

**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024**  
**DEPARTMENT OF HISTORY**  
**M.A., FIVE YEAR INTEGRATED HISTORY (Program Code: 5PAHIS)**  
**Course Structure (CBCS) From Academic year 2025-2030 onwards**

Part	Course Code	Name of the Course	Credits	Teach-ing 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	IMAHCC01	History of Ancient India Up to 712 C.E. (including Map study)	4	5	25	75	100
	IMAH CC02	Early Medieval India from 712 C.E. to 1526 C.E. (including Map study)	4	5	25	75	100
	IMAH AIC1	Modern Governments	5	5	25	75	100
IV	IMAH VE	Value Education	2	3	25	75	100
<b>Total</b>			<b>21</b>	<b>30</b>			<b>600</b>

Part	Course Code	Name of the Course	Credits	Teach-ing Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – II</b>							
I	LC02	Language Course – II (Tamil/Other Languages)	3	5	25	75	100
II	GE02	English Language Course – II	3	5	25	75	100
III	IMAHCC03	Later Medieval India From 1526 C.E. to 1757 C.E. (including Map study)	4	5	25	75	100
	IMAHCC04	Company Rule in India, 1757 C.E. – 1857 C.E. (including Map study)	4	5	25	75	100
	IMAHAIC2	Principles of Tourism	5	5	25	75	100
IV	IMAHES01	Environmental Studies	2	3	25	75	100
<b>Total</b>			<b>21</b>	<b>30</b>			<b>600</b>

Part	Course Code	Name of the Course	Credits	Teach-ing 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	IMAHCC05	Native Struggles against the Company Rule, 1757 C.E. – 1858 C.E.	4	5	25	75	100
	IMAHCC06	British Administration in India, 1858 C.E. – 1947 C.E. (including Map study)	4	5	25	75	100

	IMAHAIC1	Indian Archaeology and Epigraphy	5	5	25	75	100
IV	IHNME1	Non-Major Elective Course <sup>#</sup> India's March towards Freedom	2	3	25	75	100
	IMAHHW	Health & Wellness	1				100
		<b>Total</b>	<b>21</b>	<b>30</b>			<b>700</b>

Part	Course Code	Name of the Course	Credits	Teach- ing 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	GE04	English Language Course – IV	3	5	25	75	100
III	IMAHCC07	History of Tamil Nadu Up to 1311	4	5	25	75	100
	IMAHCC08	National Movement in India, 1885 C.E. – 1947 C.E.	4	5	25	75	100
	IMAHAIC2	Introduction to Indian Constitution	5	5	25	75	100
IV	IHNME2	Non-Major Elective Course <sup>#</sup> Ecological Issues in India	2	3	25	75	100
V	IMAHEA01	Extension and Extra Curricular Activities	2	--	100	--	100
		<b>Total</b>	<b>23</b>	<b>30</b>			<b>700</b>
Part	Course Code	Name of the Course	Credits	Teach- ing Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – V</b>							
III	IMAHCC09	History of India From Independence to 1984 C.E.	5	5	25	75	100
	IMAHCC10	History of Tamil Nadu from 1311 to 1800	5	5	25	75	100
	IMAHCC11	Socio –Economic History of Tamil Nadu during 19 <sup>th</sup> & 20 <sup>th</sup> Centuries.	5	5	25	75	100
	IMAHCC12	History of Science and Technology in India	5	5	25	75	100
	IMAHSBEC1	Skill Based Elective Course Historiography	3	4	25	75	100
IV	IMAHSK01	Soft Skills	2	2	100	--	100
V	IMAHGS01	Gender Studies	2	2	100	--	100
		<b>Total</b>	<b>27</b>	<b>30</b>			<b>700</b>

