semester in this category may also appear here but at least one choice must be a new.) 1. Colonialism and Nationalism in Modern India 2. History of Tiruchirappalli	5	5	25	75	100
EC02	Elective Course (At least Two Choices. One or more Courses appearing in the previous Semester in this category may also appear here but at least one choice must be a new.) 1. Contemporary World 2.Indian Constitution	4	5	25	75	100

EXPC02	Experimental Course : <b>An introduction to Museum</b>	3	5	25	75	100
NMEC01	Non-Major Elective Course- Contemporary India for Competitive Examination	2	3	25	75	100
	Seminar, Library, Leveraging E-Resources, VAC, etc.	--	1	--	--	--
	<b>Total</b>	<b>24 (186)</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600 (4900)</b>

Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
				CIA	ESE	Total
<b>SEMESTER – IX</b>						
CC21	Core Course – Economic History of India, 1857 - 1947	5	5	25	75	100
CC22	Core Course – Historiography	5	5	25	75	100
CO03	Core Choices Course (At least Two Choices. One or more Courses appearing in the earlier Semester(s) in this category may also appear here but at least one choice must be a new.) 1. History of ideas 2. History of Agriculture in Cauvery Delta	5	5	25	75	100
EC03	Elective Course (At least Two Choices. One or more Courses appearing in the earlier Semester(s) in this category may also appear here but at least one choice must be a new.) <b>1. Indian Constitution</b> 2. Gender Studies	4	5	25	75	100
EXPC03	<b>Experimental Course :Heritage Management and Conservation</b>	3	5	25	75	100
NMEC02	Non-Major Elective Course- Science, Technology And Society	2	3	25	75	100
	Seminar, Library, Leveraging E-Resources, VAC, etc.	--	1	--	--	--
	<b>Total</b>	<b>24 (210)</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600 (5500)</b>

Course Code	Name of the Course	Credits	Teaching Hours	Maximum Marks		
				CIA	ESE	Total
<b>Semester-X</b>						
CC23	Core Course- Environmental History [With reference to India]	5	5	25	75	100
CC24	Core Course- Intellectual History of India and	5	5	25	75	100

	West					
EIBC01	Entrepreneurship/Industry Based Course Tourism and Entrepreneurship	5	5	25	75	100
CP02	Project	5	15	50	150	200
	Seminar, Library, Leveraging E-Resources, VAC, etc.	--	--	--	--	--
	<b>Total</b>	<b>20</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>
	<b>Overall</b>	<b>230</b>				<b>6000</b>
	<b>Total</b>					

**Extra Credit Courses :**

<b>Non-Collegiate Courses</b>							
<b>Course Code</b>	<b>Name of the Course</b>	<b>Year (preferably)</b>	<b>Credits</b>	<b>Teaching Hours</b>	<b>Maximum Marks</b>		
					<b>CIA</b>	<b>CEE</b>	<b>Total</b>
VA1	Value-Added Course -- I	I	2	30	25	75	100
VA2	Value-Added Course -- II	II	2	30	25	75	100
VA3	Value-Added Course -- III	III	2	30	25	75	100
VA4	Value-Added Course -- IV	IV	2	30	25	75	100
VA5	Value-Added Course -- V	V	2	30	25	75	100
OLC	Online Course : Swayam/MOOC/ . . . . / Department Online Courses	III	2	--	--	--	--
OLC	Online Course : Swayam/MOOC/ . . . . / Department Online Courses	IV	2	--	--	--	--
FPI01	Field Project/Internship	I	--	--	--	--	--
FPI02	Field Project/Internship	II	--	--	--	--	--
FPI03	Field Project/Internship	III	--	--	--	--	--
FPI04	Field Project/Internship	IV	--	--	--	--	--
FPI05	Field Project/Internship	V	--	--	--	--	--
<p><b>Value-Added Courses (VAC) and Online Course are non-Grading Courses, that is, they will not be included for the calculation of CGPA but are compulsory Courses for the award of the Degree.</b> The VACs must be oriented towards employability skill, industry need, technical training, . . . . A Department should offer at least one VAC in each semester. A student is permitted to do only two VACs and only one online Course for the entire period of the Programme. The Departments are expected to advise the students to undergo one Value-Added Course in each year of the Programme and an Online Course preferably in the first year of the Programme. These Courses should be on the subject of the Programme. The Departments need to give proper guidelines to the students on these courses. Coordinator(s) may be appointed for guiding the students on these two forms of Courses. The Departments need to keep a complete record of students registered to these Courses, date of registration, date of completion of the Courses, Copy of the Course Completion Certificates. These Certificates/details to be submitted to the CoE along with the results of Semester Examinations.</p>							
<p><b>Field Project/Internship</b> is compulsory for each year. The departments should collect the Field Project Reports (typed, 4-5 pages)/certificate of internship.</p>							

BoS needs to ensure that 100% NET and GATE Syllabus is covered in the overall syllabus.

BoS shall strictly adhere to the University framed Programme Structure. It can change the names of the Courses, revise the syllabus and revise the Question Pattern. Any change sought in the Programme Structure warranted according to the guidelines or recommendations issued by the UGC, AICTE, State Government and other related bodies need to be placed before the Department Curriculum Design Committee of the University for discussion and approval.

# Semester-I

**DEPARTMENT OF HISTORY  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC01

**Semester-I**

**Course Credits: 4**

**History of India from Pre-history to 712 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To identify pre-historic sites, tools, monuments and sculptures of various dynasties.
- To make a comparative study of Harappan culture and Vedic culture.
- To study about social transformation from Magadha empire to Rajputs.
- To study about the cultural evolution of various dynasties.

**I** Sources: Archaeological sources: Exploration, excavation, epigraphy, numismatics, Monuments, Literary sources: Indigenous: Primary and secondary; poetry, scientific literature, literature, literature in regional languages, religious literature. Foreign accounts: Greek, Chinese and Arab writers. Pre-history and Proto-history: Geographical factors; hunting and gathering (paleolithic and mesolithic); Beginning of agriculture (neolithic and chalcolithic).

**II** Indus Valley Civilization: Origin, date, extent, characteristics, decline, survival and significance, art and architecture. Megalithic Cultures: Distribution of pastoral and farming cultures outside the Indus, Development of community life, Settlements, Development of agriculture, Crafts, Pottery, and Iron industry. Aryans and Vedic Period: Expansions of Aryans in India. Vedic Period: Religious and philosophic literature; Transformation from Rig Vedic period to the later Vedic period; Political, social and economical life; Significance of the Vedic Age; Evolution of Monarchy and Varna system. Period of Mahajanapadas: Formation of States (Mahajanapada) : Republics and monarchies; Rise of urban centres; Trade routes; Economic growth; Introduction of coinage; Spread of Jainism and Buddhism; Rise of Magadha and Nandas. Iranian and Macedonian invasions and their impact.

**III** Mauryan Empire: Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra; Ashoka; Concept of Dharma; Edicts; Polity,

Administration; Economy; Art, architecture and sculpture; External contacts; Religion; Spread of religion; Literature. Disintegration of the empire; Sungas and Kanvas.

**IV** Post - Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas): Contact with outside world; growth of urban centres, economy, coinage, development of religions, Mahayana, social conditions, art, architecture, culture, literature and science.

**V** Regional States during Gupta Era: The Kadambas, Pallavas, Chalukyas of Badami; Polity and Administration, Trade guilds, Literature; growth of Vaishnava and Saiva religions - Themes in Early Indian Cultural History: Languages and texts, major stages in the evolution of art and architecture, major philosophical thinkers and schools, ideas in Science and Mathematics.

**VI (Advance topics not for final examination)**

Debates on feudalism in Ancient India-ancient history current politics-ancient history as a national heritage-engagement between ancient religion and contemporary society- continuity of past in the present-fresh archeological discoveries in Indus valley and regional archeology.

**References:**

- Adhya, G.L, *Early Indian Economics* (Kolkata, Asia Publishing House, 1960).  
Allchin, B. and Allchin, F.R., *Rise of Civilization in India and Pakistan* (Delhi, Select Book Service Syndicate, 1983).  
....., *Origins of a Civilization* (Delhi, Viking, 1997).  
Basham, A.L, *The Wonder That Was India*. (Mumbai, Rupa, 1971). Dept.lib Acc. No. 87  
  
Brown, Percy, *Indian Architecture, Vol. 1* (Mumbai, Taraporevala, 1984).  
Chakrabarti, D.K. *India: An Archaeological History, Paleolithic Beginnings to Early Historical Foundation* (Delhi, GUP, 1999).  
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Gopal, L, *Economic History of Northern India, 750-1200* (Varanasi, Motilal Banarsidass, 1965).  
Gupta, P.L. and T.S. Hardekar, *Indian Silver Punchmarked Coins* (Nasik, Indian Institute of Research in Numismatic Studies, 1985).  
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Harle, J.C, *Art and Architecture of the Indian Subcontinent* (Harmondsworth, Penguin, 1986).

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- Jha, D.N. and Shrimali K.M., *Prachin Bharat Ka Itihās* (Delhi, Hindi Directorate, 1990).
- Krishna Deva, *Temples of North India* (Delhi, NBT, 1969). Dept.lib Acc. No 934
- Kuikē, H, and D. Rothermund, *History of India* (London, Routledge, 1998).
- Majumdar, R.C. et al.. *History and-Culture of the Indian People, Vols II, III, IV and V* (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
- Munshi, V.K.M. and R.R. Diwakar, *Bharatiya Vidya Bhavan Series - Indian Inheritance, 3 vols* (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
- Nilkanta Sastri, K.A., *A History of South India from pre-historic times to the fall of Vijaynagar* (Chennai, OUP, 1983). Dept.lib Acc. No 1254
- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India* (Delhi, Motilal Banarsidass, 1991) (Revised edition).
- Srinivasan, K.R., *Temples of South India* (Delhi, NBT, 1972). Dept.lib Acc. No 2556
- Stein, Burton, *Peasant State and Society in Medieval South India.*(Delhi, OUP, 1980). Dept.lib Acc. No 68
- Thapar, B.K., *Recent Archaeological Discoveries in India* (Paris, UNESCO, 1985).
- Thapar, Romila, *Early India: From the Origins to AD 1300*, (New Delhi: Penguin Books, 2005).

### **In the Department Library:**

- Sharma. R. S. *India's Ancient Past, Oxford University Press.* New Delhi: 2006. Dept.lib Acc. No. 2377(10 copies)
- Majumdar, R.C. *Main Currents of Indian History.* New Delhi: Sterling Publishers, 1994. Dept.lib Acc. No. 492.
- Majumdar, A K. *Concise History of Ancient India, Vol-I.* New Delhi: Munshiram Manoharlal, 1977, Dept.lib Acc. No. 36. (3 copies)
- Radhey Shyam Chaurasia. *History of Ancient India Earliest Times to 1200 A.D.* New Delhi: Atlantic Publishers. 2008. Dept.lib Acc. No.2366.

### **Course outcome:**

- Knowledge on the evolution culture of is visible
- Displaying knowledge on the development of India as civilization since from pre-history
- Acquired knowledge on the cultural interactions and tensions between various social and communal groups
- Knowledge on political process in the given period of history is displayed
- Highlight the contribution of the Guptas to development of art and literature
- Assess the role of the Buddhism as religion
- Assess the significance of Maurayan administration
- highlight the contribution of ancient India to science and technology

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**  
**(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC02

**Semester - I**

**Course Credits: 4**

**History of Early Medieval India from 712 C.E. to 1526 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To provide knowledge on the rich cultural contribution of Muslim rulers.
- To encourage students to undertake research in the unexplored areas of medieval history.
- To instruct the moral values given by Bhakti Saints.
- To understand the impact of Mughal Rule in India.
- To realize the general development during the Mughal period.

**I** Early Medieval India, 750-1200: Polity: Major political developments in Northern India and the Peninsula, origin and the rise of Rajputs - Palas, Senas, Rashtrakutas, Paramaras, Polity and administration; Cultural aspects. Arab conquest of Sind; Alberuni - The Chalukyas of Kalyani, Hoysalas; Polity and Administration; local Government; Growth of art and architecture, religious sects, Institution of temple and Mathas, Agraharas, education and literature, economy and society.

**II** Cultural Traditions in India, 750-1200:

- Philosophy: Sankaracharya and Vedanta, Ramanuja and Vishishtadvaita, Madhva and Brahma-Mimansa
- Religion: Forms and features of religion, Tamil devotional cult, growth of Bhakti, Islam and its arrival in India, Sufism
- Literature: Literature in Sanskrit, growth of Tamil literature, literature in the newly developing languages, Kalhan's Rajtarangini, Alberuni's India
- Art and Architecture: Temple architecture, sculpture, painting

**III** The Thirteenth Century: Establishment of the Delhi Sultanate: The Ghurian invasions – factors behind Ghurian success - Economic, social and cultural consequences - Foundation of Delhi Sultanate and early Turkish Sultans - Consolidation: The rule of Iltutmish and Balban - The Fourteenth Century: - “The Khalji Revolution” - Alauddin Khalji: Conquests and territorial expansion, agrarian and economic measures - Muhammad Tughluq: Major projects, agrarian measures, bureaucracy of Muhammad Tughluq - Firuz

Tughluq: Agrarian measures, achievements in civil engineering and public works, decline of the Sultanate.

- IV** Foreign contacts and Ibn Battuta's account – Society, Culture and Economy in the Thirteenth and Fourteenth Centuries: - Society: composition of rural society, ruling classes, town dwellers, women, religious classes, caste and slavery under the Sultanate, Bhakti movement, Sufi movement - Culture: Persian literature, literature in the regional languages of North India, literature in the languages of South India, Sultanate architecture and new structural forms, painting, evolution of a composite culture - Economy: Agricultural production, rise of urban economy and non-agricultural production, trade and commerce
- V** The Fifteenth and Early Sixteenth Century – Political Developments and Economy: - Rise of Provincial Dynasties: Bengal, Kashmir (Zainul Abedin), Gujarat, Malwa, Bahmanids - Lodis.
- VI** **(Advance topics not for final examination)**  
Discussion on Science and Technology in Medieval India-Islam as new culture- Inter-cultural borrowings and conflicts-emergence of larger empires-Indo-Islamic Cultural hybridity-reinterpretation and contestations-medievalism in modern times.

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### **Course outcome:**

- Knowledge of political transformations in medieval India is visible
- Capable of the analyzing the theory of theocratic state in the medieval India
- Understand the cultural amalgamation resulting out from various communal groups
- Assess the contribution made to the overall architectural development in the said period
- Asses the new interaction between the new knowledge systems, especially, hindu, muslim, Buddhist, jain and newly entered European
- highlight the contribution of southern kingdoms to the development of art and architecture
- Highlight the significance of muslim administration
- Elaborate on the religious reforms in medieval India

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(for candidates 2022 onwards)**

**Course Code:** (First Allied Course) AIC01

**Semester-I**

**Course Credits: 5**

## **Modern Governments**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To analyze the salient features of Indian Constitution.
- To study the origin of State and its types.

- I** Constitution – Meaning, purpose and contents of Constitution - Classification of Constitution: written and unwritten constitution.
- II** Unitary State- features of the unitary state – Federal state – Characteristics of a federal state.
- III** Separation of powers – theory – criticism, Executive: Importance and functions of parliamentary and non-parliamentary executive - plural Executive.
- IV** Legislature – Functions of Legislature – delegated legislation – unicameral versus Bicameral - Legislature – methods of solving dead locks.
- V** Judiciary – the independence of judiciary – functions of judiciary – Qualification, selection and tenure of judges – the Rule of Law – Administrative law – Political parties: Formation and functions - pressure groups.
- VI** **(Advance topics not for final examination)**  
Constitution as documents rights-essentiality of awareness on constitution-education on working of the governments-misuse and manipulation of constitution-conflicts between judiciary and government in contemporary times-

### **References:**

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- Bagehot, W. *The English Constitution*, London, Fontana, 1963.
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- Bryce, J. *Modern Democracies* Vol.2, New York, Macmillan, 1921.
- Derbyshire I., *Politics in China*, London, Chambers, 1991.
- Dicey A., *Introduction to the Study of the Law of the Constitution*, 10th edn., London, Macmillan, 1959.
- Finer H., *Theory and Practice of Modern Government*, London, Methuen, 1969.
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- Flammang J. et.al., *American Politics in a Changing World*, Pacific Groove California, Brooks Cole, 1990.
- Gill G. and R. D. Markwick, *Russia's Stillborn Democracy: From Gorbachev to Yeltsin*, Oxford, Oxford University Press, 2000.
- Gittings J., *China Changes Face: The Road from Revolution 1949-89*, London, Oxford University Press, 1989.
- Griffith E. S., *The American System of Government*, 6th edn., London, Methuen, 1983.
- Lijphart, A. *Electoral Systems and Party System*, New Haven CT, Yale University Press, 1994.
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- Macridis R.C., *Modern European Governments: Cases in Comparative Policy-Making*, Englewood Cliffs NJ, Prentice Hall, 1968.
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- Ogg F.A. and Zink, *Modern Foreign Governments*, New York, Macmillan, 1964.
- Petro N., *The Rebirth of Russian Democracy: An Interpretation of Political Culture*, Cambridge Massachusetts and London, Harvard University Press, 1995.
- Wilson J., *American Government*, 4th edn., Boston Massachusetts, Houghton Mifflin, 1997.
- Wright V., *Government and Politics of France*, 3rd edn., London, Unwin Hyman, 1989.
- Zhang W., *Transforming China: Economic Reforms and its Political Implications*, New York, St. Martin's Press, 2000.

**Course outcome:**

- Understand the evolution of modern governments
- Assess the significance of democracy
- Enumerate various forms of governments
- Assess the significance of western and Indian political thought
- Assess the relationship between executive, judiciary and legislature
- Assess the significance of federalism as part of parliamentary democracy
- Highlight the significance of bicameral legislation
- Assess the significance of elections in democracy

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Course Code: VE

Semester – I

Course Credits: 2

## **Value Education**

### **Unit I : Philosophy of Life and Social Values**

Human Life on Earth (Kural 629) Purpose of Life (Kural 46) Meaning and Philosophy of Life (Kural 131, 226) Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities / duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

### **Unit II : Human Rights and Organizations**

Definitions - Nature of Human Rights. Universal Declaration of Human Rights, International covenant on Civil and Political Rights - International covenant of Economic, Social and Cultural Rights. Amnesty International Red Cross. Contemporary Challenges: Child Labour - Women's Right - Bonded Labour - Problems of refugees - Capital punishment. National and State Human Rights Commissions

### **Unit III : RTI Act, 2005 & Consumer Protection Act, 1986**

Definition of RTI Act, 2005 and obligations of Public Authorities - The Central Information Commission - The State Information Commission - Powers and Functions of the Information Commissions - Appeal and Penalties. Definition of The Consumer Protection Act, 1986 - State and Central Consumer Protection Councils - Consumer Disputes Redressal Agencies.

### **Unit IV : Yoga and Health**

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga - Yoga practices: Asanas, Pranayama and Meditation.

### **Unit V : Role of State Public Service Commission**

Constitutional provisions and formation - Powers and Functions - Methods of recruitment - Rules and notification, syllabi for different exams - written and oral - placement.

### **BOOKS FOR REFERENCES:**

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2. Leah Levin, Human Rights, NBT, 1998
3. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
4. Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
5. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
6. Right to Information Act, 2005-Website: [www.tnpsc.gov.in/RTI%20ACT%202005.pdf](http://www.tnpsc.gov.in/RTI%20ACT%202005.pdf)
7. The Consumer Protection Act, 1986 - Website: [http://ncdrc.nic.in/bare\\_acts/consumer%20Protection%20Act-1986.html](http://ncdrc.nic.in/bare_acts/consumer%20Protection%20Act-1986.html)

# **SEMESTER-II**

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**(for candidates 2022 onwards)**

Course Code: (Core Course) CC03

Semester-II

Course Credits: 4

**History of Later Medieval India: From 1526 C.E. to 1757 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To provide knowledge on the rich cultural contribution of Muslim rulers.
- To encourage students to undertake research in the unexplored areas of medieval history.
- To instruct the moral values given by Bhakti Saints.
- To understand the impact of Mughal Rule in India.
- To realize the general development during the Mughal period.

- I** Mughal Empire, First phase: Babur and Humayun - The Sur Empire: Sher Shah's administration - Bhakti and Sufi Movements - Vijayanagara Empire: Society, culture, literature and the arts.
- II** Akbar: Conquests and consolidation of the Empire - Establishment of Jagir and Mansab systems - Rajput policy - Evolution of religious and social outlook, theory of Sulh-i-kul and religious policy.
- III** Mughal Empire in the Seventeenth Century: Nature of the Mughal State - Major administrative policies of Jahangir, Shahjahan and Aurangzeb - Religious policies of Jahangir, Shahjahan and Aurangzeb - Late Seventeenth century crisis and the revolts - Shivaji and the early Maratha Kingdom - Maratha ascendancy under the Peshwas.
- IV** Economy and Society in the Sixteenth and Seventeenth Centuries- commerce with Europe through Dutch, English and French companies - Battle of Panipat: 1761 - Factors for the decline of the Mughal Empire.
- V** Science and technology- Mughal architecture - Mughal painting - Provincial architecture and painting.
- VI** **(Advance topics not for final examination)**  
Discussion on Science and Technology in Medieval India-Islam as new culture- Inter-cultural borrowings and conflicts-emergence of larger empires-Indo-Islamic Cultural hybridity-reinterpretation and contestations-medievalism in modern times.

## References:

- Beach, Milo Cleveland, *Mughal and Rajput Paintings*, New Cambridge History of India. 1.3 (Delhi, Foundation Books, 1992).
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- Gordon, Stewart, *The Marathas. 1600-1818*, The New Cambridge History of India (Delhi, Foundation Books, 1994)
- Ishwari Prasad, *History of medieval India*, (Allahabad, The Indian Press Ltd., 1940).
- Karashima, N., *Towards A New Formation, South Indian Society under Vijaynagar Rule* (Delhi, GUP, 1992).
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- Satish Chandra, *Medieval India, From Sultanate to the Mughals* (Delhi, Har Anand Publications, 1997).
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- K.N. Chitnis. *Socio-Economic History of Medieval India*. New Delhi: Atlantic Publishers, 2002, Dept. Lib Acc. No. 1419.

## Course outcome:

- Knowledge of political transformations in medieval India is visible
- Capable of the analyzing the theory of theocratic state in the medieval India
- Understand the cultural amalgamation resulting out from various communal groups
- Assess the contribution made to the overall architectural development in the said period

- Asses the new interaction between the new knowledge systems, especially, hindu, muslim, Buddhist, jain and newly entered European
- highlight the contribution of southern kingdoms to the development of art and architecture
- Highlight the significance of muslim administration
- Elaborate on the religious reforms in medieval India

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Course Code: : (Core Course) CC04

Semester -II

Course Credits: 4

**Company Rule in India, 1757 C.E. – 1857 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- To understand the struggle for supremacy among the Europeans.
- To appreciate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- To analyse the factors and the circumstances that led to the outbreak of the Revolt of 1857 and to admire the role of the heroes of the revolt.

- I** Administration and domestic policy of : Robert Clive - Warren Hastings - Lord Cornwallis - Lord Wellesley - Lord William Bentinck - Lord Dalhousie - Lord Canning.
- II** British government and its control over Indian administration - central, provincial Relations - Princely States - governing foreign relations.
- III** Constitutional Developments till 1857: Regulating Act (1773) - Pitt's India Act (1784) - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) - Charter Act (1853).
- IV** East India Company: Administrative Policies till 1857 - Judicial Organisation - Social Reform - Spread of Modern Education.
- V** Economic Policies of British till 1857 - Economic Drain in India - Industry: Domestic and craft industry;— Land Revenue Settlements - Irrigation - Famines in India and Development of Famine Policy.
- VI** **(Advance topics not for final examination)**  
British and the Administrative Modernity-reinterpretation of 18<sup>th</sup> century-impact of 19<sup>th</sup> century social reforms on contemporary India-lessons from famine policy of British-Modern education and the emergence modern society

## References:

- Bayly, C.A., *Indian Society and the making of the British Empire* (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).
- Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).
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- ....., *Rise and Growth of Economic Nationalism in India* (Delhi, PPH, 1966).
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- Ray, Rajat K., *Entrepreneurship and Industry: 1800-1947* (Oxford in India Readings) (Delhi, OUP, 1992).
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Edward Thompson. *History of British Rule in India*. New Delhi: Atlantic, 1999, Dept Lib Acc. 1029.

Mahajan, V D. *Modern Indian History from 1707 to the Present Day: British Rule in India*. New Delhi: S.Chand & Co, 1995, Dept. Lib Acc. No.115.

**Course outcome:**

- Assess the assimilation of the pre-colonial administrative methods into colonial
- Highlight the features of permanent settlement system
- Understand the significance of subsidiary alliance policy
- Assess the significance of legal reforms
- Point out the methods and means of administering the social and cultural spheres in colonial India
- Bring out the role of the local royals or aristocrats in the administering India
- Point out the significance of social reforms
- Assess the significance of reforms on education

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**Course Code:** (First Allied Course) AIC02

**Semester-II**

**Course Credits: 5**

**Principles of Tourism**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To study the rule of travel agency and tour operation.
- To learn about the organisation and working, approval land recognition, operational systems, air travel policies, reservation of tourist services and financial planning and control.

- I** What is Tourism? - Concept of Tourism, Defining Tourism - Tourism Forms and Types -Tourism components, Elements and infrastructure - Historical Evolution and Development of Tourism - Tourism in India - Tourism in Tamil Nadu.
- II** Tourist /Visitor / Traveller /Excursionist—definition and differentiation - Emerging concepts: Eco/rural/agri./farm/green/wilderness/country side/special interest tourism - Travel motivator and deterrents - Pull and Push forces in tourism.
- III** Tourism Industry Issues - Customer Services, career opportunities in Travel Trade, Travel Insurance, Travel Information Manual - Travel formalities: the passport and Visas, health certificates, Taxes, Custom and currencies.
- IV** Hospitality Industry: Organisation of Hotel, Front Office, House Keeping, Food & Beverage Department, Types of Accommodation, classification of hotels.
- V** Tourism organization /Institutions: Origin, Organisation and functions of WTO, PATA, IATA, ICAO, FHRAI, TAAI, IATO and UFTAA.
- VI** **(Advance topics not for final examination)**  
Heritage development and tourism-Popularisation of history through tourism-cross-regional and pan-Indian heritage education and tourism-tourism as an educational-entertainment formula-new trends in tourism

## References:

- Bhatia, A.K., *International Tourism, Fundamentals and Practices*, (Sterlings Publishers, 1991)
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- Kapoor, Rakesh. *Tourism Policy Organisation and Management*. Delhi: Kanishka Publishers, 1997, Dept Lib Acc. No, 503.
- Randeep Singh. *Dynamics of Modern Tourism*. Delhi: Kanishka Publishers, 1998. Dept Lib Acc. No, 689.
- Arun Kumar Sarkar. *Indian Tourism: Economic Planning and Strategies*. Delhi: Kanishka Publishers, 1998. Dept Lib Acc. No, 819
- Ratandeep Singh. *National Ecotourism & Wild life Tourism*. New Delhi: Kanishka Publishers & Distributors, 2003. Dept Lib Acc. No, 1567

## Course outcome:

- Understand the relationship between tourism and understanding history and culture of the nation and region
- Assess the significance of architectural heritage as the permanent cultural heritage of the nation
- List out various kinds of tourism in the country as a whole and at regions and states as well
- Explain how travelling has become a cultural norm in the modern world
- Understand the significance of the tourism and travel management as a new economic activity
- Highlight the significance of tourism as channel of internationalizing the culture and history of the India
- Elaborate the concept of medical tourism
- Reestablish the relationship between tourism and Indian culture

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Course Code: ES01

Semester – II

Course Credits: 2

## **Environmental Studies**

**Unit: 1** The Multidisciplinary nature of environmental studies Definition, scope and importance.  
Need for public awareness

**Unit: 2** Natural Resources:

Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
- f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
  - Role of an individual in conservation of natural resources.
  - Equitable use of resources for sustainable lifestyles.

**Unit: 3** Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession.
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem:-
  - a. Forest ecosystem
  - b. Grassland ecosystem

- c. Desert ecosystem
- d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

#### **Unit: 4 Biodiversity and its conservation**

- Introduction - Definition : Genetic, species and ecosystem diversity
- Biogeographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Biological Diversity Act 2002/ BD Rules, 2004

#### **Unit: 5 Environmental Pollution**

##### Definition

Causes, effects and control measures of :

- a. Air Pollution
  - b. Water Pollution
  - c. Soil Pollution
  - d. Marine Pollution
  - e. Noise pollution
  - f. Thermal Pollution
  - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
  - Role of an individual in prevention of pollution
  - Pollution case studies
  - Disaster management: floods, earthquake, cyclone and landslides.
  - Ill-Effects of Fireworks: Firework and Celebrations, Health Hazards, Types of Fire, Firework and Safety  
(8 lectures)

#### **Unit: 6 Social Issues and the Environment**

- From Unsustainable to Sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people; its problems and concerns. Case studies
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion,

- nuclear accidents and holocaust. Case studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Wildlife Protection Act.
- Forest Conservation Act.
- Issues involved in enforcement of environmental legislation
- Public awareness.

### **Unit: 7 Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion - Family Welfare Programmes
- Environment and human health
- Human Rights - Value Education
- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case studies.

### **Unit: 8 Field Work**

- Visit to a local area to document environmental assets-river / forest/ grassland/ hill / mountain

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19. Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
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499 p  
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# **SEMESTER-III**

**DEPARTMENT OF HISTORY  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC05

**Semester-III**

**Course Credits: 4**

**BRITISH ADMINISTRATION IN INDIA, 1857 C.E. – 1947 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- To understand the struggle for supremacy among the Europeans.
- To appreciate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- To analyse the factors and the circumstances that led to the outbreak of the Revolt of 1857 and to admire the role of the heroes of the revolt.

- I** British Administration under Viceroys (1857-1947): Lord Canning - - Lord Lytton - Lord Ripon - Lord Curzon.
- II** Constitutional Developments after 1858: Indian Councils Act, 1858 or Government of India Act, 1858 - Queen's Proclamation of 1858 - Indian Councils Act, 1861 - Indian Councils Act, 1892.
- III** Indian Councils Act, 1909 - The Government of India Act, 1919 - Government of India Act, 1935 - Indian Independence Act, 1947.
- IV** The Growth of Local Self-Government in India: Mayo's Resolution of 1870 - Ripon's Resolution of 1882 - The Decentralization Commission Report, 1908 - The Resolution of May 1918.
- V** The Impact and Legacy of British Rule in India: British Impact on Law and Administration - British Impact on Education, Socio- religious reform movements- Economic Impact and Society.
- VI** **(Advance topics not for final examination)**  
British and the Administrative Modernity-impact of 19<sup>th</sup> century social reforms on contemporary India-lessons from famine policy of British-

## Modern education and the emergence modern society

### References:

- Arnold, David and Ramachandra Guha (eds.), *Nature, Culture, Imperialism: Essays on the environmental history of South Asia* (Delhi, OUP, 1995).
- Bayly, C.A., *Indian Society and the making of the British Empire* (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).
- Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).
- Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 1981).
- ....., *Rise and Growth of Economic Nationalism in India* (Delhi, PPH, 1966).
- Chakravarty, Suhash, *The Raj Syndrome: A Study in imperial Perception* (Delhi, Penguin Overseas, 1991).
- Tapan Raychaudhuri and Irfan Habib (eds.) *Cambridge Economic History of India, Vol.1* (Delhi, S. Chand, 1984).
- Desai, A.R., *Peasant Struggles in India* (Delhi, OUP, 1979).
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- Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi, OUP, 1983).
- Hutchins, F., *Illusion of Permanence British Imperialism in India* (New Jersey, Princeton Univ., 1967).
- Naoroji, Dadabhai, *Poverty and Un-British Rule in India* (London 1901, Delhi Commonwealth, 1988).
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- Ray, Rajat K., *Entrepreneurship and Industry: 1800-1947* (Oxford in India Readings) (Delhi, OUP, 1992).
- Roy, Tirthankar, *The Economic History of India, 1857-1947* (OUP, 2000).
- Sarkar, Sumit, *Modern India, 1885-1947* (Delhi, Macmillan, 1985).
- Siddiqi, Asiya, (ed.). *Trade and Finance in Colonial India 1750-1860* (Oxford in India Readings) (Delhi, OUP, 1995).
- Stokes, Eric, *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India* (Delhi, Vikas, 1978).
- ....., *The English Utilitarians and India* (Delhi, OUP, 1959).

### In the Department Library:

Micheal Edward. *British India 1772-1947*, Rupa & Co, 2006, Dept Lib Acc. No. 2176

Thirthankar Roy. *The Economic History of India, 1857-1947*. OUP, 2007, Dept Lib Acc. No.1415.

Sumit Sarkar, *Modern India 1857-1947*. Delhi: MacMillan, 1985, Dept Lib Acc. No

Gupta, Murrari Lal. *History of British Rule in India*. New Delhi: Reliance Publishing House, 1993.  
Dept Lib Acc. No 208

**Course outcome:**

- Explain the evolution of institutions of governance
- Understand evolution of modern judicial institutions
- Assess the significance of minto-morely reform s
- Highlight the salient features of constitutional reforms
- analyze the significance of resident system
- Understand the reasons behind Bengal division
- Highlight the significance of railways and new modern economy
- Elaborate on the concept of deindustrialization

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC06

**Semester-III**

**Course Credits: 4**

**RESISTANCE TO COLONIALISM IN INDIA, 1757 C.E. – 1858 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The purpose of this course is to help the students understand India's colonial past.
- The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past.
- The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.

- I** Nature of colonialism– Upsurge in the South: Poligari Uprisings- Vellore Mutiny.
- II** Mysore Under Haider Ali and Tipu Sultan: The First Anglo-Mysore war, 1767-69 The Second Anglo-Mysore War, 1780-84 The Third Anglo-Mysore War, 1790-92 The Fourth Anglo-Mysore War, 1799 - Anglo-Maratha Struggle for Supremacy: The First Anglo-Maratha War, 1775-82 The Second Anglo-Maratha War, 1803-1805 The Treaty of Bassein, 31 December 1802 The Third Anglo-Maratha War, 1817-1818.
- III** Ranjit Singh and aftermath in Punjab The Punjab Politics after 1839 - The First Anglo-Sikh War, 1845-46 -The Second Anglo-Sikh War, 1848-49 The Annexation of the Punjab.
- IV** Revolt of 1857: causes; course; nature; and results – repercussions in the South.
- V** Revolts in Bengal and Eastern India - Peasant movements and tribal uprisings in the 18<sup>th</sup> and 19<sup>th</sup> centuries including the Rangpur Dhing (1783), Kol Rebellion (1832), Santal Hul (1855).

## VI (Advance topics not for final examination)

Revolutionary heroism as an inspiration for nationalism and regionalism in contemporary times-regional anti-British conflicts as nationalism-invocation regional kings for political and social identities-revisiting subaltern movement to draw inspiration for present struggles

### References:

- Baker,Johnson, Seal.(eds.) *Power,Profit and Politics: Essays on Imperialism, Nationalism and Change in 20th Century India*, Cambridge,1981.
- Chandra, Bipin. *Nationalism and Colonialism in Modern India*. New Delhi,1984.
- Desai, A.R. *Social Background to Indian Nationalism*. Delhi: Vikas, 1978.
- Kumar, Kapil. *Peasants in Revolt-Tenants Landlords Congress and the Raj in Oudh,1886-1922*.New Delhi:Manohar,1984.
- Majundar, R.C. (ed) *History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan,1960. Relevant Vol.
- Nanda, B.R. and V.C. Joshi. *Studies in Modern Indian History*, Bombay: Orient Longman, 1972.
- Rajendran, N. *Nationalist Movement in Tamil Nadu,1905-1914*.Oup,1994.
- Seal,Anil. *The Emergence of Indian Nationalism*. Cambridge,1968.
- Sumit,Sarkar. *Modern India 1885-1947*. Delhi: Macmillan,1983.

### In the Department Library:

Bipin Chandra, Mridula, Aditya Mukerjee and Sucheta Mahajan, *India's Struggle for Independence*. Penguin Books India, 1989.

Bipan Chandra, *Communalism in Modern India*, Vikas PublishingHouse, New Delhi, 1993. Dept Lib Acc. No. 05.

Kumar Raj. *Popular Resistant Movement against the British rule*, New Delhi:Anmol Publications,1999, Dept Lib Acc. No.1416

Low.D.A.. *British and Indian Nationalism*. New Delhi: Cambridge University Press, 1999, Dept Lib Acc. No. 1438.

Panikar. K.N. *Colonialism, Culture, and Resitance*. New Delhi: Oxford University Press,2007.. Dept Lib Acc. No. 2267.

### Course outcome:

- Assess the early forms of resistance against colonial government
- Point out regional variations in the resistance
- List out the leaders how lead the resistance
- Enumerate the reasons for the emergence of 1857 revolt
- Assess the significance of regional revolts
- Highlight the significance of swadeshi movement
- Assess the significance of poligar rebellion
- Point out the significance of peasant movements

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Second Allied Course) AIIC01

**Semester-III**

**Course Credits: 5**

## **Indian Archaeology and Epigraphy**

### **Unit I : Introduction**

Introduction – Definition – Goals of Archaeology – **Archaeology and other disciplines** : Archaeology and History - Archaeology and Anthropology - Archaeology and Geology - **Kinds of Archaeology** : Classical Archaeology – Prehistoric Archaeology – Historical Archaeology – Environmental Archaeology – Underwater Archaeology – Ethnoarchaeology – Linguistic Archaeology – Salvage Archaeology

### **Unit II : History of Archaeology**

Classical Archaeology – Antiquarianism – Three Age Theory – Three Age System — Sir William Jones – Establishment of Asiatic Society – James Prinsep – Alexander Cunningham.

### **Unit III : Dating Methods in Archaeology**

Dating System – Radio Carbon dating (C<sup>14</sup> Dating) – Thermoluminescence (TL Dating) – Potassium Argon – Uranium series – Fission Track – Obsidian-hydration – Archaeomagnetism – Dendrochronology (Tree-Ring Analysis) – Amino acid – Fluorine method – Nitrogen Method – Stratigraphy.  
Dating methods- Eras : Vikrama, Saka, Kollam, Kali, - Hijri Numeral values.

### **Unit IV**

Value of Inscriptions for historical reconstruction - Origin and antiquity of the art of writing in India - Indus Script - Brahmi script - Kharoshti script - Asokan Edicts - Graffiti marks.

### **Unit V**

Tamil-Brahmi script - Mangulam, Jambai, Pugalur inscriptions- Evolution of Tamil-Brahmi script - Vatteluttu Script - Tamil Script - Grantha script - Structure of inscription - Types of Inscriptions - Hero stones - Land grants.

### **References:**

Barker, Philip 1977, *Techniques of Archaeological Excavation*, Universe Books, New York.

Colin Renfrew 2000, *Archaeology: Theories Methods and Practices*, Thames and Hudson, London.

- Connah, G., (ed.) 1983, *Australian Field Archaeology: A Guide to Techniques*, Australian Institute of Aboriginal studies, Canberra.
- Clive Gamble, 2001, *Archaeology: The Basics*, Routledge, London.
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- Daniel, Glyn E., 1976, *A Hundred and Fifty Years of Archaeology*, Gerald Duckworth & Co. Ltd., London.
- Dillon, B.D. (ed.) 1989, *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.
- Gururaja Rao, B.K., 1972 *Megalithic Culture in South India*, Prasaranga, University of Mysore, Mysore.
- Harris, Edward, C., 1989, *Principles of Archaeological Stratigraphy*, Academic Press, London.
- Hester R.Thomas, Shafer J.Harry and Feder L.Kenneth, 1997, *Field Methods in Archaeology*, Mayfield Publishing Company, California.
- Martha Joukowsky, 1980, *A Complete Manual of Field Archaeology – Tools and Techniques of Field Work for Archaeologists*, Prentice-Hall, Englewood Cliffs, New Jersey.
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- Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras
- Robert J.Sharer and Wendy Ashmore, 1979, *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, California.
- Sharer, R.J., and W.Ashmore, 1993, *Archaeology: Discovering Our Past*, Mayfield Publishing Company, California.
- Thomas, D.H., 1989, *Archaeology*, Holt, Rinehart & Winston, Fort Worth.
- Trigger, G. Bruce, 1989, *A History of Archaeological Thought*, Cambridge University Press, Cambridge.

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- Buhler, G., 1959 *Indian Palaeography*, Calcutta.
- Dani, A.H., 1986, *Indian Palaeography*, Munshiram and Manoharlal Publishers Pvt. Ltd. New Delhi.
- Gai, G.S., 1991, *Studies in Indian History, Epigraphy and culture*, Mysore.
- Mahadevan. I., 1970, *Corpus of Tamil - Brahmi Inscriptions*, Tamil Nadu State Department of Archaeology, Madras.
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- Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras.
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- Mangalam, S.J., 1990 *Kharoshthi Script*, Eastern Book Linkers, Delhi.
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- Ramesh, K.V., 1984, *Indian Epigraphy*, Vol. 1, Sundeep Prakashan, Delhi.
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- Shastri, A.M., 1999 *The Age of Satavahanas*, 2vols., New Delhi.
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- Sircar, D.C., 1965, *Indian Epigraphy*, Motilal Banarsidass, Delhi
- Sircar, D.C., 1983, *Select Inscriptions*, Vol. I&II, Motilal Banarsidass, Delhi.
- Sivaramamurthy, C., 1952, *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum Vol.III No.4, Madras.
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- Visalakshy, P. 2003, *The Grantha Script*, Dravidian Linguistics Association, Tiruvananthapuram.

**Journals:**

- Annual Reports on Indian Epigraphy*  
*Epigraphia Indica*  
*Indian Antiquary*  
*Inscriptions of Pudukottai States*  
*Journal of Bombay Branch of Royal Asiatic Society*  
*South Indian Inscriptions*  
*South Indian Temple Inscriptions*  
*Studies in South Indian Coins*

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Course Code: (Non-Major Elective Course)- NMCE01 Semester III

Course Credits: 2

## **Introduction to Constitution**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To make the learners aware of their rights and duties as citizen.
- This paper introduces students to the Constitution of India in its structural and functional aspect.

- I** The Making of India's Constitution and its Sources - Basic Features of India's Constitution.
- II** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.
- III** Union Government: President, Parliament, Cabinet and Prime Minister
- IV** The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.
- V** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.
- VI** **(Advance topics not for final examination)**  
Constitution as a rational book of contemporary India-historical evolution-constitution and everyday life of the nation-educating citizenry on constitution-constitution and character of the nation-constitution and rationalistaion of social and cultural life.

### **References:**

- Austin G., *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
- , *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.

- Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
- Baxi U., *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- Bhambhri C. P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- Chanda A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- Chaube S. K., *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.
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- Munshi K. M., *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
- Noorani A. G., *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.
- Pylee M. V., *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.
- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- Ray A., *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- Setalvad M. C., *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- Sharma L. N., *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
- Sharma S. R., *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

### **In the Department Library:**

Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994. Dept. Lib Acc. No.2987

Gyanender Singh. *Indian Constitution and Government*. New Delhi:Omega Publications.2008. . Dept. Lib Acc. No.2360.

Kashyap, Subash, C. *Our Constitution: an Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.

### **Course outcome:**

- Understand the evolution of Indian constitution
- Assess the chief characters of the constitutions
- Enumerate the aims and objectives of constitution
- Estimate the significance of constitution as a book of government and governance
- height the various kinds of fundamental rights guaranteed in the constitution

- understand the means and methods of social justice available in the constitution
- assess the significance of protective measures for minorities in the constitution
- elaborate the significance of constitution for democracy

# **SEMESTER – IV**

**DEPARTMENT OF HISTORY  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

Course Code: (Core Course) CC07

Semester-IV

Course Credits: 4

## **History of Tamil Nadu From Sangam to Nayaks**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To analyse the physical boundary of ancient Tamilagam.
- To study the origin of Kalabhras and Pallavas.
- To compare and contrast the achievement of the Pandyas and Cholas.
- To analyse the Telugu impact on Tamilagam.
- To study the social and political background of the emergence of Nayaks.