Part	Course Code	Name of the Course	Credits	Teach -ing Hours	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – VI</b>							
III	IMAHCC13	History of Contemporary India Since 1985	5	5	25	75	100
	IMAHCC14	History of Tamil Nadu From 1947 to 2011 C.E.	5	5	25	75	100
	IMAHCC15	History of Modern World From 1789 C.E to 1945 C.E	5	5	25	75	100
	IMAHCC16	Human Rights	5	5	25	75	100
	IMAHSBEC2 Skill Based Elective Course	Project Writing Methods	3	4	25	75	100
	IMAHCP01	Project	4	6	25	75	100
		<b>Total</b>	<b>27</b>	<b>30</b>			<b>600</b>
<b>Grand Total</b>			<b>141</b>				<b>3900</b>
Core	Course Code	Title of the Course	Credits	Teaching Hours/ week	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER-VII</b>							
Core I	HISCC01	Indian Civilization and Culture Pre History to 1206 C.E.	5	6	25	75	100
Core II	HISCC02	Indian Civilization and Culture from 1206 C.E.to 1707 C.E.	5	6	25	75	100
Core III	HISCC03	History of Tamil Nadu upto 1565 C.E.	5	6	25	75	100
Core Choice I	HISCCC01	Early Modern Europe from 1453.C.E. to 1789 C.E	4	6	25	75	100
Elective I	HISEC01	Introduction to Human Rights	3	6	25	75	100
<b>Total</b>			<b>22</b>	<b>30</b>			<b>500</b>
<b>SEMESTER-VIII</b>							
Core	HISCC04	Nationalism in Modern India	5	6	25	75	100
Core	HISCC05	History of Modern Europe from 1789 C.E to 1945 C.E	5	6	25	75	100
Core	HISCC06	Historiographical Traditions	5	5	25	75	100
Core Choice	HISCCC02	International Relations	4	5	25	75	100
Elective	HISEC02	Constitutional History of India, 1773 - 1935	3	5	25	75	100
Non Major Elective	25HNME1	Constitution for Competitive Examinations	2	3	25	75	100

			Total	24	30			600
<b>SEMESTER-IX</b>								
Core	HISCC07	History of Tamil Nadu from 1565 C.E to 1947.C.E	5	6	25	75	100	
Core	HISCC08	Research Methodology	5	6	25	75	100	
Core	HISCC09	History of Ideas	5	5	25	75	100	
Core Choice	HISCCC03	Indian Constitution	4	5	25	75	100	
Elective	HISEC03	History of Science and Technology	3	5	25	75	100	
Non Major Elective	25HNME2	Science, Technology and Society	2	3	25	75	100	
			Total	24	30			600
<b>SEMESTER-X</b>								
Core	HISCC10	Environmental History (With reference to India)	5	6	25	75	100	
Core	HISCC11	India and Her Neighbors	5	6	25	75	100	
Entrepreneurship /Industry Based	HISEIBC1	Tourism and Entrepreneurship	5	6	25	75	100	
Project	HISPW01	Project Work	5	12	25	75	100	
			Total	20	30			400
			<b>Grand Total</b>	<b>231</b>				<b>6000</b>

**EXTRA CREDIT COURSES:**

<b>Non-Collegiate Courses</b>							
Course Code	Name of the Course	Semester	Credits	Teaching Hours	Maximum Marks		
					CIA	ESE	Total
VAC1	Value-Added Course -- I *	I	2	30	25	75	100
VAC2	Value-Added Course -- II *	III	2	30	25	75	100
VAC3	Value-Added Course -- III *	V	2	30	25	75	100
VAC4	Value-Added Course -- IV *	VII	2	30	25	75	100
VAC5	Value-Added Course -- V *	IX	2	30	25	75	100
ONC01	Online Course : Swayam/MOOC/ . . . / Department Online Courses **	VIII	2	--	--	--	--

\* Value added courses not included for Credit Calculations

\*\* SWAYAM - MOOC - Online course should be for the duration of at least 4 weeks with minimum of 2 credits. The course is mandatory and should be completed within the third semester (i.e., before the start of the fourth semester).