- I** Sources: Archaeology, Epigraphy, Literature and Numismatics [for the entire period] - Sangam and Post Sangam: Social institutions-customs and practice - Pallavas: Society, religion and Bhakthi Movement - Cholas and Pandyas: Society, Religion and the role of temples - Nayaks: Society and religion.
- II** Pre-Sangam: Neolithic and Megalithic Economy-Agriculture and trade. Sangam Age: Agriculture and trade-Roman trade-industries-labour-revenue – coinage – urbanization - Tamil States of the Sangam Age: Administration, economy, land grants, coinage, trade guilds and urban centres; Buddhist centres; Sangam literature and culture; Art and architecture.
- III** Pallavas and Pandyas: Land classification-ownership of land-agriculture and crops-irrigation-trade and industries-revenue system-features of feudalism-coinage and urbanization.
- IV** Cholas: Land System - Trade: inland and foreign-trade guilds-marketsmonetary - system-coinage-features of feudalism-urbanisation.
- V** Nayaks: Land System – Agriculture and Trade.
- VI** **(Advance topics not for final examination)**  
Sangam literature as culture heritage-engagement between Tamil ancient past with present-inter-religious engagement-temples as symbols of tamil architectural traditions and historical source-

## References:

- Hall, Kenneth.R. *Trade and Statecraft in the Age of the Cholas*. New Delhi:1980.
- Mahalingam, T.V. *Economic Life in the Vijayanagar Empire*. Madras. Madras Uni.,1951.
- , *South Indian Polity*. Madras . Uni., of Madras,1967.
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- Meenakshi, C. *Administration and social life under the Pallavas*. Madras:Madras Uni.,1977.
- Nilakanta Sastri, K.A. *Social History of South India*. Madras:OUP,1980.
- , *The Cholas*. Madras: Madras Uni.,1978.
- Pillay, K.K. *Social History of the Tamils*. Madras:Madras Uni.,1975.
- Sathyanatha Aiyar, R. *History of the Nayaks of Madura*. Madras:OUP,1924.
- Shanmugam, P. *The Revenue System Under the Cholas*. Madras: New Era,1988. Srinivasa Iyengar, P.T. *History of Tamils*. Madras: C.Coomaraswamy and Sons,1929.
- Srinivasan, K.R. *Temples of South India*. New Delhi: NBT,1995. Rew.Edi.
- Subbarayalu, Y. *Political Geography of the Chola country*. Madras:Tamil Nadu State Department of Archaeology,1973.
- Subramanian.N. *Sangam Polity*. Madras:Asia Publ.House,1966.
- Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi:OUP,1994.
- Zvelebil, Kamil. *The Smile of Murugan*. Leiden:E.J.Brill,1973.

## In the Department Library:

NeelaKanta Sastri.K.A. *History of South India*. New Delhi: Oxford Publications, 2002. Dept Lib Acc. No. 1403.

## Course outcome:

- Assess the evolution of Tamil culture
- Assess the role of Tamil literature and its reciprocity with the society
- Understand the evolution of political institutions in Tamil Nadu till nayaks
- Determine the merits of the regional cultural significance
- Asses the role of the aristocracy in the flourishing of the culture in Tamil Nadu
- Understand the existing social variations among the various communities in Tamil Nadu
- Assess the growth of literature
- Point out the regional political conflicts

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**Course Code:** (Core Course) CC08

**Semester-IV**

**Course Credits: 4**

**Early Nationalist Movement in India, 1885 C.E. – 1916 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The purpose of this course is to help students understand the struggle of Indian people against colonialism.
- The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence.

- I** Indian Freedom struggle-the first phase: Growth of national consciousness; Formation of Associations in regional level; Establishment of the Indian National Congress – Early Congress – its aim and objects - Partition of Bengal.
- II** Economic Nationalism - Swadeshi Movement: aim, objectives and political action – leadership - Swadeshi Movement in Tamil Nadu – V.O.C. - 1907 split in Congress.
- III** Swadesi-National Education-Labour unrest-Hindu - Muslim relations - Revolutionaries abroad.
- IV** Emergence of communal politics-the shift to terrorism – Punjab – Tamil Nadu:– repression, conciliation- Muslim League –Annie Besant and Home Rule Movement.
- V** The British policy of Divide and Rule - Congress-League Pact of 1916.
- VI** **(Advance topics not for final examination)**  
Indian national movement and contemporary debates-today's version of nationalism and engagement with the past-swadeshism and economic nationalism at present-communalism and its long term impact on Indian society

## References:

- Baker, Johnson, Seal. (eds.) *Power, Profit and Politics: Essays on Imperialism, Nationalism and Change in 20th Century India*, Cambridge, 1981.
- Bamford, P.C. *Histories of the Non-Co-Operation and Khilafat Movement*. New Delhi: Deep, 1974. Reprint.
- Brown Judith. *Gandhi's Rise to Power Indian Politics 1915-1922*. Cambridge, 1972.
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- Kumar, Kapil. *Peasants in Revolt-Tenants Landlords Congress and the Raj in Oudh, 1886-1922*. New Delhi: Manohar, 1984.
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- McLane J.R. *Indian Nationalism and the Early Congress* Princeton, 1977.
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- Nanda, B.R. and V.C. Joshi. *Studies in Modern Indian History*, Bombay: Orient Longman, 1972.
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- Tomilson, B.R. *The Indian National Congress and the Raj 1929-1942*. London: Macmillan, 1976.

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Kumar Raj. *Popular Resistance Movement against the British rule*, New Delhi: Anmol Publications, 1999. Dept Lib Acc. No. 1416

Low, D.A., *British and Indian Nationalism*, New Delhi: Cambridge University Press, 1999, Dept Lib Acc. No. 1438.

Kenneth W. Jones. *Socio Religious reform Movements In British India*. Cambridge: Cambridge University Press. 1994. Dept Lib Acc. No. 1374.

**Course outcome:**

- Understand how revolutionary terrorism has emerged
- Assess the significance of Gadhar Movement
- Highlight the significance of Indian National Congress as the first national umbrella political organization emerged to fight for the freedom
- assess the significance of the swadeshi movement to the raise of nationalism
- Understand how frictions between Muslim and Hindu leaders to the emergence of Indian Muslim league
- Assess the efforts made to bring Hindus and Muslims together
- Point out the reasons for the emergence of Indian Muslim League
- Highlight regional variations in the early national movement

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(for candidates 2022 onwards)**

**Course Code:** (Second Allied Course) AIIC02

**Semester-IV**

**Course Credits: 5**

## **Indian Constitution**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To make the learners aware of their rights and duties as citizen.
- This paper introduces students to the Constitution of India in its structural and functional aspect.

- I** The Making of India's Constitution and its Sources - Basic Features of India's Constitution.
- II** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.
- III** Union Government: President, Parliament, Cabinet and Prime Minister
- IV** The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.
- V** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.
- VI** **(Advance topics not for final examination)**  
Constitution as a rational book of contemporary India-historical evolution-constitution and everyday life of the nation-educating citizenry on constitution-constitution and character of the nation-constitution and rationalisation of social and cultural life.

### **References:**

Austin G., *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.

———, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.

Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall,

1994.

- Baxi U., *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- Bhambhri C. P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- Chanda A., *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- Chaube S. K., *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.
- Hardgrave R. L., *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.
- Kashyap S., *Our Parliament*, New Delhi, National Book Trust, 1992.
- Krishna Shetty M. P., *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.
- Mallya N. N., *Indian Parliament*, New Delhi, National Book Trust, 1970.
- Munshi K. M., *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
- Noorani A. G., *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.
- Pylee M. V., *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.
- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- Ray A., *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- Setalvad M. C., *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- Sharma L. N., *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
- Sharma S. R., *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

### **In the Department Library:**

Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994. Dept. Lib Acc. No.2987

Gyanender Singh. *Indian Constitution and Government*. New Delhi:Omega Publications.2008. . Dept. Lib Acc. No.2360.

Kashyap, Subash, C. *Our Constitution: an Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.

### **Course outcome:**

- Understand the evolution of Indian constitution
- Assess the chief characters of the constitutions
- Enumerate the aims and objectives of constitution
- Estimate the significance of constitution as a book of government and governance
- height the various kinds of fundamental rights guaranteed in the constitution

- understand the means and methods of social justice available in the constitution
- assess the significance of protective measures for minorities in the constitution
- elaborate the significance of constitution for democracy

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(for candidates 2022 onwards)**

Course Code: (Non-Major Elective Course)- NMC02      Semester IV      Course Credits: 2

## Introduction to Development Discourse

### Course Objectives

This Course imparts following skills and knowledge to the students:

- To make the learners aware of their rights and duties as citizen.
- This paper introduces students to the Constitution of India in its structural and functional aspect.

- I**    The Making of India's Constitution and its Sources - Basic Features of India's Constitution-Preamble
- II**    Fundamental Rights and Duties and the Directive Principles of State Policy- Parliamentary form of Government – Centre State Relationship (Federation)
- III**    Independent of Indian Judiciary – Supreme Court and High Court and its functions
- IV**    Working of the Constitution – Major Amendments and its Impact – 42<sup>nd</sup> Amendment – 73<sup>rd</sup> and 74<sup>th</sup> Amendment – 86<sup>th</sup> Amendment.
- V**    Historical Judgement – Romesh Tapar – Shenbagam Durairaj– Shankari Prasad- Kesavanandha Bharathi – Maneka Gandhi – S.R. Bommai
- VI**    **(Advance topics not for final examination)**  
Major Challenges before the Constitution – Political, social and Economic Rights Guaranteed by the Constitution – Privileges enjoyed by M.P and MLA

### References:

- Austin G., *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
- , *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
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- Bhambhri C. P., *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- Chanda A., *Federalism in India: A Study of Union-Sate Relations*, London, George Allen

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- Hardgrave R. L., *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.
- Kashyap S., *Our Parliament*, New Delhi, National Book Trust, 1992.
- Krishna Shetty M. P., *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.
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- Munshi K. M., *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
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- Pylee M. V., *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.
- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- Ray A., *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- Setalvad M. C., *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- Sharma L. N., *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
- Sharma S. R., *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

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Gyanender Singh. *Indian Constitution and Government*. New Delhi:Omega Publications.2008. . Dept. Lib Acc. No.2360.

Kashyap, Subash, C. *Our Constitution: an Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.

### **Course outcome:**

- Understand the evolution of Indian constitution
- Assess the chief characters of the constitutions
- Enumerate the aims and objectives of constitution
- Estimate the significance of constitution as a book of government and governance
- height the various kinds of fundamental rights guaranteed in the constitution
- understand the means and methods of social justice available in the constitution
- assess the significance of protective measures for minorities in the constitution
- elaborate the significance of constitution for democracy

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**Course Code: EA01**

**Semester-IV**

**Credits: 2**

## **Field Visit to Historical Sites**

**CIA : 100 marks**

# Semester-V

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC09

**Semester-V**

**Course Credits: 5**

**GANDHI AND MASS NATIONALISM, 1917 C.E. – 1947 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- Gandhi's emergence as a mass leader
- Gandhi's ideas, methods and techniques of mass mobilization
- Gandhi's role in movements like Champaran, Rowlatt Act, Non-Cooperation, Civil Disobedience and Quit India movement, and
- The role played by masses and various social groups in Gandhi's led movements.

- I** Rise of Gandhi - Character of Gandhian nationalism - Gandhi's popular appeal.
- II** Champaran Satyagraha – Kheda, Ahmedabad Mill Strike -Khilafat Movement - Non –Cooperation Movement – Swaraj Party.
- III** Constitutional developments - Peasant Movements - Working Class movements- Civil Disobedience Movement – Temple Entry: Vaikom.
- IV** Cripps Mission - Constitutional deadlocks- Quit India Movement – Wavell Plan; The Cabinet Mission - The Revolutionary activities from 1920 to 1935 - The Left within the Congress- Congress Socialist Party - The Role of INA.
- V** Politics of Separatism: The Muslim League - The Hindu Maha Sabha – Transfer of power and partition - Communal Holocaust.
- VI** **(Advance topics not for final examination)**  
Gandhianism its continuous engagement with present-significance of non-violence as essential tool of justice-debates on social movements and their significance-communalism and its impact on Indian society

**References:**

Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).

Bipan Chandra, K.N. Panikkar, Miridula Mukherjee, Sucheta Mahajan and Aditya

- Mukherjee, *India's Struggle for Independence 1857-1947* (Delhi, Penguin 1996).
- Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 1981).
- ....., *Rise and Growth of Economic Nationalism in India* (Delhi, PPH, 1966).
- Brass, Paul, *The Politics of India Since Independence* (Delhi, Foundation Books, 1994).
- Brown, Judith, *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34* (Cambridge 1977).
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- ....., *Modern India: The Origin of an Asian Democracy* (Delhi, OUP, 1987).
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- Guha, Ranajit and Gayatri C. Spivak (eds), *Selected Subaltern Studies* (Delhi, OUP, 1988).
- Hardy, Peter, *The Muslims of British India* (Cambridge, 1972).
- Hasan, Mushirul (ed), *India's Partition: Process, Strategy and Mobilization* (Delhi, OUP, 1998).
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- Jalal, Ayesha, *Sole Spokesman: Jinnah, The Muslim League and the Demand for Pakistan* (Delhi, Orient Longman, 1985).
- Jones, Kenneth, *Social and Religious Reform Movement in Modern India* (New Cambridge History, 1989).
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- Nehru, Jawaharlal., *An Autobiography* (London, 1936).
- Panigrahi, D.N. (ed.). *Economy, Society and Politics in Modern India* (Delhi, Vikas, 1985).
- Ravinder Kumar (ed), *Rowlatt Satyagraha of 1919. Essays on Gandhian Politics* (Oxford, 1971).
- Sarkar, Sumit, *Modern India, 1885-1947* (Delhi, Macmillan, 1985).
- Seal., Anil, *The Emergence of Indian Nationalism* (Cambridge University Press, 1971).

**Course outcome:**

- Highlight significance of Gandhi's participation in Khed and Champaran movements

- Assess the contribution of the Gandhi in transforming Indian freedom struggle into a mass movement understand the role of the Gandhi's image in the development of mass movement
- assess Gandhi's efforts in bringing Muslim League and Congress together
- Understand how different political factions have emerged after non-cooperation Movement
- Assess the emergence of young leaders like Jawaharlal Nehru and Subas Chandrabose
- Assess the significance of re-organisation of Congress to increase the mass base
- Assess the contribution of regional leadership to the national movement

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**(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC10

**Semester-V**

**Course Credits: 5**

**HISTORY OF INDIA FROM INDEPENDENCE TO 1984 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.
- It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence.
- It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

- I** India after Independence: Interim Government- Integration of Princely States.
- II** The Initial Years - Consolidation of India as a Nation: The Linguistic Reorganization of the States - Integration of the Tribals - Regionalism and Regional Inequality.
- III** The Years of Hope and Achievement, 1951-64 - Jawaharlal Nehru in Historical Perspective - Foreign Policy: The Nehru Era - Political Parties, 1947-64: The Congress - The Opposition.
- IV** From Shastri to Indira Gandhi: Political Career of Shastri (1964-66) - Indira Gandhi Years, 1966-77 - The J.P. Movement and the Emergency: The Janata Interregnum and Indira Gandhi's Second Coming, 1980-84.
- V** Indian Economy – Mixed Economy: 1947-1984: Land Reforms: Zamindari Abolition and Tenancy Reforms – Land Ceiling Act and the Bhoodan Movement-Cooperatives and an Overview - Agriculture Growth and the Green Revolution - Agrarian Struggles 1947-1984.
- VI (Advance topics not for final examination)**  
Emergence of new nation-national integration as continuous process- debates on the question of integration-debated on planned economy and its

replacement with Niti Ayog-current debate on Jawaharlal Nehru-different dimensions of green revolution

### **In the Department Library:**

Bipin Chandra, Mrudula and Aditya Mukerjee. *India After Independence, 1947-2000*, Penguin, 2002, Dept Lib Acc. No. 1408.

Agarwalla, S S. *Contemporary India and Its Burning Problems*. New Delhi: Mittal Publications, 1994. Dept Lib Acc. No. 225.

### **References:**

Khilnani, Sunil 1998. *The Idea of India* New Delhi, Penguin.

Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.

Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press

Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.

Wolpert, Stanely 1993 *A New History of India*. O.U.P.

Chandra, Bipin 1984 *Communalism in Modern India*. Vikas, New Delhi.

Chatterjee, Partha 1994 *The Nation and Its Fragments*, O.U.P.

Das, Veena 1995 *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Kaviraj, S. (ed.) *Politics in India*. OUP – selected chapters

Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.

Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. *A Concise History of Science in India*. New Delhi: Indian National Science Academy, reprint 1989.

Chandra, Bipin and et.al. *India After Independence*. New Delhi: Penguin, 1997.

Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.

Thakur, Ramesh. *The Government and Politics of India*. Houndenville: Macmillan,1995.

Venkatesan.G, *Contemporary India*, E&T.

### **Course outcome:**

- Assess how the image of nation is dented with sikh riots
- Elaborate on the tensions caused by linguistic nationalism
- Assess the problems of emergency in 1975
- Highlight the role of India in the formation of Bangladesh
- Assess the problems and consequences of war with China in 1962
- Assess the significance of emergence of regional political parties
- Highlight the significance of Green Revolution
- Assess the importance of planned economy

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**(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC11

**Semester-V**

**Course Credits: 5**

**SOCIO – ECONOMIC HISTORY OF TAMIL NADU DURING**  
**19<sup>TH</sup> & 20<sup>TH</sup> CENTURIES**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To understand the changes after the British Acquisition of Tamil Nadu.
- To analyse the relevance of socio-religious movements of the 19<sup>th</sup> century.

- I** Sources : archival- institutional papers -Private papers-literature-folklore-newspapers and journals - Social Conditions: Caste system - position of women - sati - child marriage - devadasi system - Religion.
- II** Land systems: - Zamindari to Ryotwari-General economic conditions: agriculture and industry during colonial and post-colonial periods- Rise of indigenous commercial Elite- the Dubashies.
- III** Introduction of Western education- Professional and Technical education- education of Depressed Classes and minorities.
- IV** Socio-religious movements: Theosophical and Ramakrishna Mission. Radical social reform movements: Concept of Dravidian culture- Non-Brahmin Movement- Justice Party -Periyar E.V.R and Self-Respect Movement-Temple Entry Movement: Dalit Movement: Ayothidhasar-M.C.Raja-Erattamalai Srinivasan.
- V** Music: folk and classical- Tamil Literature: Subramania Bharathi-Bharathidasan-Namakkal Ramalingam Pillai-Kavimani Desika Vinayakam Pillai- Maraimalai Adigal-Film : impact on society and politics.
- VI** **(Advance topics not for final examination)**  
Tamil cultural and social past and current politics-Ancient past as Tamil identity-understanding the emergence of new Tamil society-cultural and religions conflicts new formations-internal social tensions and revolutionary social formations

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- Arnald, David, *Police Power*
- Arasarathinam,R. *Trade in Coramandel Coast*. Sydney: Oxford
- Baker, C.J.(1976)*The Politics of South India 1920-1937*, Cambridge.
- . (1980) *Tamil Countryside*. OUP,New Delhi.
- Beteille, A. (1965) *Caste, Class and Power:Chancing patterns of Stratification in a Thanjavur Village*.
- Berkley. Beck, B.E.F. (1970) "The right-left Division of South Indian Society",  
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- Mcperson, K. (1969) "The Social Background and Poliitics of the Muslims of Tamil Nadu 1901-1937". *Indian Social and Economic History Review*. Vol.4.
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- Rajaraman,P. *The Justice Party*. Madras,1985.
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Tucson, University of Arizona Press. Arizona.
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- Singer, M.D.John.B. (eds) (1968) *The Structure and Change in Indian Society*, Chicago.
- Viswanathan E.Sa. (1983) *The Political Career of Ramaswami Naicker*.Madras.
- Washbrook, D.A. (1977) *The Emergence of Provincial Politics: The Madras Presidency 1870-1920*. New Delhi.
- Nambi Arroran, *Tamil Renaissance and Dravidian Nationalism*.

## Course outcome:

- Understand the essence of the Royatwari system
- Assess the importance of the new industrial economy
- Understand the significance of the non-Brahmin movement
- Asses the impact of self-respect movement in Tamil Nadu
- Highlight the role of M.C. Raja and Ayothithass in the emancipation of depressed classes
- Understand the role of Bharathidasan's literary works on the society
- Highlight social and caste tensions in Tamil Society
- Assess the impact of linguistic separatist movement on Tamil Nadu

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**Course Code:** (Core Course) CC12

**Semester-V**

**Course Credits: 5**

**HISTORY OF SCIENCE AND TECHNOLOGY IN  
INDIA**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To acquaint the student with the scientific progress made by Indians through the ages,
- To analyse the nature of Indian science and technology and its social implications and
- To assess the role of scientific progress in the process of modernisation of India.

- I** What is History of Science and Technology – Debate on History of Science and Technology, internal and External Approches, Social Constructivism – Eurocentrism and Anti - Eurocentrism.
- II** Ancient and Medieval Science and Technology: Medicine: Ayurveda and Unani - Astronomy – Mathematics and Military Technology.
- III** Colonial and Modern: Colonial Science and Technology Policy - Science and Technology transfer – Institutionalization - Industrialization.
- IV** Indian response: Bengal Renaissance – Science from South (C.V.Raman & Srinivasa Ramanujan) – Swadeshi Science and Technology – Women Scientists (Janaki Ammal & Anna Mani).
- V** Post - Colonial Science and Technology: Big Vs Small debate - Science and Technology in Nehru Era– People’s Movement on Science and Technology –People’s Science.
- VI. (Advance topics not for final examination)**  
Science as rationaliser of minds and producer of truth-Scientist and de-mystification of mysteries-scientific method as means of understanding reality-science and technology as transformers of society- science and religion as antagonistic forces-popularisation of science and betterment of society-science and technology as tool of power and material wealth.

## References:

- Anthony H.D.,(1963) *Science and its Background*, Macmillan & Co.Ltd., London
- Arthur Eddington,(1947) *New Pathways in Science*, University Press, Cambridge
- Asis Nandy, *Science, Hegemony and Violence: A Requiem for Modernity*, Oxford University Press, New Delhi 1999.
- Bernal J.D. (1969) *Science in History* Vol.I, Vol.II, Vol.III, Vol.IV. All India Peoples Net Work,New Delhi.
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- Horrabin J.F, (1959), *Science for the Citizen*, George Allen & Unwin Ltd., London
- James R.Newman(ed),(1965), *The International Encyclopedia of Science*, Vols 1 to 4, Thomas Nelson & Sons ltd., Nairobi
- Kalpana Rajaram (1993), *Science and Technology in India*, Spectrum India, New Delhi.
- Kumar, Deepak (1995) *Science and the Raj*, Oxford University Press, Delhi
- Lawrence M.Levin(ed), (1956) *The Book of Popular Science*,Vols 1 to 10, The Crolier Society INC, New York
- Patrick Pringle,(1956), *Great Discoveries in Modern Science*, George H. Harrap & Co.Ltd., London .
- Philip Lenard, Stafford Hatfield H., Dac Andrade E.N. (1950), *Great Men of Science*, G.Bell and Sons Ltd.,London.
- Varghese Jeyaraj, S. (1997) *History of Science and Technology*, Anns Pub., Uthamapalayam.
- Whitehead A.N.,(1953) *Science and the Modern World*, University Press, Cambridge

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.Varghese Jayaraj S *History of Science and Technology*, Uthamapalayam: Anmol Publications, 1997, Dept. Lib. Acc. No.1131.

Debi Prasad Chattopadhyaya, *History of Science and Technology in Ancient India*. Calcutta: Firma KLM Pvt Ltd, 1991, Dept. Acc. No. 549.

**Course outcome:**

- Understand the contribution of ancient India to the development of science
- Analyze the concept of euro centrism in the science and technology studies
- Understand the role of Nehru in the development of modern science and technology
- Assess the significance of Gandhi's small technologies as appropriate
- Understand the significance of the anti-science and technology movements
- Understand the importance of the people science movements
- Asses the significance of anti-dam movements
- Highlight the role of science in Green Revolution

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Skill based Elective Choices Course) SBEC01      **Semester-V**      **Course Credits: 3**

## **Journalism**

**Objectives:**

To help students understand the background information on Indian Press and its practice as this will help them to be more responsible citizen.

**Unit I**

Introduction to Journalism- Impact of Mass Media – Fourth Estate - Development of Journalism - (i) From Hicky to 1876 – (ii) From 1876 to 1947 (iii) From 1947 - Role of Press in Freedom Movement.

**Unit II**

Reporting – Kinds of news – News Value - Reporters - News Agencies – beat – Reporting of public meeting, crime and sports.

**Unit III**

Editing – use of Editing marks – Functions and qualifications of Editor – Sub editors – Inverted pyramid form of writing - Page make up – Head line – lead - feature – Editorial – Letters to the Editor.

**Unit IV**

Rotary – Letter press – off set printing – Role of computers and communication techniques – structure and functioning of newspaper office – Advertisement.

**Unit V**

Indian Press Laws – Defamation – Contempt of Court – Official secrets Act - Indian constitution and Press Freedom – Press Council – Prachar Bharathi – Investigative Journalism.

**Reference:**

Ahuja – Introduction to Journalism  
Kamath, M.V. - Professional Journalism  
Rangasamy Parthasarathy – Journalism in India  
Nadig Krishnamoorthy, Indian Journalism  
D.S. Metha, Mass Communication and Journalism in India  
S. Nagarajan, A History of Press in India

The Art of Editing - P.K. Baskette and Jiz Sissors

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**Course Code:** (Skill based Elective Choices Course) SBEC01      **Semester-V**      **Course Credits: 3**

## **Multimedia Journalism**

### **Objectives**

- Students will learn how to develop and edit journalistic content for online platforms.
- Students will learn how to integrate multimedia materials for electronic delivery and utilize interactivity.
- Students will learn online and social media strategies used by media professionals, including using metrics and analytics for audience development.
- Students will become acquainted with the ethical and legal implications of online and social media practices.

### **Unit 1**

Working of a modern-day integrated newsroom - Writing and editing techniques for text, audio, video, multimedia

### **Unit 2**

Crowdsourcing, vlog, narrowcasting and web podcasting - Developing interactive maps and graphics

### **Unit 3**

Audience development and ethical practices involving the Internet and social media - Automated Journalism - Participatory multimedia journalism

### **Unit 4**

Working with numbers and data - Acquiring, cleaning, and formatting numbers - Use of Google Spreadsheets and Microsoft Excel

### **Unit 5**

Data visualisation using various software - Producing major multimedia projects with group collaboration

### **References:**

Reddick, R., & King, E. (2000). The online journalist. Wadsworth Publishing.

Ray, T. (2006). Online Journalism: a basic text. Cambridge India.

Stovall, J. G. (2004). Web journalism: Practice and promise of a new medium. Allyn and Bacon.

Gray, J., Chambers, L., & Bounegru, L. (2012). The data journalism handbook: how journalists can use data to improve the news. " O'Reilly Media, Inc."

Usher, N. (2016). Interactive journalism: Hackers, data, and code. University

of Illinois Press.

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Soft Skills) SK01

**Semester-V**

**Course Credits: 2**

**CIA : 100 marks**

**SOFT SKILLS DEVELOPMENT**

**Learning Objective**

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

**Unit I**

Know Thyself/ Understanding Self

Introduction to Soft skills-Self discovery-Developing positive attitude-improving perceptions-Forming values

**Unit II**

Interpersonal Skills/ Understanding Others

Developing interpersonal relationship-Team building-group dynamics-Net working- Improved work relationship

**Unit III**

Communication Skills / Communication with others

Art of listening-Art of reading-Art of speaking-Art of writing-Art of writing e-mails-e mail etiquette

**Unit IV**

Corporate Skills / Working with Others

Developing body language-Practising etiquette and mannerism-Time management-Stress management

**Unit V**

Selling Self / Job Hunting

Writing resume/cv-interview skills-Group discussion- Mock interview-Mock GD - Goal setting - Career planning

**References:**

Meena.K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills : A Road Map to Success), P.R. Publishers & Distributors, Tiruchirappalli- 620 002.

Alex K. (2012) Soft Skills - Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi- 110 055.

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

Course Code: GS01

Semester-V

Course Credits: 2

**CIA : 100 marks**

## **Gender Studies**

### **Course Objectives**

- ❖ To make boys and girls aware of each other's strengths and Weakness.
- ❖ To develop sensitivity towards both genders in order to lead an ethically enriched life.
- ❖ To promote attitudinal change towards a gender balanced ambience and women empowerment .

### **Unit - I**

**Concepts of Gender:** Sex - Gender - Biological Determinism - Patriarchy - Feminism - Gender Discrimination - Gender Division of labour - Gender Stereotyping - Gender Sensitivity - Gender Equity - Equality - Gender Mainstreaming - Empowerment.

### **Unit - II**

**Women's Studies vs Gender Studies :** UGC's Guidelines - VII to XI Plans - Gender Studies : Beijing Conference and CEDAW - Exclusiveness and Inclusiveness.

### **Unit - III**

**Areas of Gender Discrimination :** Family - Sex Ratio - Literacy - Health - Governance - Religion Work Vs Employment - Market - Media - Politics - Law - Domestic Violence - Sexual Harassment - State Policies and Planning .

### **Unit - IV**

**Women Development and Gender Empowerment :** Initiatives - International Women's Decade - International Women's Year - National Policy for Empowerment of Women - Women Empowerment Year 2001 - Mainstreaming Global Policies .

### **Unit - V**

**Women's Movements and Safeguarding Mechanism :** In India National /State Commission for Women(NCW) - All Women Police Station - Family Court - Domestic Violence Act - Prevention of Sexual Harassment at Work Place Supreme Court Guidelines - Maternity Benefit Act - PNDT Act - Hindu Succession Act 2005 - Eve Teasing Prevention Act - Self Help Groups - 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS

### **References**

1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited

- , 2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited ,2004
  3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
  4. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.)Family and Gender : Changing Values in Germany and India ,New Delhi :Sage Publications,2003
  5. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
  6. Rajadurai. S.V,Geetha.V,Themes in Caste Gender and Religion, Tiruchirappalli : Bharathidasan University ,2007
  7. Misra Geetanjali, Chandiramani Radhika (ed.) Sexuality , Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
  8. Rao Anupama (ed.) Gender &Caste : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women, 2003
  9. Saha Chandana , Gender Equity and Gender Equality : Study of Girl Child in Rajasthan , Jaipur: Rawat Publication ,2003.
  10. Krishna Sumi, (ed.),Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
  11. Pludi.A Michele(ed.) praefer Guide to the Psychology of Gender ,London : Praeger Publisher ,2004
  12. Wharton .S Amy , The Sociology of Gender : An Introduction to Theory and Research , USA : Blackwell Publishing ,2005
  13. Mohanty Manoranjan(ed.) Class ,Caste ,Gender : Readings in Indian Government and Politics - 5,New Delhi : Sage Publications ,2004.
  14. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000
  15. UIZIBJZ H^FK GGITSUIL, LK@J :W@KE .....
  16. Mishra .O.P,Law Relating to Women &Child ,Allahabad :Central Law Agency ,2001
  17. Chari Leelavathi ,Know Your Rights ,Madras; Tamilnadu Social Welfare Board,1987
  18. Bhattacharya Malini , Sexual Violence and Law ,Kolkata; West Bengala Commission for Women ,2002
  19. Sexual Harassment at the Workplace - A Guide , New Delhi ;Sakshi,1999

# Semester-VI

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC13

**Semester-VI**

**Course Credits: 5**

**History of Contemporary India Since 1985**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.
- It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence.
- It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

- I** The Rajiv Years – Foreign Policy of India – Sri Lanka policy: Indian Peace Keeping Force (IPKF) to Sri Lanka - Technological developments - Bofors scandal- Shah Bano Case – Assassination.
- II** 1989 General elections – Formation of Janata Dal - Vishwanath Pratap Singh as Prime Minister of India - recommendations of the Mandal Commission - Chandra Shekhar – Indian Economy, 1984-91.
- III** 1991 General elections - P. V. Narasimha Rao - New Economic Policy - Starting of the National Stock Exchange - National security, foreign policy and crisis management.
- IV** 1996 General election- United Front coalition government - H. D. Deve Gowda – I. K. Gujral- 1998 and 1999 General elections– Vajpayee.
- V** National Democratic Alliance - Atal Bihari Vajpayee - Nuclear Bomb Testing – Bus Diplomacy and Lahore summit - Kargil Invasion: Operation Vijay - National Highway Development Project: Golden Quadrilateral and North-South and East-West Corridors – 2004, 2009 General elections- Manmohan Singh – Globalization. – India's Foreign Policy.
- VI** **(Advance topics not for final examination)** Emergence of new nation-

external actors and internal troubles-New national political parties and their impact on current politics-debates on the deregulation and impact on Indian economy

### References:

- Khilnani, Sunil 1998. *The Idea of India* New Delhi, Penguin.
- Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.
- Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press
- Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.
- Wolpert, Stanley 1993 *A New History of India*. O.U.P.
- Chandra, Bipin 1984 *Communalism in Modern India*. Vikas, New Delhi.
- Chatterjee, Partha 1994 *The Nation and Its Fragments*, O.U.P.
- Das, Veena 1995 *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.
- Kaviraj, S. (ed.) *Politics in India*. OUP – selected chapters
- Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.
- Basu, D.D. *Contemporary on the Constitution of India*. Vol.1&2., New Delhi: Tata-Mcgraw Hill, 1990.
- Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. *A Concise History of Science in India*. New Delhi: Indian National Science Academy, reprint 1989.
- Chandra, Bipin and et.al. *Indian After Independence*. New Delhi: Penguin, 1997.
- Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.
- Thakur, Ramesh. *The Government and Politics of India*. Houndenville: Macmillan, 1995.
- Venkatesan.G, *Contemporary India*, E&T.

### In the Department Library:

Bipin Chandra, Mrudula and Aditya Mukerjee. *India After Independence, 1947-2000*, Penguin, 2002, Dept Lib Acc. No. 1408.

Agarwalla, S S. *Contemporary India and Its Burning Problems*. New Delhi: Mittal Publications, 1994. Dept Lib Acc. No. 225.

### Course outcome:

- Assess the new political formations after independence
- Understand the process of building new nation determine the factors
- Contributing to the growth of democratic institutions
- Asses the contribution of Nehru on various spheres of the nation
- Assess the significance of secularism in India

- Determine the role of political leadership in integrating India into single nation
- Point out the impact of economic reforms in 1991
- Assess the impact of Mandal Commission on social aspects

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**Course Code:** (Core Course) CC14

**Semester-VI**

**Course Credits: 5**

**History of Tamil Nadu from 1947 C.E. to 2000 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To understand the changes after the British Acquisition of Tamil Nadu.
- To analyse the relevance of Political Development of Tamil Nadu

- I** Interim Government-The first Congress Ministry of Tamil Nadu after Independence – C. Rajagopalachari – reconstitution of Madras Presidency as Madras State – demand and formation of Andhra Pradesh – linguistic reorganization and the realignment of borders of Madras State.
- II** K. Kamaraj as the Chief Minister of Madras State - Mid-day Meal Scheme – “Kamaraj Plan” - M. Bhakthavatsalam - Dravidian populist mobilisation in the 1960s - Hindi agitation – C.N.Annadurai and Dravida Munnetra Kazhagam - 1967 Assembly election and its results – Death of C.N. Annadurai and M. Karunanidhi as Chief Minister.
- III** DMK split 1971 – M.G. Ramachandran (M.G.R.) and the formation of AIADMK - assembly elections in 1977, 1980 and 1984 - re-introduction of the Mid-day Meal Scheme – development in higher education.
- IV** Death of M.G.R. and the split of AIADMK – President Rule – 1989 Assembly elections – return of M. Karunanidhi as Chief Minister Tamil Nadu.
- V** 1991 Assembly elections – emergence of J. Jayalalithaa as Chief Minister of Tamil Nadu – 1996 Assembly elections and the return of DMK to power. Social legislation- Welfare measures- Economic development- IT Corridors – impact- Educational development.
- VI** **(Advance topics not for final examination)**  
Emergence of modern Tamil Nadu-debates on the language and its impact on regional politics-new political and social formations and their impact-debates on political transformations in the Tamil Nadu-

## References:

- Nambi Aroran, Tamil Renaissance and Dravidian Nationalism. Aruna, Alladi : *Kamarajar Ore Vazhikati*, (In Tamil), Madhivanan Publications Pvt Ltd, Chennai, 2002.
- Chellam, V.T : *Tamilagam History and Culture*, Thirumalai Book House, Chennai, 1984.
- Devanandan, P.D : *The Dravida Kazhagam*, A Revolt against Brahmanism, Christian Institute for the study of Religion and Society, 1960.
- Hard Grave, R : *The Dravidian Movement*, Popular Prakasam, Bombay, 1965.
- Jagadeesan, P. : *Marriage and Social Legislations in Tamilnadu*, 1990.
- Kandaswamy, P. : *The Political Career of K.Kamaraj*, Concept Publishing Company, New Delhi, 2001.
- Kapur, R.P : *Kamaraj, The Iron Man*, Deepak Associates, Pvt Ltd, New Delhi, 1966.
- Muthusamy, M.S : *K.Kamaraj : A Socio Political Study*, Tamilnadu Academy of Political Science, Madras, 1988.
- Rajayyan, K. : *History of Tamilnadu ( 1565 – 1982 )*, Raj Publishers, Madurai, 1982.
- Spratt, P. : *DMK in Power*, Nichiketa Publications Ltd, Bombay, 1970.
- Subramanian, N. : *Social and Cultural History of Tamilnadu, A.D.1336-A.D1984*, Ennes Publications, Udumalpet, 1999.
- Thandavan, R. : *All India Anna Dravida Munnetra Kazhagam*, Tamilnadu Academy of Political Science, Madras University, 1987.
- Thandavan, R. : *Dr.J.Jayalalitha - A Phenomenon*, Academy of Public Affairs, Anna centre, Madras University, 1996
- E.P.W. 25, Sept. 1993. Hardgrave, R. L (1965) *The Dravidian Movement*.
- Pillay, K.K., (1975) *Social History of the Tamils*. University of Madras, Madras.
- Rajaraman, P. *The Justice Party*. Madras, 1985.
- Sundaralingam R. (1974) *Politics and Nationalists Awakending in South India 1852-1891*, Tucson, University of Arizona Press . Arizona. Siverberg, J. (ed).
- The Political Career of Ramaswami Naicker. Madras.
- Washbrook, D.A. *The emergence of Provincial Politics: The Madras Presidency 1870-1920*. New Delhi.

## Course outcome:

- Understand the role of telugu separate state movement in the formation of the linguistic states
- Assess the contribution of C. Rajagopalachari to Tamil nadu

- Assess the significance of anti-Hindi movement
- Understand the significance of formation of regional political parties
- Assess the significance of Mid-day meal
- Highlight the role of information technology in economic development
- Assess the split of Dravidian parties
- Point out the social and caste related tensions

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**Course Code:** (Core Course) CC15

**Semester-VI**

**Course Credits: 5**

**History of Modern World From 1789 C.E To 1945 C.E**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- This paper will look at a salient period in the history of Europe that witnessed important social, cultural, intellectual and technological changes, but also continued to resemble an older Europe in many ways.
- The paper will focus on social and cultural history, and the history of gender relations at this time. It will look at Europe through the Renaissance and the Reformations.
- The purpose of this course is to introduce students to some of the major developments in the world from the decline of the feudal age to the French revolution.

**I Enlightenment and Modern ideas:**

- (i) Major ideas of Enlightenment: Kant, Rousseau
- (ii) Spread of Enlightenment in the colonies
- (iii) Rise of Socialist ideas (up to Marx); spread of Marxian Socialism.

**II Origins of Modern Politics:**

- (i) European States System.
- (ii) French Revolution and aftermath, 1789-1815.

**III Industrialization:**

- (i) Industrial Revolution: Causes and Impact on Society
- (ii) Industrialization and Globalization.

Nation-State System:

- (i) Rise of Nationalism in Germany and Italy.

**IV Imperialism and Colonialism:**

- (i) East Asia – Japan- impact of west – Japan’s Forward Policy – Japanese imperialism.

- (ii) China – impact of west – spheres of influence in China – Chinese Nationalism up to 1949.

**V** 19<sup>th</sup> Century & 20<sup>th</sup> Century World:

- (i) The Russian Revolution of 1917-1921
- (ii) Fascist Counter-Revolution, Italy and Germany.
- (iii) World War I: Causes and Consequences.
- (iv) World War II: Causes and Consequences.

**VI. (Advance topics not for final examination)**

Revolutions as inspiration for the contemporary Europe and world-Europe as provider of ideologies and thinkers- Two world wars and lessons for future-engagement between the old and new Europe- European tensions and impact on the rest.

**References:**

- Anderson, Pery, *Lineages of the Absolutist State* (Routledge, 1974).  
Barracrough, G., *An Introduction to Contemporary History* (Penguin, 1968).  
Bronowski, J. and Bruce Mazlish, *The Western Intellectual Tradition* (Ayer Co. Publication, 1960).  
Bury, J.I.T., *France, 1840* (Routledge Chapman and Hall, 1985).  
Carr, H.H. *The Bolshevik Revolution, 1917-23*. 3 Vols (Macmillan, 1950, 1951 & 1953).  
Davies, H.A., *Outline: History of the World* ed. 5, 1968.  
Fisher, H.A.L., *A History of Europe* (London, Fontana Library, 1969).  
Hill, Christopher, *From Reformation to Industrial Revolution* (Penguin, 1970).  
Joll, James, *Europe Since 1870: An International History* (Har-Row, 1973).  
Palmer, R.A. and Cotton, Joel, *A History of Modern World*, 6th ed. (Mcgraw, 1982).  
Rolls, Eric, *History of Economic Thought*.  
Stavrianos, L.S., *The World Since 1500* (1928).  
Taylor, A.J.P., *The Struggle for Mastery in Europe* (OUP, 1954).

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Ketelbey. C.D.M. *A History of Modern Times From 1789*, Oxford University Press, New Delhi, 2005, Dept. Lib. Acc. No. 1875.

Fisher, H A L. *History of Europe*. New Delhi: Omsons Publications, 1997, Dept. Lib Acc. No. 1036.

Rao, B.V. *History of Europe (1450-1815)*, Sterling Publishers, New Delhi, 1993. Dept. Lib Acc. No. 61.