## Summary of the Curriculum Structure of M.A Five Year Integrated History Programme

S.No.	Part	Type of the Course	Number of Courses	Total Credits
<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
		C. Health and Wellness	1	1
<b>Total</b>			<b>39</b>	<b>141</b>
<b>PG Level</b>				
6	III	A. Core Courses	<b>11</b>	<b>55</b>
		B. Core Choices Courses	<b>3</b>	<b>12</b>
		C. Elective Courses	<b>3</b>	<b>9</b>
		D. Entrepreneurship/Industry Based Course	<b>1</b>	<b>5</b>
		E. Project Work	<b>1</b>	<b>5</b>
		F. Non-Major Elective Courses	<b>2</b>	<b>4</b>
		<b>Total</b>		<b>21</b>
<b>Overall Total</b>			<b>60</b>	<b>231</b>

# Semester-I

**DEPARTMENT OF HISTORY  
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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC01

**Semester-I**

**Course Credits: 4**

**HISTORY OF ANCIENT INDIA UP TO 712 C.E. (including Map study)**

**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.

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- 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).
- Chattopadhyaya, D.P., *Indian Philosophy* (New Delhi, Popular Publishing House, 1986).
- Habib and Nizami, *Comprehensive History of India*, relevant Vols (Orient Longman,1952) and (Delhi, PPH, 1992).
- Dani, A.H., *Recent Archaeological Discoveries in Pakistan* (Paris, UNESCO, 1988).
- 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).
- Hiriyanna, M., *Essentials of Indian Philosophy* (Delhi, Motilal Banarsidass, 1995).
- 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
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- 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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**(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC02

**Semester - I**

**Course Credits: 4**

**EARLY MEDIEVAL INDIA FROM 712 C.E. TO 1526 C.E. (including Map study)**

**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.

## References

- Beach, Milo Cleveland, *Mughal and Rajput Paintings*, New Cambridge History of India. 1.3 (Delhi, Foundation Books, 1992).
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- Karashima, N., *Towards A New Formation, South Indian Society under Vijaynagar Rule* (Delhi, GUP, 1992).
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- Tripathi, R.P., *Rise and Fall of the Mughal Empire* (Allahabad, Central Book Depot, 1963).

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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 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:** (Allied Course) IMAHAIC1      **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:**

- Almond G. et.al., *Comparative Politics Today: A World View*, 7th edn., New York, London, Harper/Collins, 2000.
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- Lijphart, A. *Electoral Systems and Party System*, New Haven CT, Yale University Press, 1994.
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- 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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**TIRUCHIRAPPALLI-24**  
**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**  
(for candidates 2025 onwards)

Course Code: IMAHVE

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:**

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
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**

**DEPARTMENT OF HISTORY**  
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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**  
(for candidates 2025 onwards)

Course Code: (Core Course) IMAHCC03

Semester-II

Course Credits: 4

**LATER MEDIEVAL INDIA FROM 1526 C.E. TO 1757 C.E. (including Map study)**

**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).
- Desai, .A., *Indo-Islamic Architecture* (Delhi, Publication Division, 1972).
- 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).
- Kulkarni, A.R., *Medieval Maharashtra* (Delhi, Books & Books, 1996).
- Pandey, A.B., *Early Medieval India*, ed. 2 (Allahabad, Central Book Depot, 1970).  
....., *Later Medieval India* (Allahabad, Central Book Depot, 1967).
- Richards, John F., *Mughal Empire, New Cambridge History of India*. 1.5 (Delhi, Cambridge, 1993).
- Rizvi, S.A.A., *The Wonder that was India. Vol 2*, London 1987, 11.4 (Delhi, Foundation Books, 1993). Reprint Paperback, 1993.
- Sastri, K.A.N., *History of South India* (Delhi, OUP, 1975).
- Satish Chandra, *Medieval India, From Sultanate to the Mughals* (Delhi, Har Anand Publications, 1997).
- Tripathi, R.P., *Rise and Fall of the Mughal Empire* (Allahabad, Central Book Depot, 1963).

## 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*, Oxford University Press, New Delhi, 2005, Dept. Lib. Acc. No. 1883.
- 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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(for candidates 2025 onwards)**

Course Code: : (Core Course) IMAHCC04

Semester -II

Course Credits: 4

**COMPANY RULE IN INDIA, 1757 C.E. – 1857 C.E. (including  
Map study)**

**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).
- 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).
- Desai, A.R., *Social Background of Indian Nationalism* (Mumbai, Popular Prakashan, 1986).
- Fisher, M.H., (ed.), *Politics of the British Annexation of India 1757-1857* (Oxford in India Readings). (Delhi, OUP, 1993).
- 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).
- Panigrahi, D.N. (ed.). *Economy, Society and Politics in Modern India* (Delhi, Vikas, 1985).
- 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).
- 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*. New Delhi: Mac Millan, 1985, Dept Lib Acc. No

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
- Height 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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(for candidates 2025 onwards)**

**Course Code:** (Allied Course) IMAHAIC2      **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)
- Bhatia, A.K., *Tourism Development: Principles and Practices*.
- Burkart and Melik, *Tourism: Past, Present and Future*, (London: 1995).
- George Young, *Tourism: Blessing for Blight*.
- Gill, S. Pushpinder, *Tourism Planning and Management*, (Anmol Publications, 2003).
- Kandari, O.P. Chandra Ashish, *Tourism Development; Principles and Practices*, (Shree Publishers, 2004).
- Kaul, R.M., *Dynamics of Tourism – A Trilogy, Vol.I*, (New Delhi: 1997).
- Krishan, K., Kamra, Chand Mohinder, *Basic of Tourism; Theory Operation and Practice*, (Kanishka Publication New Delhi 2004).
- Prem Nath Sen, *Successful Tourism Management*, (New Delhi: 1997).
- Sethi, Praveen, *Handbook of Effective Travel and Tourism*, (Rajat Publication, 1999).
- Sethi, Praveen, *Strategies for the Future of Travel and Tourism*, (Rajat Publication, 1999).

## In the Department Library:

- 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:

- 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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(for candidates 2025 onwards)

Course Code: IMAHES01

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 :

- Air Pollution
  - Water Pollution
  - Soil Pollution
  - Marine Pollution
  - Noise pollution
  - Thermal Pollution
  - 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

### **References:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt ltd, Ahamedabad - 380013, India, E-mail: [mapin@icenet.net](mailto:mapin@icenet.net)(R)
3. Brunner R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc 480 p
4. Clark R.S. Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P.Cooper, T.H.Gorhani E & Hepworth, M.T. 2001.
6. De A.K. Environmental Chemistry, Wiley Eastern Ltd
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
9. Hawkins, R.E. Encyclopedia of India Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition 639 p.
13. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)

14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
16. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
17. Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
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22. Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA  
499 p  
(M) Magazine (R) Reference (TB) Textbook
23. <http://nbaindia.org/uploaded/Biodiversityindia/Legal/33%20Biological%20Diversity%20Rules,%202004.pdf>.

# **SEMESTER-III**

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

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

Course Code: (Core Course) IMAHCC05

Semester-III

Course Credits: 4

**NATIVE STRUGGLES AGAINST THE COMPANY RULE, 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.

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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:

- 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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Course Code: (Core Course) IMAHCC06

Semester-III

Course Credits: 4

**BRITISH ADMINISTRATION IN INDIA, 1858 C.E. – 1947 C.E.  
(including Map study)**

**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).
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- ....., *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).
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- Fisher, M.H., (ed.), *Politics of the British Annexation of India 1757-1857* (Oxford in India Readings). (Delhi, OUP, 1993).
- Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi, OUP, 1983).
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- Naoroji, Dadabhai, *Poverty and Un-British Rule in India* (London 1901, Delhi Commonwealth, 1988).
- Panigrahi, D.N. (ed.). *Economy, Society and Politics in Modern India* (Delhi, Vikas, 1985).
- 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).