**Course outcome:**

- Assess the impact of French revolution on the concept of rights

- Displays knowledge on the political philosophy of Europe
- Understand the merits and demerits of European imperialism
- Assess the European tensions which caused two world wars
- Assess the reasons for the emergence of the international peace and security institution
- Assess the development of new political institutions
- Write on the emergence of international peace organisations
- Assess the impact of Russian Revolution on the world

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**Course Code:** (Core Course) CC16

**Semester-VI**

**Course Credits: 5**

## **Human Rights**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To create an awareness among the learners on Human Rights
- To provide national and international perspectives on Human Rights.
- To make the learners understand and follow a 'rights based approach'.
- To evaluate certain issues on Human Rights

- I** Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- National Law and National Rights in ancient, medieval and modern periods
- II** The emergence of Human Rights on to the world stage- Human Rights and the U.N.O - Universal Declaration of Human Rights- International Covenants on Civil and Political, Economic, social and cultural Rights - U.N. Human Rights Commission.
- III** European Convention on Human Rights - Helsinki Charter, African Convention.
- IV** India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission- Main recommendations of the National Human Rights Commission – State Human Rights Commission
- V** Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour – refugees - capital punishment – National Commission for Women – National Commission for SC & ST – National Commission for Minorities.
- VI. (Advance topics not for final examination)**  
Human rights as essential education-understanding value of life to protect it-Human rights and individual dignity-variations across cultures in human rights-humans rights and impact on humanity-caste, class and government

as countering forces to human rights- supportive mechanisms to achieve human rights

### References:

- Andrews, J.A. & Hines, W.D. International Protection of Human Rights. London : Mansell Publishing Ltd.1987.
- Carnston, Maurice, What are Human Rights ? London : The Bodley Head Ltd, 1973.
- Desai, A.R. ed. Violations of Democratic Rights in India, Bombay : Popular Prakashan, 1986.
- Donnelly, Jack. The Concept of Human Rights. London : Croom Helm, 1985.
- Henkin, Lovis. The Rights of Man today. London : Stevens & Sons, 1978.
- Jois, Rama. M.Human Rights and Indian values. Delhi : NETE, 1997.
- Krishna Iyer, V.R. Human Rights And Law. Indore : Vedpal Law House,1984.
- , Human Rights - A- a Judge's Miscellany, Delhi : B.R.Publ.1995.
- Nimal, C.J. ed., Human Rights in India : Historical, Social and Political Perspectives, New Delhi : OUP, 1999.
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- Sivagami Paramasivam, Studies in Human Rights, Salem.2000.
- Sen, Amartya. Development As Freedom. New Delhi: OUP,1999.
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- Subbian, A Human Rights Systems, New Delhi,2000.

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- .Bajwa G.S. *Human Rights in India: Implementation and Violations*, New Delhi: Anmol Publications, ,1995. Dept. Acc. No. 684.
- Sharma, R S. *Perspectives in Human Right Development*. New Delhi: Commonwealth Publishers, 1996. Dept. Acc. No. 686.
- Perry, Michael J. *Idea of Human Rights: Four Inquiries*. New York: Oxford University Press, 1998. Dept. Acc. No. 997.
- Micheline R. Ishay. *The History of Human Rights*, New Delhi: Orient Long Man,2004. Dept. Acc. No. 2203
- Gupta U.N. *The woman rights convention and Indian Law*, Atlantic Publishers, 2004. Dept. Acc. No. 1508.
- Sinha. R.K. *Human Rights of the World.Vol.2* .New Delhi: Indian Publishers Distributors.1998. Dept. Acc. No. 1243.
- .

## Course outcome:

- Understand the significance of human rights
- Enumerate various kinds of human rights violation
- Assess the role of orthodox social institutions and their impact on human rights
- List out the agencies which are bound to violate human rights forces of power
- Understand the conflict between natural rights and state given rights
- High light the relation between the social justice and protection of human rights
- Assess the importance of protecting women rights
- Elaborate on the international legal mechanisms for the protection of human rights

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**Course Code:**(Skill based Elective Choices Course) SBEC02      **Semester-VI**      **Course Credits: 3**

## **Multimedia Journalism**

This course emphasizes the unique aspects of online and data journalism and teaches students to be webmasters and backpack journalists. In addition to providing skills training in more advanced online and multimedia forms, the course will provide basic social media training for journalism professionals. Emphasis will be on ethical journalism strategies, tactics and practices and new ways of journalistic storytelling.

### **Objectives**

- Students will learn how to develop and edit journalistic content for online platforms.
- Students will learn how to integrate multimedia materials for electronic delivery and utilize interactivity.
- Students will learn how to conduct online journalism research and manage and display data.
- Students will learn online and social media strategies used by media professionals, including using metrics and analytics for audience development.
- Students will become acquainted with the ethical and legal implications of online and social media practices.
- Prepare students for more advanced practices of multimedia production and distribution.

### **Unit 1**

Working of a modern-day integrated newsroom - Writing and editing techniques for text, audio, video, multimedia

### **Unit 2**

Crowdsourcing, vlog, narrowcasting and web podcasting - Developing interactive maps and graphics

### **Unit 3**

Audience development and ethical practices involving the Internet and social media - Automated Journalism - Participatory multimedia journalism

### **Unit 4**

Working with numbers and data - Acquiring, cleaning, and formatting numbers

Use of Google Spreadsheets and Microsoft Excel

### **Unit 5**

Data visualisation using various software - Producing major multimedia projects with group collaboration

**References:**

- Reddick, R., & King, E. (2000). *The online journalist*. Wadsworth Publishing.
- Lee, E. (2005). *How Internet Radio Can Change the World: An Activist's Handbook*. iUniverse.
- Ray, T. (2006). *Online Journalism: a basic text*. Cambridge India.
- Stovall, J. G. (2004). *Web journalism: Practice and promise of a new medium*. Allyn and Bacon.
- Gray, J., Chambers, L., & Bounegru, L. (2012). *The data journalism handbook: how journalists can use data to improve the news*. " O'Reilly Media, Inc."
- Usher, N. (2016). *Interactive journalism: Hackers, data, and code*. University of Illinois Press.

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**Course Code:**(Skill based Elective Choices Course) SBEC02   **Semester-VI**   **Course Credits: 3**

## **Broadcast Journalism**

### **Unit I**

Broadcast Journalism – an introduction, development of broadcasting in India.

### **Unit II**

Origin and growth of radio, popular radio programmes, different genres of radio programming, FM Booming, broadcasting policy, women in media and audience studies

### **Unit III**

Origin and growth of Television, Television broadcasting in India, different genres of TV programmes, Indian Television serials and types of programmes,

### **Unit IV**

Privatization of Satellite Television, SITE, educational radio and Television, CAS and DTH, Video boom and Cable TV.

### **Unit V**

Laws related to electronic media : Prasara Bharati Act - Cable Network Act.

### **Reference:**

P C Chatterjee, 1987. Broadcasting in India. New Delhi

ParthasarathyRangaswami, History of Indian Journalism. New Delhi: Sterling Publication

Singha, Aarvind and Roger, Everett, India's Communication and Revolution – from bullock carts to cyber marks. Sage Publications.

Herbert Zettle, Handbook of Television Production.

Frederich Shook, Television Field Production and Reporting.

Rudy Bretz, Techniques of TV Production, Focal Press

Gerald Millerson, Techniques of Video Production.

Effective TV Productions by Gerald Millerson, Focal Press.

Gerald Millerson, Video Camera Techniques.

David Lusted and Christine Geraghty, The Television Studies Book.

Jonathan Bignell, An Introduction to Television Studies, Routledge 2007.

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**Code: CP01**

**Semester-VI**

**Credits: 4**

## **PROJECT WORK**

**Project Work : 100 marks**

# Semester-VII

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**Course Code:** (Core Course) CC17

**Semester-VII**

**Course Credits: 5**

**EVOLUTION OF IDEAS AND INSTITUTIONS IN ANCIENT INDIA**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course intends to provide an understanding of the social, economic and institutional bases of Ancient India.
- It is based on the premise that an understanding of Ancient Indian history is crucial to understand Indian history as a whole.
- To identify pre-historic sites, tools, monuments and sculptures of various dynasties.
- To make a comparative study of Harappan culture and Vedic culture.
- To study about social transformation from Magadha empire to Guptas.
- To study about the cultural evolution of various dynasties.

**Unit I : Defining Ancient India and Nature of sources**

- a) Bharathavarsha
- b) Archaeology and the study of ancient Indian history
- c) Literary sources
- d) Sanskrit sources: religious, non-religious, court
- e) Foreign accounts
- e) Sangam literature

**Unit II: The nature of pre-historic societies**

- a) Prehistoric sites in India (special reference to Neolithic sites in the Peninsula)
- b) The Indus Valley civilization: town planning, spread, decline, the Aryan debate

**Unit III: Vedic and post Vedic societies**

- a) Lineage society
- b) The emergence of caste based societies, marginalization and subordination
- c) Social protest and the emergence of new social and religious forms

**Unit IV: State formation**

- a) Evolution of the institution of kingship
- b) The Saptanga theory of state, its changes
- c) *Mahajanapadas*
- d) The Mauryan State

**Unit V : Post – Mauryan developments**

- a) The Gupta Empire
- b) The emergence of states in the Deccan - the Satavahanas

**Unit-VI: (Advance topics not for final examination)**

Debates on feudalism in Ancient India-ancient history current politics-ancient history as a

national heritage-engagement between ancient religion and contemporary society- continuity of past in the present-fresh archeological discoveries in Indus valley and regional archeology.

**References:**

Claessen, H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978 Jha,

D.N., *Early India A Concise History*, Manohar

Parasher-Sen, Aloka (ed.), *Subordinate and Marginal Groups in Early India*, Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint, 1996.

Thapar, R., *From Lineage to State*, Oxford India Paperbacks, 1990 Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000.

Sastri, K.A.N., *History of South India*, Oxford University Press, 1975.

**In the Department Library:**

Sharma. R. S. *India's Ancient Past*, Oxford University Press. New Delhi: 2006. Dept.lib Acc. No. 2377(10 copies)

Majumdar, R.C. *Main Currents of Indian History*. New Delhi: Sterling Publishers, 1994. Dept.lib Acc. No. 492.

Majumdar, A K. *Concise History of Ancient India, Vol-I*. New Delhi: Munshiram Manoharlal, 1977, Dept.lib Acc. No. 36. (3 copies)

Radhey Shyam Chaurasia. *History of Ancient India Earliest Times to 1200 A.D*. New Delhi: Atlantic Publishers. 2008. Dept.lib Acc. No.2366.

**Course Outcome:**

- Knowledge on the evolution culture of is visible
- Displaying knowledge on the development of India as civilization since from pre-history
- acquired knowledge on the cultural interactions and tensions between various social and communal groups
- Knowledge on political process in the given period of history is displayed
- Assess the significance of Mauryan administration
- Highlight the significance of Buddhism
- Assess the significance of Mauryan administration
- Highlight the contribution of ancient India to science and technology

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**Course Code:** (Core Course) CC18

**Semester-VII**

**Course Credits: 5**

**EVOLUTION OF IDEAS AND INSTITUTIONS IN MEDIEVAL INDIA**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To provide knowledge on the rich cultural contribution of Muslim rulers.
- To encourage students to undertake research in the unexplored areas of medieval history.
- To instruct the moral values given by Bhakti Saints.
- To understand the impact of Mughal Rule in India.
- To realize the general development during the Mughal period.

**Unit I** Defining medieval India and Nature of Sources

- a) The Transition to the Medieval
- b) 'Medievalism',
- c) Historiography of the study of Medieval India
- d) Sources (Persian) and Non-Indian sources

**Unit II** The state in medieval India: perceptions and practice

- a) Modern theories of the medieval state: Theocracy, Autocracy, Feudal, Segmentary, Patrimonial-Bureaucratic
- b) Theory of Institution under Balban - Public works of Firoz Shah Tughlaq
- c) Mughal in Medieval India: Land Revenue System of Sher Shah - Concept of State under Akbar - Mansabdari System.

**Unit III** Medieval Indian Society and Economic Institutions

- a) Social Mobility and Stratification in medieval India
- b) The emergence of new classes
- c) Administrative, agrarian and mercantile classes in medieval India
- d) Bhakti and social change
- e) Agrarian systems, north and south India
- f) Trade, internal and external
- g) Currency

**Unit IV** Religious ideas and institutions

- a) Bhakti movement
- b) Sufism
- c) Towards a composite culture (Art, Architecture and Music)

**Unit V** Political and Social formations in the South

**Unit-VI (Advance topics not for final examination)**

Discussion on Science and Technology in Medieval India-Islam as new culture- Inter-cultural

borrowings and conflicts-emergence of larger empires-Indo-Islamic Cultural hybridity-reinterpretation and contestations-medievalism in modern times.

**References:**

Alam, Muzaffar and Subrahmanyam, Sanjay, *The Mughal State*, Oxford India Paperbacks, 2000

Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002.

Anderson, P., *Passages from Antiquity to Feudalism*, London, 1981.

Chandra, Satish, *Medieval India* (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006 (also available in Hindi)

Chitnis, K.N., *Aspects of Society and Economy in Medieval India*, Pune, 1979.

Habib, I., *Essays in Indian History - Towards a Marxist Perspective*, Tulika, 1995.

Hasan, S. Nurul, *Religion, State and society in Medieval India*, Oxford University Press, 2005

Jha, D.N. (ed.), *The Feudal Order*, Manohar Publications, 2002

Kulke, H. (ed.), *The State in India, 1000-1700*, OUP, 1997.

Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?*, OUP, New Delhi, 2003

Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.

Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation*, Sangam Books Ltd., 2001

**In the Department Library:**

Mehta, J L. *Advanced Study in the History of Medieval India*. New Delhi: Sterling Publishers, 1986. Dept.lib Acc. No.347.

Pandey, A.B, *Early Medieval India*. Allahabad: Central Book Depot, 1960, Dept. Lib Acc. No.140

Rizvi S A, *Wonder That Was India*. New Delhi: Rupa & Co, 1987, Dept. Lib. Acc. No. 64.

Satish Chandra, *Essays on Medieval Indian History*. New Delhi: Oxford University Press, 2005, Dept. Lib. Acc. No. 1883.

Chitnis,K.N. *Socio-Economic History of Medieval India*, Atlantic Publishers, 2002, Dept. Lib Acc. No. 1419.

Srivastava. M.P. *The Mughal Administration* . Allahabad. Chugh Publications,1995. Dept. Lib Acc. No. 220.

**Course Outcome:**

- Knowledge of political transformations in medieval India is visible
- capable of the analysing the theory of theocratic state in the medieval India understand the cultural amalgamation resulting out from various communal groups

- assess the contribution made to the overall architectural development in the said period
- asses the new interaction between the new knowledge systems, especially, Hindu, Muslim, Buddhist, jain and newly entered European
- highlight the importance of din-e-ilahi
- Highlight the significance of Muslim administration
- elaborate on the religious reforms in medieval India

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(for candidates 2022 onwards)

**Course Code:** (Core Choices Course) **CO01**

**Semester-VII**

**Course Credits: 5**

**POLITICAL HISTORY OF TAMIL NADU FROM EARLY TIMES TO 1565**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To analyse the physical boundary of ancient Tamilagam.
- Political system existing in Sangam Age.
- To study the origin of Kalabhras and Pallavas.
- To compare and contrast the achievement of the Pandyas and Cholas.
- To study the social and political background of the emergence of Nayaks.

**UNIT- I**

Physical features of Tamil Nadu – The Sangam age - Political Conditions: Pallavas, Pandiyas and Cholas - The Kalabras.

**UNIT- II**

The Pallavas: Career and Achievements of Mahendra Varma –Narashima Varma – Raja Simhan.

**UNIT - III**

First Pandyan Empire – Kadungon – Varaguna I – Career and Achievements of Shri Mara Shrivallabha– Decline of the First Pandyan Empire.

**UNIT - IV**

Rise of the Imperial Cholas – Vijayalaya Chola – Career and Achievements of Raja Raja I – Rajendra Chola and his conquests – Achievements of Kulothunga Chola I – Chola Administration – Causes for the decline of the Cholas.

**UNIT - V**

The Second Pandyan Empire – Achievements of Maravarma Sudara Pandya I – Career and Achievement of Jatavarma Sudara Pandya I – Account of Marco Polo – Muslim Invasions – Tamil Nadu under Vijayanagar Rule.

**Unit-VI: (Advance topics not for final examination)**

Sangam literature as culture heritage-engagement between Tamil ancient past with present-inter-religious engagement-temples as symbols of Tamil architectural traditions and historical source-

**References:**

Hall,Kenneth.R. *Trade and Statecraft in the Age of the Cholas*. New Delhi:1980.

Mahalingam, T.V. *Economic Life in the Vijayanagar Empire*. Madras. Madras Uni.,1951.

-----, *South Indian Polity*. Madras . Uni., of Madras,1967.

-----, *Kanchipuram in Early south Indian history*. Madras: Asia Publ.,1969.

- Meenakshi, C. *Administration and social life under the Pallavas*. Madras: Madras Uni.,1977.
- Nilakanta Sastri, K.A. *Social History of South India*.Madras:OUP,1980.
- ,*The Colas*.Madras: Madras Uni.,1978.
- Pillay,K.K. *Social History of the Tamils*. Madras:Madras Uni.,1975.
- Sathyanatha Aiyar,R. *History of the Nayaks of Madura*.Madras:OUP,1924.
- Shanmugam,P. *The Revenue System Under the Cholas*.Madras: New Era,1988.
- Srinivasa Iyengar,P.T. *History of Tamils*. Madras: C.Coomaraswamy and Sons,1929.
- Srinivasan, K.R. *Temples of South India*. New Delhi: NBT,1995. Rew.Edi.
- Subbarayalu, Y. *Political Geography of the chola country*. Madras: Tamil Nadu State Department of Archaeology,1973.
- Subramanian.N. *Sangam Polity*. Madras:Asia Publ.House,1966.
- Stein, Burton. *Peasant State and Souciety in Medieval South India*. Delhi:OUP,1994.
- Zvelebil,Kamil. *The Smile of Murugan*. Leiden:E.J.Brill,1973.

### **In the Department Library:**

- NeelaKanta Sastri.K.A.,*History of Soutch India*. New Delhi :Oxford Publications,2002. Dept Lib Acc. No. 1403.
- Subramanian, P. *Social History of the Tamils (1707-1947)*. New Delhi: D K Printworld (p) Ltd., 1996, Dept. Lib. Acc. No. 1034.

### **Course out Come:**

- Assess the evolution of Tamil culture
- Assess the role of Tamil literature and its reciprocity with the society
- Understand the evolution of political institutions in Tamil Nadu till nayaks
- Determine the merits of the regional cultural significance
- Asses the role of the aristocracy in the flourishment of the culture in Tamil Nadu
- Understand the existing social variations among the various communities in Tamil Nadu
- Assess the growth of literature point out the regional political conflicts

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**Course Code: (Core Choices Course) CO01**

**Semester –VII**

**Course Credits: 5**

**History from below**

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Course Code: (Elective Course) EC01 Semester-VII

Course Credits: 4

**INTRODUCTION TO HUMAN RIGHTS**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To create an awareness among the learners on Human Rights
- To provide national and international perspectives on Human Rights.
- To make the learners understand and follow a 'rights based approach'.
- To evaluate certain issues on Human Rights

- I** Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- National Law and National Rights in ancient, medieval and modern periods
- II** The emergence of Human Rights on to the world stage- Human Rights and the U.N.O - Universal Declaration of Human Rights- International Covenants on Civil and Political, Economic, social and cultural Rights - U.N. Human Rights Commission.
- III** European Convention on Human Rights - Helsinki Charter, African Convention.
- IV** India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission and Main recommendations – State Human Rights Commission.
- V** Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour – refugees - capital punishment – National Commission for Women – National Commission for SC & ST – National Commission for Minorities – Developmental Policy, Environment and Human Rights.
- VI. (Advance topics not for final examination)**  
Human rights as essential education-understanding value of life to protect it-Human rights and individual dignity-variations across cultures in human rights-humans rights and impact on humanity-caste, class and government as countering forces to human rights- supportive mechanisms to achieve human rights

## References:

- Andrews, J.A. & Hines, W.D. *International Protection of Human Rights*. London : Mansell Publishing Ltd.1987.
- Carnston, Maurice, *What are Human Rights ?* London : The Bodley Head Ltd, 1973.
- Desai, A.R. ed. *Violations of Democratic Rights in India*, Bombay : Popular Prakashan, 1986.
- Donnelly, Jack. *The Concept of Human Rights*. London : Croom Helm, 1985.
- Henkin, Lovis. *The Rights of Man today*. London : Stevens & Sons, 1978.
- Jois, Rama. M.*Human Rights and Indian values*. Delhi : NETE, 1997.
- Krishna Iyer, V.R. *Human Rights And Law*. Indore : Vedpal Law House,1984.
- , *Human Rights - A– a Judge’s Miscellany*, Delhi : B.R.Publ.1995.
- Nimal, C.J. ed., *Human Rights in India : Historical, Social and Political Perspectives*, New Delhi : OUP, 1999.
- Pathak, R.S. ed., *Human Rights in the Changing World*, New Delhi : International Law Association, 1988.
- Sivagami Paramasivam, *Studies in Human Rights*, Salem.2000.
- Sen, Amartya. *Development As Freedom*. New Delhi: OUP,1999.
- Schuster, Edward James, *Human Rights Today : Evolution or Revolution*, New York:Philosophical Library, 1981.
- Subbian, *A Human Rights Systems*, New Delhi,2000.

## In the Department Library:

- Robertson, A H. *Human Rights in Europe*. Manchester: Manchester University Press, 1993, Dept. Acc. No. 221.
- .Bajwa G.S. *Human Rights in India: Implementation and Violations*, New Delhi: Anmol Publications, 1995. Dept. Acc. No. 684.
- Sharma, R S. *Perspectives in Human Right Development*. New Delhi: Commonwealth Publishers, 1996. Dept. Acc. No. 686.
- Perry, Michael J. *Idea of Human Rights: Four Inquiries*. New York: Oxford University Press, 1998. Dept. Acc. No. 997.
- Micheline R. Ishay. *The History of Human Rights*, New Delhi: Orient Long Man,2004. Dept. Acc. No. 2203
- Gupta U.N. *The woman rights convention and Indian Law*, Atlantic Publishers, 2004. Dept. Acc. No. 1508.
- Sinha. R.K. *Human Rights of the World.Vol.2* .New Delhi: Indian Publishers Distributors.1998. Dept. Acc. No. 1243.

## Course outcome:

- Understand the significance of human rights
- Enumerate various kinds of human rights violation
- Assess the role of orthodox social institutions and their impact on human rights
- List out the agencies which are bound to violate human rights forces of power
- Understand the conflict between natural rights and state given rights
- High light the relation between the social justice and protection of human rights
- Assess the importance of protecting women rights
- Elaborate on the international legal mechanisms for the protection of human rights

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**Course Code: (Elective Course) EC01      Semester - VII      Course Credits: 4**

**CONTEMPORARY WORLD**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course introduces the key determining principles of India's foreign policy to students. It highlights the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course imparts an understanding of India's important bilateral relationships and the country's role in global economic and political regimes. It apprises students of the major security challenges facing the country in the 21st century.