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

Tirthankar 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, Murrai 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

**DEPARTMENT OF HISTORY  
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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Allied Course) IMAHAIC1      **Semester-III**      **Course Credits: 5**

**INDIAN ARCHAEOLOGY AND EPIGRAPHY**

**Course Objectives:**

- To introduce students to the fundamentals of archaeology
- To familiarize students with various branches and types of archaeology
- To provide an overview of the history and development of archaeological studies
- To understand the significance of inscriptions in historical reconstruction
- To explore the development of Tamil 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.
- Dancey, W.S., 1981, *Archaeological Field Methods: An Introduction*, Burgess, Minneapolis.
- 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.
- Rajan K., 2002, *Archaeology : Principles and Methods*, Manoo Pathippakam, Thanjavur.
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- 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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- Mahadevan, I., 1997 "Tondaimandalattu kozhi karkal", *Avanam* no.8, *Journal of Tamil Nadu Archaeological Society*, Thanjavur: 9-19.
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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.
- Pandey, R., 1957 *Indian Palaeography*, Motilal Banarsidass, Delhi.
- 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.
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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*

Out come:

- understand the art of writing in India in past
- assess the significance of Brahmi, kharoshit and ashokan scripts
- assess the evolution of Tamil Brahmi and Vattelutut an Grantha scrpts
- highlight the singnificance of inscriptions
- assess the imporatance of Hero Stones and Land Grants
- enlist various dating methods
- hilight significance of temple inscripitons
- highlight regional varioations in epigraphic resources

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**(for candidates 2025 onwards)**

**Course Code:** (Non-Major Elective Course)- IHNME1 **Semester III** **Course Credits: 2**

## **INDIA'S MARCH TOWARDS FREEDOM**

### **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.

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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.

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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.

Majumdar, 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 Resitance*. 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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**(for candidates 2025 onwards)**

Course Code: IMAHHW

Semester III

Course Credits: 1

## HEALTH & WELLNESS

### Course Objectives

- The Health & Wellness course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environmental well-being which are essential for overall development of an individual.
- The course also addresses the dangers of substance abuse and online risks to promote emotional and mental health.

S.No	Guided Activities	Period
1	<p><b>Introduction to Holistic Well-being</b></p> <ol style="list-style-type: none"> <li>1. Introduce the core components of Health &amp; Well-being namely Physical, mental and emotional well-being</li> <li>2. Provide worksheets on all the four components individually and explain the interconnectedness to give an overall understanding.</li> </ol>	
2	<p><b>Wellness Wheel Exercise (Overall Analysis)</b></p> <ul style="list-style-type: none"> <li>• Guide students to assess their well-being in various life dimensions through exercises on various aspects of well - being, and explain the benefits of applying wellness wheel.</li> <li>• Introduce Tech Tools: <ul style="list-style-type: none"> <li>• Explore the use of technology to support well-being.</li> </ul> </li> <li>• Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration.</li> </ul>	
3	<p><b>Breaking Bad Habits (Overall Analysis)</b></p> <ul style="list-style-type: none"> <li>• Open a discussion on bad habits and their harmful effects.</li> <li>• Provide a worksheet to the students to identify their personal bad habits.</li> <li>• Discuss the trigger, cause, consequence and solution with examples.</li> <li>• Guide them to replace the bad habits with good ones through worksheets.</li> </ul>	
4	<p><b>Physical Well-being</b></p>	

	<p><b>1. Fitness</b> Introduce the different types of fitness activities such as basic exercises, cardiovascular exercises, strength training exercises, flexibility exercises, so on and so forth. (Include theoretical explanations and outdoor activity).</p> <p><b>2. Nutrition</b> Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.</p> <p><b>3. Yoga &amp; Meditation</b> Discuss the benefits of Yoga and Meditation for one's overall health. Demonstrate different yoga postures and their benefits on the body through visuals (pictures or videos)</p> <p><b>4. Brain Health</b> Discuss the importance of brain health for daily life. Habits that affect brain health (irregular sleep, eating, screen time). Habits that help for healthy brains (reading, proper sleep, exercises). Benefits of breathing exercises and meditation for healthy lungs.</p> <p><b>5. Healthy Lungs</b> Discuss the importance of lung health for daily life. Habits that affect lung health (smoking, lack of exercises). Benefits of breathing exercises for healthy lungs.</p> <p><b>6. Hygiene and Grooming</b> Discuss the importance of hygienic habits for good oral, vision, hearing and skin health. Discuss the positive effects of grooming on one's confidence level and professional growth.</p> <p><b>Suggested Activities (sample):</b> <b>Nutrition:</b> Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a 'Stove less/fireless cooking competition' for students where they are expected to prepare a nutritious dish</p>	
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	and explain the nutritive values in parallel.	
5	<p><b>Emotional Well-being</b></p> <p><b>1. Stress Management</b></p> <p>Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students' performance.</p> <p>Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.</p> <p>(use audio recordings or visuals to guide them through these techniques).</p> <p>After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.</p> <p><b>2. Importance of saying 'NO'.</b></p> <p>Explain the students that saying 'NO' is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self-respect, Strong and Healthy Relationships, building reputation for self and their family (avoid earning a bad name).</p> <p>Factors that prevent them from saying 'NO'.</p> <p>How to practice saying 'NO'.</p> <p><b>3. Body Positivity and self-acceptance</b></p> <p>Discuss the following with the students.</p> <ul style="list-style-type: none"> <li>• What is body positivity and self-acceptance?</li> <li>• Why is it important?</li> <li>• Be kind to yourself.</li> <li>• Understand that everyone's unique.</li> </ul> <p><b>Suggested Activities(Sample):</b></p> <p>(Importance of saying 'NO') Provide worksheets to self-reflect on...  ...how they feel when others say 'no' to them ...the situations where they should say 'no'</p> <p>Challenge students to write a song or rap about the importance of saying no and how to do it effectively.</p> <p>Students can perform their creations for the class.</p>	
6	<p>Social Well-Being</p> <p><b>1. Practicing Gratitude</b></p> <p>Discuss the importance of practicing gratitude for building</p>	

	<p>relationships with family, friends, relatives, mentors and colleagues.  Discuss how one can show gratitude through words and deeds.  Explain how practicing gratitude can create 'ripple effect'.</p> <p><b>2. Cultivating Kindness and Compassion</b></p> <p>Define and differentiate between kindness and compassion. Explore practices that cultivate these positive emotions.  Self-Compassion as the Foundation.  The power of small gestures. Understanding another's perspective.  The fruits of compassion.</p> <p><b>3. Practising Forgiveness</b></p> <p>Discuss the concept of forgiveness and its benefits. Forgiveness: What is it? and What it isn't? Benefits of forgiveness. Finding forgiveness practices.</p> <p><b>4. Celebrating Differences</b></p> <p>Appreciate the value of individual differences and foster inclusivity.  The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).  Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).  Celebrating differences, not ignoring them (respecting and appreciating the unique qualities).  Activities for celebrating differences (share culture, learn about others, embrace new experiences).</p> <p><b>5. Digital Detox</b></p> <p><b>Introduce the students to:</b></p> <p>The concept of a digital detox and its benefits for social well-being.  How to disconnect from devices more often to strengthen real-world connections.</p> <p><b>Suggested Activities (sample):</b>  <b>(Practicing Gratitude)</b></p> <p>Provide worksheets to choose the right ways to express gratitude.  Celebrate 'gratitude day' in the college and encourage the students to honour the house keeping staff in some way to express gratitude for their service.</p>	
7	<b>Intellectual Well-being</b>	