I. Definition and scope - Concepts of international Politics: Power - National interest - Balance of power.

II. Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS. Old and New Diplomacy-practice.

III. Oil Diplomacy and its implications – Political condition in West Asia after Second World War - Arms race, disarmament and arms control – Origin of Conflict: Terrorism and its impact.

VI. New International Economic order; GATT/WTO and its implications. The North-South "Dialogue"– Impact of Globalisation.

V. Origin and Development of International Organizations: ASEAN, EEC, IBSA, BRICS, SAARC their role in international relations.

**VI. (Advance topics not for final examination)**

Understanding complexities of international politics-power blocks and political turmoil-regional formations of power and peace-Wars on the weak-self-determination and international democracy-Militarization and international authoritarianism

**References:**

Asher, Robert E.( 1957 ) United Nations and Promotion of the General Welfare, Washington.

Bhamdhari, C.P.(1977) Foreign Policy of India. New Delhi.

Brown, W.Norman (1963) The United Nations and India and Pakistan .

Carr. E.H.(1939 ) Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War .

----- (1947) International Relations between two World Wars .

Dutt,V.P. (1984) India's Foreign Policy. New Delhi: Vani Educational Books. Feller, A.H.(1952 )

United Nations and the World Community, Boston . Indumati, (ed.) (1995) The United Nations (1945-1995). Mysore: University of Mysore.

McLellan, David S., William C. Olson and Fred A. Sonderrmann. (1977) *The Theory and Practice of International Relations*. New Delhi: Printice-Hall of India.

Paranjpe, Shrikant. (1987) *U S Nonproliferation Policy in Action: South Asia*. New Delhi: Sterling.

Priestly, Palmer and Perkins. (1969) *International Relations*. Calcutta .

Sprout, Harold and Margaret Sprout. (1964) *Foundations of International Politics*. New Delhi: Affiliated East West Press Pvt.Ltd.

### **Journals:**

India Quarterly: A Journal of International Affairs (New Delhi: Indian Council of World Affairs).

International Studies (Quarterly) New Delhi: J.N.U.

Pacific Affairs: An International Review of Asia and the Pacific ( Quarterly) Vancouver: University of British Colombia. World Focus. New Delhi.

### **In the Department Library:**

Sharma, U. *International Relations*, Lakshmin Narain Agarwal publications, New Delhi.

Ninen Joshi. *Under the Empire: India's New foreign Policy*,

Prakash Chandra. *International Relations: Foreign Policies of Major Powers and Regional Systems* New Delhi: Vikas Publishing House, 1994, Dept. Acc. No. 07.

Rajan Kumar Mishra'. *India and International Relations*. New Delhi: Kanak Publications, 1996, Dept. Lib. Acc. No 95.

Vidya Dhar Mahajan. *International Relations since 1900*. New Delhi: S. Chand & Co, 1993, Dept. Lib. Acc. No. 124.

### **Course outcome:**

- Assess the significance of understanding the relations between nations
- Point out the necessity promoting peace and security through the international co-operation understand
- how regional conflicts in the world are impact the world peace
- Height the role of the UNO in resolving the regional and continental tensions
- Enumerate the reasons for increasing non-state actors in the world
- Highlight the role India as regional leader in Asia
  - Highlight the significance of World Trade Organization
  - Assess the importance of SAARC

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**Course Code:** (Experimental Course) EXPC01 Semester VII **Course Credits:3**

**Archives Keeping**

- I** History of Archives – Archives keeping Europe through the ages – International Archives – Archives in India: Ancient, Medieval and Modern.
- II** Creation of Archives: Establishment of registry – Racking – Shelves and other materials – Archives and Libraries - Organisation of Archives in India: Court Archives – Public Department – Revenue Department – Secret Department – Central Government Archives – Organisation of Archives in European Countries: France, England – Archives in U.S.A., Canada.
- III** Preservation of Archives – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Repair of Archival material.
- IV** Administration of Archives - Functions of Archives - Uses of Archives.
- V** National Archives: Its origin, growth and activities – Tamil Nadu Archives: Its origin, growth and activities - Private Archives: Definition – Difference between private and public archives – Categories of Private Archives – Nehru Memorial Museum – IUCIS, Hyderabad – Parry and Company, Chennai – Asiatic Society of Bengal – Bengal Club – Vishva Bharathi – Sringeri Mutt – Indo-Portuguese Archive, Goa – Archives of Shenbaganoor, Kodaikanal – Problem of private archives – Roja Muthiah Research Library - Visveswaraiah Museum Bangalore- Field Visits

**References:**

Baliga, B.S. *Guide to the records preserved in the Madras Record Office.*

Baliga, B.S. *Guide to the Section presentation in the Modern Record Office, Report on the*

Basu Purendu, *Enemies of Records.*

Dodwell, H., *Early Records of British India.*

Harinarayana, *Science of Archives Keeping.*

Jenkinson, Hilary, *A manual of Archives Administration.*

Jenkinson, Hilary, *A Manual of Archives Keeping.*

Macmillan, D.S. (ed.), *Records Management. Madras Records*

Mukherjee, B.B. *Preservation of Library Materials, Archives and Documents.*

Perti, R.K. *Repair and Preservation of Records.*

Public Record Office, London, *A Guide to Departmental Record Officers.*

Ranbir Kishore and Mehra, CP. "Preservation and Repair of Palm leaf Manuscripts", *The Indian Archives*, Vol. XIV.

S. Chockalingam, *Role of the State Archives Administration.*

Sailen Ghose, *Archives in India.*

Sundararajan. M. *A manual of archival systems and the world of archives*

Schellenberg, *Modern Archives - Principle and Techniques.*

Schellenberg, T.R. *Modern Archives - Principles and Techniques.*

Tolboys Wheeler, J. *Archives Week Celebrations.*

Vijayalakshmi, *Archives Administration*

# Semester-VIII

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Course Code: (Core Course) CC19                      Semester-VIII                      Course Credits: 5

**RESEARCH METHODS IN HISTORY**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know the scope and purpose of History
- To study the relation between History and other social sciences.
- To analyse the research techniques in History
- To estimate the contributions of Historians.

**UNIT-I** – Meaning and Definition-Significance and Scope of Research – Approaches in Research: Analytical and Scientific.

**UNIT –II** – Objectivity – Subjectivity – Causation in History.

**UNIT-III** – Historical Research: Essential Qualities- Choice of Research Topic-Criteria for Selecting a Topic – Scientific Enquiry-Limitations of Historical Research-Requisites for a Research Scholar.

**UNIT-IV** –Methods of Historical Research: Research Procedures-Collection of Evidences-Critical Evaluation of Sources-Methods of Criticism–External Criticism-Internal Criticism.

**UNIT –V** –Documentation – Footnotes – Bibliography – Tables and Charts – Preparation of Thesis.

**UNIT-VI- (Advance topics not for final examination)**

New understanding of History- History as a political, cultural and social tool-fresh approaches in historical research-emerging trends-inter-disciplinary methodological engagements-

**REFERENCES:**

Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.  
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Martin Hollis. *The Philosophy of Social Science: An Introduction*, (New Delhi: Cambridge University Press, 2000).

M.L.A. *Hand Book for Researchers Thesis & Assignment Writing* (1990) New Delhi: Wily Eastern.

Rajayyan, K. *Historiography*, Madurai, 1999.

Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004

Topolski, Jerzy (1976) *Methodology of History*, Holland: Reidal Publishing Co.

Watson, George (1987). *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London.

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E.H Carr, *What is History?* Penguin Books, 1990, Dept. Lib. Acc. No. 1432.  
M.L.A Handbook, VI edition.

Sathya Murthy, K. *Handbook of Research Methodology in History*. New Delhi: Sterling Publishers, 1995, Dept. Lib. Acc. No.188.

K.N.Chitnis, *Research Methodology in History*, Atlantic Publications New Delhi, 1998, Dept. Lib. Acc. No.821.

### **Course Outcome:**

- Displaying knowledge on the evolution of research methodologies in history
- Acquired skills of research methodology to carry out the independent research
- Displaying the updated knowledge on the emerged new historical research methods
- showing capacity of employing defined perspectives to do research
- Asses the basic requirements for researcher
- Understand the difference between the secondary and primary material
- Highlight the significance of bibliography in historical research
- Write on the significance of reference in historical research

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Course Code: : (Core Course) CC20

Semester -VIII

Course Credits: 5

**WORLD IN THE AGE OF EXTREMES**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- We look at the Modern World from 20<sup>th</sup> Centuries from Indian Perspectives
- To trace the Political significance of I<sup>st</sup> and II<sup>nd</sup> World Wars.
- To analyse the Importance of UNO after the Second World War.
- To trace Bi-Polar power politics.

**Unit – I**

First World War: conditions of Europe – The course of war – Consequences – Russian Revolution.

**Unit – II**

League of Nations: Reasons of Formations - Structures and Functions – Success and Failure

**Unit - III**

**World Between the two wars or Inter war period-** Political condition of Germany after First World War – Rise of Japan – Rise of Fascism in Italy.

**Unit – VI**

Second World War: Conditions of Europe – The course of war – Role of Asia and Africa Consequences

**Unit –V**

UNO: Reasons of Formations; Structures and Functions – Success and Failures – Reformers and Reconstruction

**Unit VI(Advance topics not for final examination)**

Wars and destructions - implementations and colonies – Arms Race and Globe and distrust Introductions of world peace.

## References

- Eric Hobsbawam, *The Age of Extremes, 1814-1991*, Abacus, London, 1994.
- Eric Hobsbawam, *The Age of Empire: The Short Twentieth Century 1875–1914*, Perigee, UK, 1984.
- Russell William, George Henry Townsend, *The History of Modern Europe*, Routledge, 1858,
- T. C. W. Blanning (Ed), *History of Modern Europe*, OUP Oxford, 2001.
- John Merriman, *A History of Modern Europe: From the Renaissance to the Present*, W. W. Norton & Company, 2009.
- Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present*, John Wiley & Sons, 2012.
- John Merriman, *History of Modern European*, Norton, 1996.
- Antony Beevor, *The Second World War*, Hachette UK, 2012.
- Peter Duignan, *World War Two in Europe: Causes, Course, and Consequences*, Hoover Press, Stanford University, USA, 1985.

## In the Department Library:

William Hardy McNeill. *The Contemporary World: 1914-Present*, Scott Foresman, 1975

Thomas Neville Bonner, Duane W. Hill, George L. Wilber, *The contemporary world: The Social Sciences in Historical Perspective*, University of Michigan ,1960

## Course outcome:

- Assess the European tensions which caused two world wars
- Assess the reasons for the emergence of the international peace and security institution
- Assess the development of new political institutions
- Write on the emergence of international peace organisations
- Assess the impact of Russian Revolution on the world

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**Course Code:** (Core Choices Course) CO02

**Semester –VIII**

**Course Credits: 5**

**COLONIALISM AND NATIONALISM IN MODERN INDIA**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The purpose of this course is to help the students understand India's colonial past.
- The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past.
- The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.

**Unit I. Colonialism and Nationalism**

Colonial State – Stage of Colonialism - Representation for Indians in Council 1858-1919-.Extension of Government 1919-1939.

**Unit II. Early Nationalism And Agitational Politics:1799-1916**

Poligar Mutiny in Tamil Nadu - Vellore Mutiny in 1806- Foundation of the Congress- Congress and Communalism – Swadesi Movement – Emergence of Communalism - Revolutionary Movement.

**Unit III. Gandhian Era – Mass Nationalism 1917-1925**

Gandhi's initial Movements – Non - Co-operation and Hindu – Muslim rupture – Swaraj Party – Temple entry Movements.

**Unit IV. Nationalist Advances : 1928-1939.**

Simon Commission and Nehru Report - Labour upsurge and the Peasant Movement – Tribal Movement – Left in the Congress.

**Unit V. Towards Freedom and Partition 1939-1947.**

The Tripuri Crisis 1939 -1942. The Muslim League and demand for Pakistan -Quit India Movement - Communists and people's War 1945-1946 - INA - RIN Mutiny-1946-Communal Holocaust - Calcutta Noakhali, Bihar, Punjab - Partition and Independence.

## UNIT-VI: (Advance topics not for final examination)

**Nationalism and colonialism at present:** Nationalism in post-colonial India; colonialism as source of nationalism; Nationalism and its variations; Regionalism and sub-nationalism; New nationalism from peripheries; re-interpretation of nationalism

### Reference:

Baker,Johnson, Seal.(eds.) *Power, Profit and Politics: Essays on Imperialism, Nationalism and Change in 20<sup>th</sup> Century India*, Cambridge,1981.

Bamford,P.C. *Histories of the Non-Co-Operation and Khilafat Movement*. New Delhi:Deep, 1974.Reprint.

Brown Judith. *Gandhi's Rise to Power Indian Politics 1915-1922*. Cambridge, 1972.

Chandra, Bipin. *Nationalism and Colonialism in Modern India*. New Delhi,1984.

----- . *The Rise and Growth of Economic Nationalism in India*. New Delhi,1966.

Desai, A.R. *Social Background to Indian Nationalism*. Delhi: Vikas, 1978.

Kumar, Kapil. *Peasants in Revolt-Tenants Landlords Congress and the Raj in Oudh,1886-1922*.New Delhi:Manohar,1984.

Kumar, Ravindra. *Development of the Congress Constitution*. New Delhi.1949.

----- . *Essays on Gandhian Politics: The Rowlatt Satyagraha of 1919*. Oxford, 1971.

Low.D.A.(ed). *Congress and the Raj*. London,1977.

McLane J.R. *Indian Nationalism and the Early Congress* Princeton,1977.

Mehrotra, S.R. *The Emergence of the Indian National Congress*. Delhi,1971.

----- *Towards India's Freedom and Partition*. New Delhi,1979.

Majundar, R.C. (ed) *History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan,1960. Relevant Vol.

Nanda, B.R. and V.C. Joshi. *Studies in Modern Indian History*, Bombay: Orient Longman, 1972.

Rajendran, N. *Nationalist Movement in Tamil Nadu,1905-1914*.Oup,1994.

Seal,Anil. *The Emergence of Indian Nationalism*. Cambridge,1968.

Tomilson, B.R. *The Indian National Congress and the Raj 1929-1942*. London:Macmillan,1976.

Sarkar. *Modern India 1885-1947*. Delhi: Macmillan,1983.

### In the Department Library:

Bipin Chandra, Mridula, Aditya Mukerjee and Sucheta Mahajan, *India's Struggle for Independence*. Penguin Books India, 1989.

Bipan Chandra, *Communalism in Modern India*, Vikas PublishingHouse, New Delhi, 1993. Dept Lib Acc. No. 05.

Kumar Raj. *Popular Resistance Movement against the British rule*, New Delhi: Anmol Publications, 1999, Dept Lib Acc. No. 1416

Low.D.A.. *British and Indian Nationalism*. New Delhi: Cambridge University Press, 1999, Dept Lib Acc. No. 1438.

Panikar. K.N. *Colonialism, Culture, and Resistance*. New Delhi: Oxford University Press, 2007.. Dept Lib Acc. No. 2267.

**Course Outcome:**

- Understand the nature of colonialism in India
- Assess the ways and means of the exploitation of India by colonial government
- Understands the states of colonialism
- Determine the reasons for the raise of nationalism and its complexities
- Understand the methods and means of achieving independence
- Understand the internal tensions existing within nationalism
- Highlight the significance of swadeshi movement Assess the significance of poligar rebellion

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Course Code: (Core Choices Course) CO02

Semester-VIII

Course Credits: 5

## History of Tiruchirappalli

### Course Objectives:

- To study the geography and demography of Tiruchirappalli
- To understand the monuments & architecture located in Tiruchirappalli
- To assess the civic structures and buildings in Tiruchirappalli

### Unit I

Historical Background : Etymology - Geography - History - Demography- Administration.

### Unit II

Natural Resources - Historical and Cultural Importance of Tiruchirappalli- Eco Tourism - Tourist spot-Tribes - Puliancholai- Kolli Hills -Pachamalai- Semmalai.

### Unit III

Historical Monuments: Religious Monuments of Nayaks –Rani Mangammal Palace-Tiruchirappalli Rock Fort-Main Guard Gate- -British Monuments: Clive Buildings.

### Unit IV

Archaeological Sites: Antiquity-Cave Temples- Structural Temples- Important Tourist arrival centres: Srirangam Renganatha Swamy Temple- Samayapuram Mariamman Temple- Vayalur Murugan Temple- Tiruvanaikovil Jabhukeswara Temple-Viralimalai Murugan Temple

### Unit V

Religious Heritage Centres : St. Lourd's Church- Nathar Wali Dargah – St.Paul Seminary Library- Secular Centres: Kallanai- Mukkumpu- Butterfly Park- Government Museum.

### REFERENCES

- Sundararaj, T., History of Tiruchirappalli up to 1947 A.D., Sundhar Publications, 2003  
Madras District Gazetteer, Trichinopoly, F.R., Hermingway, Madras, Govt Press, 1907  
Gazetteers of Tamilnadu, Tiruchirappalli District, Vol I, & II K.S.K. Velmani, 1998  
Nilakanta Sastri, K.A., The Cholas, The Pandyas,1935.  
Chellam, V.T., History of Tamilnadu, Thirumalai Book House,1985.

Muruganandham, S., Nadanthai Vazhi Cauvery, 2004.

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**Course Code: (Elective Course) EC02      Semester - VIII      Course Credits: 4**

**CONTEMPORARY WORLD**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course introduces the key determining principles of India's foreign policy to students. It highlights the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course imparts an understanding of India's important bilateral relationships and the country's role in global economic and political regimes. It apprises students of the major security challenges facing the country in the 21st century.

I. Definition and scope - Concepts of international Politics: Power - National interest - Balance of power.

II. Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS. Old and New Diplomacy-practice.

III. Oil Diplomacy and its implications – Political condition in West Asia after Second World War - Arms race, disarmament and arms control – Origin of Conflict: Terrorism and its impact.

VI. New International Economic order; GATT/WTO and its implications. The North-South "Dialogue"– Impact of Globalisation.

V. Origin and Development of International Organizations: ASEAN, EEC, IBSA, BRICS, SAARC their role in international relations.

**VI. (Advance topics not for final examination)**

Understanding complexities of international politics-power blocks and political turmoil-regional formations of power and peace-Wars on the weak-self-determination and international democracy-Militarization and international authoritarianism

**References:**

Asher, Robert E.( 1957 ) United Nations and Promotion of the General Welfare, Washington.  
Bhamdhari, C.P.(1977) Foreign Policy of India. New Delhi.

Brown, W.Norman (1963) *The United Nations and India and Pakistan* .  
 Carr. E.H.(1939 ) *Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War* .  
 ----- (1947) *International Relations between two World Wars* .  
 Dutt,V.P. (1984) *India's Foreign Policy*. New Delhi: Vani Educational Books. Feller, A.H.(1952 )  
*United Nations and the World Community*, Boston . Indumati, (ed.) (1995) *The United Nations (1945-1995)*. Mysore: University of Mysore.  
 McLellan,David S., William C. Olson and Fred A.Sondermann.(1977) *The Theory and Practice of International Relations*. New Delhi: Printice-Hall of India.  
 Paranjpe,Shrikant. (1987) *U S Nonproliferation Policy in Action: South Asia*. New Delhi: Sterling.  
 Priestly, Palmer and Perkins.(1969)*International Relations*. Calcutta .  
 Sprout, Harold and Margaret Sprout. (1964) *Foundations of International Politics*. New Delhi: Affiliated East West Press Pvt.Ltd.

### **Journals:**

India Quarterly: A Journal of International Affairs (New Delhi: Indian Council of World Affairs).  
 International Studies (Quarterly) New Delhi: J.N.U.  
 Pacific Affairs: An International Review of Asia and the Pacific ( Quarterly) Vancouver: University of British Colombia. World Focus. New Delhi.

### **In the Department Library:**

Sharma, U. *International Relations*, Lakshmin Narain Agarwal publications, New Delhi.

Ninen Joshi. *Under the Empire: India's New foreign Policy*,

Prakash Chandra. *International Relations: Foreign Policies of Major Powers and Regional Systems* New Delhi: Vikas Publishing House, 1994, Dept. Acc. No. 07.

Rajan Kumar Mishra'. *India and International Relations*. New Delhi: Kanak Publications, 1996, Dept. Lib. Acc. No 95.

Vidya Dhar Mahajan. *International Relations since 1900*. New Delhi: S. Chand & Co, 1993, Dept. Lib. Acc. No. 124.

### **Course outcome:**

- Assess the significance of understanding the relations between nations
- Point out the necessity promoting peace and security through the international co-operation understand
- how regional conflicts in the world are impact the world peace
- Height the role of the UNO in resolving the regional and continental tensions
- Enumerate the reasons for increasing non-state actors in the world
- Highlight the role India as regional leader in Asia
  - Highlight the significance of World Trade Organization
  - Assess the importance of SAARC

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**Course Code: (Elective Course) EC02      Semester - VIII      Course Credits: 4**

**CONSTITUTION FOR COMPETITIVE EXAMINATIONS**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know the fundamental rights mention by the Indian Constitution
- To understand parliamentary Institutions in India
- To analyze the powers and functions of the Judiciary
- To analyse central state relationship

**Unit I**

**Constitutional Development and making of the Constitution:** Regulating Act, 1773- Pitt's India Act, 1784- Charter Acts 1793, 1813, 1833 and 1853- Government of India Act of 1858- First Council Act of 1861- Second Council Act of 1892-Morley- Minto Act, 1909- Montagu- Chelmsford Act, 1919- Nehru Report- Round Table Conferences- Government India Act of 1935- Making of the Constitution: Constituent Assembly - Preamble-Salient features of the Constitution.

**Unit II**

**Rights and Duties:** Fundamental Rights - Directive Principles of State Policy – Fundamental Duties-Emergency Provision.

**Unit-III**

**Constitution and Governance:** Union Government: President, Vice- President, Cabinet- Parliament. State Government: Governor- Cabinet- State Assembly- Centre-State Relationship.

**Unit-IV**

**Judiciary:** Supreme Court- High Court.

**Unit-V**

**Miscellaneous:** Election Commission - Language Issues - Finance Commission- Contingency Fund of India- Consolidate Fund of India- UPSC- Panchayat Raj- Constitutional Amendments.

**Unit- VI (Advance topics not for final examination)**

Constitution as a rational book of contemporary India-historical evolution-constitution and everyday life of the nation-educating citizenry on constitution-constitution and character of the nation-constitution and rationalization of social and cultural life.

### References:

- R.N. Aggarwala, *National Movement and Constitutional Development of India*, Metropolitan Book Co. Private Ltd, 1956.
- G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford University Press, 1966.
- , *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
- D. D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
- U. Baxi, *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- C. P. Bhambhri, *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- A. Chanda, *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- S. K. Chaube, *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.
- R. L. Hardgrave, *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.
- S. Kashyap, *Our Parliament*, New Delhi, National Book Trust, 1992.
- M. P. Krishna Shetty, *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.
- N. N. Mallya, *Indian Parliament*, New Delhi, National Book Trust, 1970.
- K. M. Munshi, *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
- A. G. Noorani, *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.
- M. V. Pylee, *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.
- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- A. Ray, *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- M. C. Setalvad, *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- L. N. Sharma, *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
- S. R. Sharma, *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

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Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994. Dept. Lib Acc. No.2987

Gyanender Singh. *Indian Constitution and Government*. New Delhi:Omega Publications.2008. . Dept. Lib Acc. No.2360.

Kashyap, Subash, C. *Our Constitution: an Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.

### Course outcome:

- Understand the evolution of Indian constitution
- Assess the chief characters to the constitutions
- Enumerate the aims and objectives of constitution
- Estimate the significance of constitution as a book of government and governance

- Height the various kinds of fundamental rights guaranteed in the constitution
- Understand the means and methods of social justice available in the constitution
- Assess the significance of protective measures for minorities in the constitution
- Elaborate the significance of constitution for democracy

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**Course Code:** (Experimental Course) EXPC02

**Semester VIII**

**Course Credits:3**

## An or On Introduction to Museum

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To impart the knowledge about different aspects of management and tools of management in museum functions.
- To impart knowledge on conservation of cultural and natural heritage and equip the students for curatorial work, research and impart training in museums and education institutions.

**Unit- I: Introduction to Museum:** Definitions and concepts of museum, eco museum, community museum, virtual museum.

**Unit- II: History, growth and development of museum:** History, growth and development of museums in Indian and global context – conservation of collections, ancient and medieval prototypes of museums.

### **Unit III: Legislation and Conventions Related to Museum and Heritage:**

The Indian Treasure Trove Act, 1878 – The Ancient Monuments and Archaeological Sites and Remains Act, 1958 -The Antiquities and Art Treasures Act, 1972 - The Wild Life Protection Act, 1972 -Persons with disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 - UNESCO World Heritage Convention, 1972 - Convention on International Trade in Endangered species of Wild Flora and Fauna (CITES), 1973 -The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003

**Unit IV: Role of national and international professional organizations:** Museums Association (U.K.), Commonwealth Association of Museums, American

Alliance of Museums, Museums Association of India, UNESCO, ICOM, ICCROM.

**Unit V: Field Study:** Visit any one museum to understand the nature and scope of its collection and exhibition.

### References

- Alexander E.P. 1979 : *Museums in Motion : An Introduction to History and Function of Museums*. Nashville.
- Alexander , E.P.(ed.) 1995 : *Museum Masters: Their Museums and their influence*, New Delhi
- Ambrose, T. : *Museum Basics*, ICOM, Landon & NewYork.& C. Paine, 1993
- Brawne, M. 1965. : *The New Museum : Architecture and Display*. New York.
- Case, H. (ed.). 1988. : *Registrars on Record : Essays on Museum Collection Management*. Washington.
- Davis, P. 1999 : *Ecomuseums* , London
- Dean, D, 1998 : *Museum Exhibition : Theory and Practice*, London & NewYork.
- Edson, G. & D.Dean : *The Handbook for Museums*, London & NewYork
- Fahy, A.(ed.) 1999 : *Collection Management* , London & NewYork
- Glaser, Jane R. & : *Museums : A Place to Work Planning Museum Careers*, A.A.Zenetou, 2000 (re.) London & NewYork
- Hooper-Greenhill, E (ed) 1999 : *The Educational Role of Museum*, London & NewYork
- Kavanagh, G. (ed.) 1999 : *Museum Provision and Professionalism*, London & NewYork.
- Keene, S. 1990. : *Managing Conservation*. London
- Knell, S.(ed.) 2000 (re.): *Care of Collection*, London & NewYork.
- Light, R.B., Roberts, D.A. & J.D. Steward (eds.) 1986. *Museum Documentation Systems : Developments and Applications*. London.
- Lord, B. & 1983. : *Planning our Museums*. Ottawa.
- Herd, G.D. (ed.).
- Macdonold, S.(ed), 1999 : *The Politics of Display*, London & NewYork
- Pearce, S.M. (ed.) 1989: *Museum Studies in Material Culture*. Leicester.
- Pearce, S.M. 1990 : *Archaeological Curatorship*. Leicester.
- Pearce, S. M.(ed.)1999 : *Interpreting Objects and Collections*, London & NewYork
- Plenderleith, H.J. & . : *The Conservation of Antiquities and Works of Arts*
- Werner A.E.A. 1971 . London.
- Punja, S. 1998, : *Museums of India*, Penguin, New Delhi.
- Sarkar, H. 1981. : *Museums and Protection of Monuments and Aniquities in India*. New Delhi.
- Singh, A. P. 1987. : *Conservation & Museum Techniques*. New Delhi.
- Stolow, N. 1979. : *Conservation Standards for works of Art in Transit and on Exhibition*. Paris.
- Stolow, N. 1987. : *Conservation and Exhibition : Packing, Transport, Storage and Environmental Consideration*. London.
- Thompson, G. 1978. : *The Museum Environment*. London.
- Thompson, J. 1984. : *Manual of Curatorship - A Guide to Museum Practice*. London.
- Vergo, P. 1989 (ed) . : *The New Museology*. London.
- Woodhed, P & : *Museum Studies*. Mansell. G. Stansfield, 1994

### Suggested Readings:

Museum Management, by Kevin Moore  
Collection Management, by Anne Faity  
The Manual of Museum Planning, by G. D. Lord & B. Lord  
Personal Policies for Museums: A Handbook for Management, by R. Millet  
Forward Planning, by T. Ambrose & S. Runyard  
Museum Basics by, T. Ambrose & C. Paine

**Course Outcomes:**

After completion of the course the students shall be able to understand:  
Various tools, aspects and considerations in management of different functions of the museums.

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Course Code: (Non-Major Elective Course)- NMEC01 Semester VIII

Course Credits: 2

**CONTEMPORARY INDIA FOR COMPETITIVE EXAMINATION**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.
- It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence.
- It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

**UNIT- I :** Integration of Indian states -Re-organization of States-Planned Economy of India - Five year plans and New Economical Policy – Demonetization- GST

**UNIT- II:** Salient Features of Indian Constitution – Fundamental Rights and Duties – Directive Principles of State Policy – Parliamentary form of Government – Independent Judiciary – Centre State Relationship (Federation) – Independent Constitutional Body

**UNIT- III :** Foreign Policy - Major factors – Nehru and aftermath – India and U.N.O., SAARC, NAM, ASIAN, IBSA, BRICS.

**UNIT- IV :** Educational and Welfare Policy: Welfare of SC and ST, and Women- Minorities and Constitutional Safeguards - Elementary Education -Secondary Education -University Education -Technical education -Women's education

**UNIT V :** Current Affairs – Regional – National and International Importance

**UNIT VI (Advance topics not for final examination)**

Birth of New India-national integration and unification-constitutional democracy as life line- Internal conflicts and adjustments-Beginning of new chapters (Science and technology)-New image of India-new political formations – Role of Indian Political Parties in Democracy.

**References:**

Khilnani, Sunil 1998. *The Idea of India* New Delhi, Penguin.

Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.

Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press

Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.

Wolpert, Stanely 1993 *A New History of India*. O.U.P.

- Chandra, Bipin 1984 *Communalism in Modern India*. Vikas, New Delhi.
- Chatterjee, Partha 1994 *The Nation and Its Fragments*, O.U.P.
- Das, Veena 1995 *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.
- Kaviraj, S. (ed.) *Politics in India*. OUP – selected chapters
- Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.
- Basu, D.D. *Contemporary on the Constitution of India*. Vol.1&2., New Delhi: Tata-Mcgraw Hill, 1990.
- Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds.*A Concise History of Science in India*. New Delhi: Indian National Science Academy, reprint 1989.
- Chandra, Bipan and et.al.*Indian After Independence*. New Delhi: Penguin, 1997.
- Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.
- Thakur, Ramesh. *The Government and Politics of India*.Houndenville: Macmillan,1995.
- Venkatesan.G, *Contemporary India*, E&T.

### **In the Department Library:**

Bipin Chandra, Mrudula and Aditya Mukerjee.*India After Independence, 1947-2000*, Penguin, 2002, Dept Lib Acc. No. 1408.

Agarwalla, S S. *Contemporary India and Its Burning Problems*.New Delhi: Mittal Publications, 1994. Dept Lib Acc. No. 225.

### **Course outcome:**

- Assess the new political formations after independence
- Understand the process of building new nation
- Determine the factors contributing to the growth of democratic institutions
- Asses the contribution of Nehru on various spheres of the nation
- Assess the significance of secularism in India
- Determine the role of political leadership in integrating India into single nation
- Highlight the significance of Green Revolution
  - Assess the importance of planned economy



# Semester-IX

**DEPARTMENT OF HISTORY  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**

(for candidates 2022 onwards)

Course Code: (Core Course) CC21

Semester-IX

Course Credits: 5

**The Economic History of India, 1857 – 1947**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The course is designed to develop a thorough understanding among the students of the nature of colonial economy and the transformation that had taken place under the British colonial rule from the mid-nineteenth century to the period of India's independence.
- The course will trace the construction and maintenance of colonial patterns of economic structures in India.
- A major theme of the course is the explanation of how and why different segments of Indian economy remained underdeveloped under the British colonial rule.

**Unit I**

Economic Growth and Economic History- Theories of Economic History- Economic Conditions in the Seventeenth and Eighteenth Centuries- Transition to Colonialism: 1757-1857.

**Unit II**

Globalization and Patterns of Trade- Public Finance: Government Capacity to Investment-Balance of Payments.

**Unit III**

Agriculture in major regions-Land, Labour, and Credit Markets- Growth and Stagnation-Types of Common Land- Forests- the 'Tribal' Milieu: Economic History of Forest-dependent Peoples- Village Commons and Pastures- Land-use Patterns.

**Unit IV**

Types of Industry - Long-term Pattern of Industrialization- Handloom Weaving- Other Industries- Stages of Industrialization- Major Industries- Large-scale Industry in the States- Tea Plantations- Coal Mining- Banking- Banking and Development.

**Unit V**

Irrigation-Railways- Roads and Inland Waterways- Ports- Posts and Telegraph- Power-Fiscal System- Monetary System- Population- Famines.

**Unit VI: (Advance topics not for final examination)**

Debates colonial economic modernity-colonialism and globalization of Indian economy- British economic exploitation as lessons of contemporary society-industrial economy and debates on Gandhain alternatives-rejuvenation of indigenous mode of production.

## References

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- , *Cambridge Economic History of India: Vol. 2, 1757-2003*, New Delhi: Orient Longman, 2005.
- Naoroji, Dadabhai, *Poverty and Un-British Rule in India*. Publications Division, Ministry of Information and Broadcasting, Government of India. Commonwealth Publishers, 1988.
- Dutt, Chander, Romesh *The Economic History of India Under Early British Rule*, London: Routledge, 2000.
- Pandey, S.N. *Economic History of Modern India 1757 to 1947*, New Delhi: Eastern Book Corporation, 2008.
- Roy Tirthankar, *The Economic History of India 1857-1947*. Delhi: Oxford University Press, 2000.
- Sen Sunil Kumar, *An economic history of modern India, 1848-1939*, University of Michigan: Progressive Publishers, 1981.
- Dharma Kumar and Meghnad Desai, *The Cambridge Economic History of India c. 1757–c. 1970, Vol. 2*. Cambridge University Press, 1983.
- Tomlinson, B. R. *The Economy of Modern India, 1860-1970, Volume 3*, New York: Cambridge University Press, 1996.

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- Roy Tirthankar, *The Economic History of India 1857-1947*. Delhi: Oxford University Press, 2000. Dept. Lib Acc. No. 2111.
- Dutt, Chander, Romesh *The Economic History of India Under Early British Rule*, London: Routledge, 2000. Dept. Lib Acc. No. 434,435.
- Raychandhuri Tapan, *The Cambridge Economic history of India, Vol II*, Orient Longmans, Hyderabad, 1982 Dept. Lib Acc. No. 1943
- Dharma Kumar and Meghnad Desai, *The Cambridge Economic History of India c. 1757–c. 1970, Vol. 2*. Cambridge University Press, 1983. Dept. Lib Acc. No. 1944

## Course outcome:

- Assess the impact of railways on Indian economy
- Highlight the chief characteristics of commercialization of agriculture
- Analyze the problems and consequences of the industrialization
- Explain the concept of deindustrialization
- Assess the impact to swadeshi movement on the development of Indian business
- Understand the chief's characteristics of Gandhian economy
- Write on the development of Irrigation projects and their impact
- Asses the significance of Indian capitalist class during colonial times

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**

(for candidates 2022 onwards)

Course Code: (Core Course) CC22

Semester-IX

Course Credits: 5

**HISTORIOGRAPHY**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know the scope and purpose of History
- To study the relation between History and other social sciences.
- To analyse the research techniques in History
- To estimate the contributions of Historians.

**UNIT-I-** Evolution of the discipline of History: Greco-Roman History – Herodotus-Thucydides –Livy - Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun.

**UNIT –II-** Ancient Indian Historiographers: Bana, Kalhana – Medieval Indian Historiography: Alberuni, Barani.

**UNIT –III-** Modern Indian Historians: K.P. Jayaswal, R.C. Dutt, J.N. Sarkar, D.D. Kosambi, R.S. Sharma - A.L. Basham.

**UNIT -IV** - French Historiography: Annales and Mentalities – Mark Bloch- Fernand Braudel - British Marxist Historians – E.P. Thomson – Eric Hobsbawm

**UNIT-V-** Impact of Modernism:Namier-Structuralism:Claude Levi Straus-Postmodernism:Jacques Derrida, Michel Foucault- Subaltern Studies-Women Historiography-Dalit Historiography.

**UNIT-VI-(Advance topics not for final examination)**

Historiographical traditions as Intellectual heritage-civilizational variations in historiographical traditions across the world-ideologies and historiography- impact of time on historiography- class, caste, religion and gender and historiography

**References:**

- Ali, Sheik.(1980) History: Its Theory and Methods. New Delhi:Macmillan.  
Barzun, Jacques and Graff, Henry F. The Modern Researcher. San Diego : Harcourt Brace, 1985.  
Carr, E.H. What is History(Harmonds worth ,1977).  
Clark,S. "The Annales Historians", in Q.Skinner ed., The Return of Grand Theory in the Human Sciences (Cambridge 1985).  
Collingwood, R.G. The Idea of History (Oxford 1977), Parts III, IV, V  
Dictionary of the History of Ideas Vol.I II, III, New York; Charles Scribner's Sons Arvind Sharma (1993) Our Religions, New York: Harper Collins Floud, Roderick. (1983)

An Introduction to Quantitative Methods for Historians. London: Methuen(R.P.)  
 Guha, Ranajit (1994) Subaltern Studies Vol. I, IV and VI, Delhi: OUP  
 Hobsbawm, E.J. "Karl Marx's Contribution to Historiography in Ideology and Social Science"  
 (Suffolk 1972) .  
 Jones, R.G. "History the Poverty of Empiricism", in Robin Blackburn ed., Ideology in Social  
 Science(Fontana 1972).  
 Journal of Modern History, 1972, Special No. on Annales. Kay,  
 Harvey. The British Marxist Historians (Polity)  
 Ladurie, Le Roy. "The Event and the 'Long Term' on Social History", in the Territory of the  
 Historian.  
 Manickam S.(1977) Theory of History & Method of Research, Paduman Pub., Madurai .  
 Marwick, Aurthur (1984), The Nature of History, Hong Kong:Macmillan (Reprint) Marc Bloch,  
 The Historian's Craft (New York 1953)  
 Maurice Aymard and Harbans Mukhia, eds., French Studies in History(New Delhi, 1988) .  
 M.L.A. Hand Book for Researchers Thesis & Assignment Writing (1990) New Delhi: Willy  
 Eastern.  
 Sen. S.P. Historians and Historiography. Calcutta: Institute of Historical Studies.1980.  
 Stern, Fritz. (1973) Varieties of History. New York: Vintage Books. Stone,Lawrence.(1983)  
 The Past and the Present. Boston: Routledge & Kegan Paul. Topolski, Jerzy (1976)  
 Methodology of History. Holland: Reidal Publishing Co. Watson, George (1987)  
 Writing a thesis: A Guide to Long Essays and Dissertations, Longman, London.

### **In the Department Library:**

Collingwood, R.G. *The Idea of History*, OUP, 1994, Dept. Acc. No. 514.

Sreedharan, E. *A Text Book of Historiography 500 B.C.-2000 A.D.* Chennai: Orient Longman Pvt Ltd, , 2007, Dept.  
 Acc. No. 2063.

Sheik Ali, B. *History Its Theory and Method*, New Delhi: Macmillan, 1978, Dept. Acc. No. 483.

Tahar Ahemand, *Medieval Muslim Historiography*, Dept. Acc. No. 693.

Sen, S.P. *Historians and Historiography in Modern India*. Calcutta: Institute of Historical Studies,  
 1973, Dept. Acc. No.399.

Michael Gottlob. *Historical Thinking In South Asia*. New Delhi: oxford University Press, 2008.  
 Dept. Acc. No2267.

Keshah .K. Kirit. *Historiography Past and Present*. Rawar publications, 2005. Dept. Acc. No2292.

### **Course outcome:**

- Displaying knowledge on the evolution of historiography
- Understood how, at various points in time various historians have evolved historiographical methods and the factors influenced
- Acquired the ability of employing the historiographical methods as an independent researcher
- showing capacity of employing defined perspectives to do research
- Highlight the chief characteristic of subaltern historiography
- Assess the impact of post-modernism on history
- Write on the significance of Marxist historiography
- Assess the significance of deconstructionist historiography

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Choices Course) CO03      **Semester-IX**      **Course Credits: 5**

**HISTORY OF IDEAS**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The current of thought that have shaped the modern world.
- Certain key concepts –their exact meaning, scope and historical importance.

**I**      Causation in History - Crisis in History - Determinism in History.

**II**     Positivism- Evolutionism- Dialectical Materialism – Historicism.

**III**    Liberalism - Democracy - Nationalism - Socialism – Imperialism - International Peace - Ethics of Peace : Progress in the Modern Times.

**IV**    Non-violence and Satyagraha- Communalism – Secularism.

**V**      Modernism - Post Modernism - Structuralism - Post Structuralism – Multi-Culturalism.

**VI**    **(Advance topics not for final examination)**

Understanding forces of history- ideologies and historical idea- positive ideologies and construction of civilisations-Historical ideas and their application in contemporary society-New societies and new characters-

**References:**

Blackburn ,Robin (ed)., Ideology in Social Sciences (Fontana 1972)

Bloch, Marc. The Historian's Craft (New York 1953)

Carr, E.H. What is History (Harmondsworth 1977)

Clark, S."The Annales Historians", in Q.Skinner ed., The Return of Grand Theory in the Human Sciences (Cambridge 1985)

Collingwood, R.G. The idea of History (Oxford 1977), Parts III, IV, V.

Kay, Harvey .The British Marxist Historians (Polity)

Marwick, Arthur (1984), The Nature of History, Hong Kong: Macmillan (Reprint)

Topolski, Jerzy (1976) Methodology Of History, Holland: Reidal Publishing Co.

Dictionary of the History of Ideas Vol.I, II & III, (New York Charles scribner's

Sons) .

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Sreedharan, E. *A Text Book of Historiography 500 B.C.-2000 A.D.* Chennai: Orient Longman Pvt Ltd, , 2007, Dept. Acc. No. 2063.

E.H Carr, *What is History?* Penguin Books, 1990, Dept. Lib. Acc. No. 1432.

### **Course outcome:**

- Assess the crisis of history
- Analyze the impact of the post-structuralism on historiography
- Understand the concept of nationalism
- Analyze the concept of multiculturalism
- Highlight the chief characteristic of post-colonialism
- Assess the positive benefits of the secularization
- Assess the significance of philosophy of non-violence
- Elaborate on the importance of positivism

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Choices Course) CO03

**Semester-IX**

**Course Credits: 5**

## **History of Agriculture in Cauvery Delta**

**Unit I:**

Agrarian Development in the Cauvery Delta - Cauvery Delta area in Thanjavur, Nagapattinam Quaid-E-Milleth and Musiri Tiruchirapalli, Lalgudi, Thuraiyaur and Kulithalai taluks of Tiruchirapalli districts, Aranthangi taluk of Pudukottai and Chidambaram and Kattumannarkoil taluks of South Arcot district.

**Unit II:**

Development stages of the Delta System : Pre-Colonial Period

- i. Stage of origin (before 850)
- ii. Stage of extension (850-1300)
- iii. Stage of decay (1780-1799)

**Unit III:**

Development stages of the Delta System : Colonial Period

- i. Stage of restoration (1800-1850)
- ii. Stage of regulation (1851-1902)
- iii. Stage of consolidation (1903-1934)
- iv. Stage of expansion (1935-1946)

**Unit IV:**

Development stages of the Delta System : Post-Colonial Period

- i. Stage of stagnation (1947-1964)
- ii. Stage of intensification (1965-1976)

**Unit V:**

Future Integrated Modernization - Elements of the "Green Revolution" in Cauvery Delta.

**References:**

Bohle H.G. (1976). "Problems of Utilization of Water Resources in the Cauvery Delta — A case study of Talanayar Block", Madras: Symposium on Resource Development and Planning. (Mimeograph).

Kanakasabai V. (1904). The Tamils 1800 years ago. Madras.

Madras Presidency, Revenue Department (1958). Report on the Direct and Indirect Effects of the Godavari and Kistnah Annicuts and the Coleroon Annicuts in Tanjore and South Arcot. Madras: Government of Madras.

Morkham C.R. (1877). "Irrigation in Southern India", Geographical Magazine, 4, pp. 279 — 286.

Nilakanta Sastri K.A. (1958). A History of India From Prehistoric Times to the Fall of Vijayanagar.

Shenoi P.V. (1975). Agricultural Development in India. A New Strategy in Management.

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code: (Elective Course) EC03      Semester - IX      Course Credits: 4**

**CONSTITUTION FOR COMPETITIVE EXAMINATIONS**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know the fundamental rights mention by the Indian Constitution
- To understand parliamentary Institutions in India
- To analyze the powers and functions of the Judiciary
- To analyse central state relationship

**Unit I**

**Constitutional Development and making of the Constitution:** Regulating Act, 1773- Pitt's India Act, 1784- Charter Acts 1793, 1813, 1833 and 1853- Government of India Act of 1858- First Council Act of 1861- Second Council Act of 1892-Morley- Minto Act, 1909- Montagu- Chelmsford Act, 1919- Nehru Report- Round Table Conferences- Government India Act of 1935- Making of the Constitution: Constituent Assembly - Preamble-Salient features of the Constitution.

**Unit II**

**Rights and Duties:** Fundamental Rights - Directive Principles of State Policy – Fundamental Duties-Emergency Provision.

**Unit-III**

**Constitution and Governance:** Union Government: President, Vice- President, Cabinet- Parliament. State Government: Governor- Cabinet- State Assembly- Centre-State Relationship.

**Unit-IV**

**Judiciary:** Supreme Court- High Court.

**Unit-V**

**Miscellaneous:** Election Commission - Language Issues - Finance Commission- Contingency Fund of India- Consolidate Fund of India- UPSC- Panchayat Raj- Constitutional Amendments.

**Unit- VI (Advance topics not for final examination)**

Constitution as a rational book of contemporary India-historical evolution-constitution and everyday life of the nation-educating citizenry on constitution-constitution and character of the nation-constitution and rationalization of social and cultural life.

**References:**

- R.N.Aggarwala, *National Movement and Constitutional Development of India*, Metropolitan Book Co. Private Ltd, 1956.
- G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford University Press, 1966.
- , *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
- D. D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.
- U. Baxi, *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.
- C. P. Bhambhri, *The Indian State: fifty years*, New Delhi, Shipra, 1997.
- A. Chanda, *Federalism in India: A Study of Union-State Relations*, London, George Allen & Unwin, 1965.
- S. K. Chaube, *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.
- R. L. Hardgrave, *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.
- S. Kashyap, *Our Parliament*, New Delhi, National Book Trust, 1992.
- M. P. Krishna Shetty, *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.
- N. N. Mallya, *Indian Parliament*, New Delhi, National Book Trust, 1970.
- K. M. Munshi, *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963.
- A. G. Noorani, *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.
- M. V. Pylee, *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.
- , *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.
- A. Ray, *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.
- M. C. Setalvad, *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975
- L. N. Sharma, *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.
- S. R. Sharma, *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

### **In the Department Library:**

Basu D. D., *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994. Dept. Lib Acc. No.2987

Gyanender Singh. *Indian Constitution and Government*. New Delhi:Omega Publications.2008. . Dept. Lib Acc. No.2360.

Kashyap, Subash, C. *Our Constitution: an Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust, 1995, Dept. Lib Acc. No. 887.

### **Course outcome:**

- Understand the evolution of Indian constitution
- Assess the chief characters to the constitutions
- Enumerate the aims and objectives of constitution
- Estimate the significance of constitution as a book of government and governance
- Height the various kinds of fundamental rights guaranteed in the constitution
- Understand the means and methods of social justice available in the constitution
- Assess the significance of protective measures for minorities in the constitution
- Elaborate the significance of constitution for democracy

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(for candidates 2022 onwards)**

Course Code: (Elective Course) EC03

Semester - IX

Course Credits: 4

**CIA : 100 marks**

## **Gender Studies**

### **Course Objectives**

- ❖ To make boys and girls aware of each other's strengths and Weakness.
- ❖ To develop sensitivity towards both genders in order to lead an ethically enriched life.
- ❖ To promote attitudinal change towards a gender balanced ambience and women empowerment .

### **Unit - I**

**Concepts of Gender:** Sex - Gender - Biological Determinism - Patriarchy - Feminism - Gender Discrimination - Gender Division of labour - Gender Stereotyping - Gender Sensitivity - Gender Equity - Equality - Gender Mainstreaming - Empowerment.

### **Unit - II**

**Women's Studies vs Gender Studies :** UGC's Guidelines - VII to XI Plans - Gender Studies : Beijing Conference and CEDAW - Exclusiveness and Inclusiveness.

### **Unit - III**

**Areas of Gender Discrimination :** Family - Sex Ratio - Literacy - Health - Governance - Religion Work Vs Employment - Market - Media - Politics - Law - Domestic Violence - Sexual Harassment - State Policies and Planning .

### **Unit - IV**

**Women Development and Gender Empowerment :** Initiatives - International Women's Decade - International Women's Year - National Policy for Empowerment of Women - Women Empowerment Year 2001 - Mainstreaming Global Policies .

### **Unit - V**

**Women's Movements and Safeguarding Mechanism :** In India National /State Commission for Women(NCW) - All Women Police Station - Family Court - Domestic Violence Act - Prevention of Sexual Harassment at Work Place Supreme Court Guidelines - Maternity Benefit Act - PNDT Act - Hindu Succession Act 2005 - Eve Teasing Prevention Act - Self Help Groups - 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS

### **References**

20. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004
21. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited

- ,2004
22. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
  23. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.,)Family and Gender : Changing Values in Germany and India ,New Delhi :Sage Publications,2003
  24. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
  25. Rajadurai. S.V,Geetha.V,Themes in Caste Gender and Religion, Tiruchirappalli : Bharathidasan University ,2007
  26. Misra Geetanjali, Chandiramani Radhika (ed.,) Sexuality , Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
  27. Rao Anupama (ed.,) Gender &Caste : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women, 2003
  28. Saha Chandana , Gender Equity and Gender Equality : Study of Girl Child in Rajasthan , Jaipur: Rawat Publication ,2003.
  29. Krishna Sumi, (ed.,),Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
  30. Pludi.A Michele(ed.,) praeger Guide to the Psychology of Gender ,London : Praeger Publisher ,2004
  31. Wharton .S Amy , The Sociology of Gender : An Introduction to Theory and Research , USA : Blackwell Publishing ,2005
  32. Mohanty Manoranjan(ed.,) Class ,Caste ,Gender : Readings in Indian Government and Politics - 5,New Delhi : Sage Publications ,2004.
  33. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000
  34. UIZIBJZ H^FK GGITSUIL, LK@J :W@KE .....
  35. Mishra .O.P,Law Relating to Women &Child ,Allahabad :Central Law Agency ,2001
  36. Chari Leelavathi ,Know Your Rights ,Madras; Tamilnadu Social Welfare Board,1987
  37. Bhattacharya Malini , Sexual Violence and Law ,Kolkata; West Bengala Commission for Women ,2002
  38. Sexual Harassment at the Workplace - A Guide , New Delhi ;Sakshi,1999

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TIRUCHIRAPPALLI**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**

(for candidates 2022 onwards)

**Course Code:** (Experimental Course) EXPC03

**SEMESTER IX**

**Course Credits:3**

**HERITAGE MANAGEMENT AND CONSERVATION**

**Unit 1 Concept of Heritage Idea of Heritage:**

Natural and Cultural

Major Elements of the Cultural Heritage of India

Major Elements of World Cultural Heritage

Major Elements of the Natural Heritage of India

**Unit 2 Heritage Management: Policy & Theory**

Heritage Management: Concept & Relevance for Society

Heritage Management & Tourism: Synergies & Potential Markets.

Heritage Management: Human Resource, Aptitude & Required Skills

**Unit 3 Heritage Monuments & Zones**

Heritage Landscapes Heritage Zone: Concept, Planning & Implementation

World Heritage Sites in India

**Unit 4 Basic Principles: Conservation of Stone and Metal Objects Basic**

Principles & Procedures

Conservation of Stone Objects

Conservation of Metal Objects

**Unit 5 Conservation of Monuments**

Basic Principles & Techniques of Conservation of Monuments Outstanding Conservation work undertaken by ASI

**Reference:**

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**  
**(for candidates 2022 onwards)**

**Course Code:** (Non-Major Elective Course)- NMEC02      **Semester IX**      **Course Credits: 2**

**SCIENCE, TECHNOLOGY AND SOCIETY**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To acquaint the student with the scientific progress made by Indians through the ages,
- To analyse the nature of Indian science and technology and its social implications and
- To assess the role of scientific progress in the process of modernisation of India.

**Unit I:** Social Functions of Science and Technology-Reciprocity between science, technology and society.

**Unit II:** Science, technology and Religion, Institutionalization of science and technology-scientific revolution and society.

**Unit III:** Technology and progress: industrial revolution and society, debates on machines and mechanical culture-alternative technologies.

**Unit IV:** Scientific Rationalism- Science and Scientist-Scientific Temper.

**Unit V:** Science, Technology and violence-Big vs Small-Peoples movements on science and technology.

**Unit-VI- (Advance topics not for final examination)**

Science as rationaliser of minds and producer of truth-Scientist and de-mystification of mysteries-scientific method as means of understanding reality-science and technology as transformers of society- science and religion as antagonistic forces-popularisation of science and betterment of society-science and technology as tool of power and material wealth.

**Reference:**

Asis Nandy, *Science, Hegemony and Violence: A Requiem for Modernity*, Oxford University Press, New Delhi 1999.

J. D. Bernal. *Science in History*, Four Volumes, Cambridge University Press.

-----, *Social Function of Science*, George Routledge & Sons, London, 1946

W.E Bijker, Thomas P. Huges, Tever K. Pinch: *Social Construction of Technological Systems: New Directions in the Sociology and History of Science*, Massachusetts Institute of Technology Press, Massachusetts,

M.K. Gandhi, *The Hind Swaraj*, Navjeevan Publications,

Jawharlal Nehru, *Discovery of India*, Penguin India, Delhi 2008.

Meera Nanda, Prophet Facing Forward, Critical Quest, New Delhi  
*Collected Works of Periyar*, The Periyar Self-Respect Propaganda, Chennai, 2005  
Bhaghat Singh, Why I am Atheist, 1930.  
Biku Parek, Albert Einstein, Why Socialism, *Monthly Review*, 1949.  
Rebert E. Egner and Lester E. Denonn, (ed,) *Bertrand Russell: Basic Writings of Bertrand Russell*,  
Routledge, London, 2009.

**Course outcome:**

- Understand science and technology as tools of societal development
- Assess the relationship between religions and science
- Enumerate the reasons for the birth of industrial revolution in Western Europe
- Assess the impact of scientific revolution on the society
- Highlight the role of science and technology in understanding the inner and outer universes
- Understand the variations in science and technology based cultural variations of various societies
- Assess the significance of anti-dam movements Highlight the role of science in Green Revolution

# **SEMESTER – X**

**DEPARTMENT OF HISTORY  
BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2022 onwards)**

**Course Code:** (Core Course) CC23

**Semester-X**

**Course Credits: 5**

**ENVIRONMENTAL HISTORY [With reference to India]**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

I : Definition - Scope - Bondage between human civilization and Ecology, Bio- diversity - Preservation - Conservation –Global warming.

II: Environment in the Indian Cultural Tradition: - Colonial environment policy - Forest Management.

III: Resistance to Forest Management: Kumaun and Garhwar's region - The Utar and forest Movements of 1921 - Social Protest in U.P., 1921-42 - Impact on Nationalism – Forest satyagraha – Karnataka.

IV: Environmental threats: Water Pollution - Air Pollution- Land Degradation - Hazardous Wastes management.

V: Environmental Movements –Chipko Movement – Protest against Narmada Project – Activists: Babha Amte -Metha Patkar .

**VI: (Advance topics not for final examination)**

New understanding of surroundings- environmental consciousness and extension of life-organized efforts to reenergize the planet-social participatory movements as means of environmental democracy-new ways of life to reduce consumption- environmental history as essential education.

**References:**

Armin Rosencrazz et.al., Environmental Law and Policy in India: Cases, Materials and Status, Bombay, Tripathi, 1991.

Chauhan I.S. and Arun Chauhan, Environmental Degradation: Rawat Pub.,New Delhi, 1998

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Gore,Al. Earth in the Balance(New Delhi: Viva books Ltd., 1992)

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K.C. Roy and Clement A. Tisdell(Eds.), *Economic Development and Environment: A Case Study of India*, Oxford University of Press, Calcutta, 1992.

Krantadarshi Yuva Sanga, *Chilika: The Voice of the People*, Puri, 1992

Le Roy Ladurie, Emmanuel. *Times of Feast, Times of Famine: A History of climate since the year 1000* (New York: Doubleday, 1971).

Madhav Gadgil and Ramachandra Guha, *The Fissured Land:An Ecological History of India*, Oxford, 1992

Pravin sheth, *Narmada Project: Politics of Eco-Development*, Har-Anand Pub., New Delhi, 1994

Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1994

Srinivas, M.N. *On Living in a Revolution and Other Essays* (Delhi: OUP, 1992).

S.K. Agarwal et.al.(Eds.), *Biodiversity and Environment*, A.P.H. Pub., Corporation, New Delhi, 1996

Vandana Asthana, *Politics of Environment*, Ashish Pub., New Delhi, 1992

Vandana Shiva, *Staying Alive*, Zed Books, London, 1989

Vandana Shiva, *Ecology and Politics of Survival*, Sage Pub. 1990.

Victor Papanx, *The Green Imperative: Practical Solutions for a Greener Planet: Ecology and Ethics*, Thames and Hudson, London, 1996.

### **In the Department Library:**

Pravin Seth, *Environmentalism, Policies, Ecology and Development*, Rawat Publications, New Delhi, 1997.

Environmental Studies, *Text Book for Environmental Studies for Undergraduate courses and of all branches of Higher Education*, UGC.

Madhav Gadgil & Ramachandra Guha. *Ecology and Equality*. New Delhi: Penguin Publications, 1997 Dept. Acc. No. 1295.

### **Course outcome:**

- Understand the significance of environmental history
- Assess the relationship between man and nature
- Point out the reasons for the depletion of natural resources and destruction of environment
- estimate how the destruction of environment leads to climate change
- Enumerate the various kinds of pollution
- Assess the relationship between market economy and environmental destruction
- Highlight the significance of Chipko Movement
- Assess the importance of Medha Patkar in environmental movements

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**Semester-X**

**Course Credits: 5**

## **Intellectual History of India and West**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- To create awareness among the student about their role in nation building.
- To provide role models to the student and to instill value based leadership.
- To remove the mirage of matinee idol role models.
- To help the student understand the struggles and sacrifices involved in building up India.
- To nurture leadership qualities among the student

**I. Ancient India** : Concept of State and art of governance: Kautilya.

**II. Ancient Greece:** Plato and Aristotle: Ideal Theories of State

**III. Modern Europe:** Theories of Nation-state: Machiavelli - Theory of Separation of Power: Montesquieu - Theory of Absolute state: Hegel - Marxist state: Marx

**IV. Modern India:** Socio Economic Reformers: RajaRammohanRoy- Sir Syed Ahmed Khan- B.R.Ambedkar- Vinoba Bhave - **Jyotiba Phule** - Ram Manohar Lohia- S.A.Dange- M.N.Roy- Periyar E.V.R

**V. Modern India:** Political Thinkers: -Aurobindo-Tilak- Gandhi- Rabindranath Tagore- Jawaharlal Nehru- Jayaprakash Narayan- Bharatiyar-Bharathidasan.

### **VI. (Advance topics not for final examination)**

Influence of philosophers on contemporary society- Theory of state and practical functioning-benefits of 18<sup>th</sup> century reforms to Indian society-debates on religiosity and rationalization of thought in contemporary India.

### **References:**

Bhandari,D.R. (1993,Reprint) History of European Political Philosophy.Banglore:Bappco.

Duverger,Maurice. (1967) The Idea of Politics: The Use of Power in Society.

London:Methuen & Co.

Dunning,William Archibald. (1966) A History of Political Theories: From Luther to

Montesquieu. Allahabad: Central Book Depot.

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Ebenstein, William. (1974) Modern Political Thinkers. New Delhi: OUP.  
Gupta,R.C. (1994,Reprint) Great Political Thinkers [East & West). Agra:Lakshmi Nayaran Agarwal.  
Nayak,G.C. (1994) Indian Political Tradition. Ludhiana: Kalyani Publishers.  
Prasad,Beni.(1968)Theory of Government in Ancient India. Allahabad: Central Book Depot.  
Singh,Sukhbir. (1987) History of Political Thought Vol 1 &2. Meerut: Rastogi & Co.  
Suda,J.P. (1986) Ancient Political Thought and Institutions. Meerut: K.Nath & Co.  
Venkata Rao,V. (1990) Ancient Political Thought. New Delhi: Chand and Co.  
Vesey,Godrey. (1987) Philosophers Ancient and Modern. Cambridge: Cambridge University Press.  
Wayper,C.L. (1982) Political Thought. New Delhi: B.I.Publications.

### **In the Department Library:**

Ramachandra guha, Makers of Modern India, Penguin books, New Delhi, 2010, Dept. Lib Acc. No.2853

Ghoshal H D ,Political Sciences, Unique Publication,New Delhi 1996, Dept. Lib Acc. No:344

### **Course outcome:**

- Understand the concept of state in the Kautilya's Artha Sastra
- Assess the significance of theory of separation of powers of Machiavelli
- Assess the role of B.R. Ambedkar in the development of democratic state
- Highlight the thoughts of EVR Periyar on society and culture
- Estimate the role of Nehru in the development of new India and his essential ideas
- Explain the theory of absolute state
- Assess the Nehru's contribution to the idea of New India
- Elaborate on Gandhianism

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(for candidates 2022 onwards)

**Course Code: (Entrepreneurship/Industry Based Course) EIBC01**

**Semester-X**

**Course Credits:5**

**TOURISM AND ENTREPRENEURSHIP**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To understand the vast tourism resources of India;
- To understand the significance of travel agency and tour operation business
- To know the current trends and practices in the tourism and travel trade sector
- To establish the importance of various departments and its role in the Hospitality Industry.
- To gain at thorough insights into various operations of guiding a tour
- To impart knowledge on professional tour guidance & operational skills
- To highlight the importance of entrepreneurship in economic development
- To help them become job creators rather than job seekers

**Unit-I**

**Tourism Products of India:** Cultural Background of India, Historical Monuments of India, National Parks, Wildlife Sanctuaries and Biosphere Reserves of India, Adventure Tourism, Major Tourism Circuits of India.

**Unit-II**

**Travel Agency & Tour Operations Management:** Travel Trade, Historical Perspectives: Emergence of Thomas Cook- Cox and Kings, Travel Agency and Tour Operation Business, Itinerary Planning & Development, Tour Packaging & Costing.

**Unit-III**

**Hospitality Management:** Introduction to Hospitality Industry, Front Office : Duties and Responsibilities, Housekeeping, Food & Beverage.

**Unit-IV**

**Tour Guiding and Tour Escorting:** Introduction to Tour Guiding and Tour Escorting, Understanding the Dynamics of Tour Guiding, Handling Difficult Tourists: Handling Questions, Tour Leadership.

## Unit-V

**Tourism Entrepreneurship:** Opportunity Identification –Sources of Ideas- New Product Development -Business Plan - Feasibility Report – Technical Feasibility vs. Economic Viability.

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- Negi, J. (1984) .*Hotels for Tourism Development: Economic Planning & Financial Management*. New Delhi: S. Chand.
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- Weiler, B., & Black, R. (2014). *Tour guiding research: Insights, issues and implications (Vol. 62)*. Bristol. Channel View Publications.
- Wood, R.C. (2013). *Key Concepts of Hospitality Management*. London: SAGE Publications, London.

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- Percy Singh, K. *Fifty Years of Indian Tourism*. Delhi: Kanishka Publishers, 1998, Dept Lib Acc. No, 972.
- Kapoor, Rakesh. *Tourism Policy Organisation and Management*. Delhi: Kanishka Publishers, 1997, Dept Lib Acc. No, 503.
- Randeep Singh. *Dynamics of Modern Tourism*. Delhi: Kanishka Publishers, 1998. Dept Lib Acc. No, 689.
- Arun Kumar Sarkar. *Indian Tourism: Economic Planning and Strategies*. Delhi: Kanishka Publishers, 1998. Dept Lib Acc. No, 819
- Ratandeep Singh. *National Ecotourism & Wild life Tourism*. New Delhi: Kanishka Publishers & Distributors, 2003. Dept Lib Acc. No, 1567

### **Course Outcome**

- ✓ Students will form in-depth understanding of the rich and vibrant tourism resources of India.
- ✓ Students would form comprehensive understanding of the significance of travel agency and tour operations business.
- ✓ They will gain latest information pertaining to the trends and practices in the tourism and travel trade sector.
- ✓ Students will gain exposure to the various departments of all categories of hotels and also would know the role of hospitality industry in tourism promotion.
- ✓ Students will procure thorough insights on various operations involved in tour guiding.
- ✓ Possess skills and competencies on the functional aspects of tour management
- ✓ Students would possess an overview of the role and importance of entrepreneurship in economic development.
- ✓ Students shall have the know-how and confidence to be job-creators in tourism and allied areas.

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**Code: CP02**

**Semester-X**

**Credits: 5**

**PROJECT WORK**

**Project Work : 200 marks**