	<p><b>1. Being a lifelong Learner</b>  Give students an understanding on:  The relevance of intellectual well-being in this 21st century to meet the expectations in personal and professional well-being  The Importance of enhancing problem-solving skills  Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)</p> <p><b>2. Digital Literacy</b>  <b>Discuss:</b>  The key aspects of digital literacy and its importance in today's world.  It is more than just liking and sharing on social media.  The four major components of digital literacy (critical thinking, communication, problem-solving, digital citizenship).  Why is digital literacy important?  Boosting one's digital skills.</p> <p><b>3. Transfer of Learning</b>  Connections between different subjects - How knowledge gained in one area can be applied to others.</p> <p><b>Suggested Activities(sample):</b>  Intellectual Well-being.  Provide worksheets to students for teaching them how to boost intellectual well-being.  Ask the students to identify a long-standing problem in their locality, and come up with a solution and present it in the classroom. Also organize an event like 'Idea Expo' to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.</p>	
8	<p><b>Environmental Well-being</b>  1 The Importance of initiating a change in the environment.  <b>The session could be around:</b>  Defining Environmental well-being (physical, chemical, biological, social, and psychosocial factors) - People's behaviour, crime, pollution, political activities, infra-structure, family situation etc.  Suggesting different ways of initiating changes in the environment</p>	

	<p>(taking responsibility, creating awareness, volunteering, approaching administration).</p> <p><b>Suggested Activities (sample):</b></p> <p>Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change.</p> <p>Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.</p> <p>Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing antisocial behavior on the campus or in their locality.</p>	
9	<p><b>Mental Well-being</b></p> <p><b>1. Importance of self-reflection</b></p> <p><b>Discuss:</b></p> <p>Steps involved in achieving mental well-being (self-reflection, self-awareness, applying actions, achieving mental well-being). Different ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause). The role of journaling in mental well-being.</p> <p><b>2. Mindfulness and Meditation Practices</b></p> <p>Benefits of practicing mindful habits and meditation for overall well-being.</p> <p><b>1. Connecting with nature</b></p> <p>Practising to be in the present moment - Nature walk, feeling the sun, listening to the natural sounds.</p> <p>Exploring with intention - Hiking, gardening to observe the nature. Reflecting on the emotions, and feeling kindled by nature.</p> <p><b>2. Serving people</b></p> <p>Identifying the needs of others.</p> <p>Helping others.</p> <p>Volunteering your time, skills and listening ear. Finding joy in giving.</p> <p><b>3. Creative Expressions</b></p> <p>Indulging in writing poems, stories, music</p>	

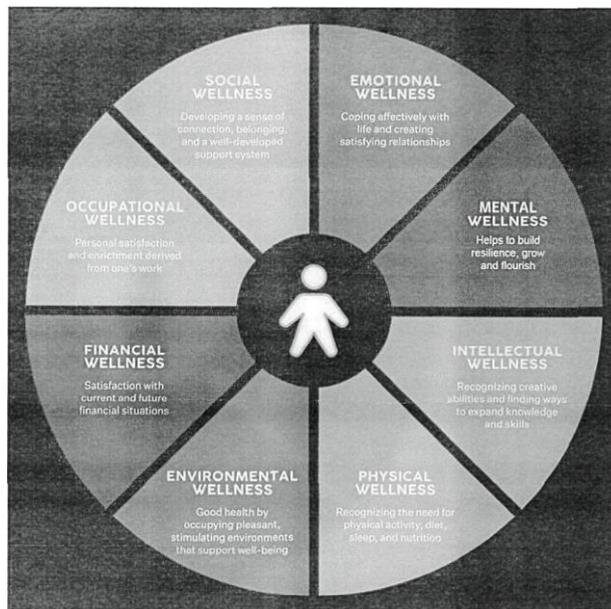
	<p>making/listening, creating visual arts to connect with inner selves.</p> <p><b>Suaasted Activities(Sample):</b>  (Mindfulness and Meditation) - Conducting guided meditation every day for 10 minutes and directing the students to record the changes they observe.</p>	
10	<p><b>Situational Awareness (Developing Life skills)</b></p> <p><b>1. Being street smart</b></p> <p><b>Discuss:</b>  Who are street smarts?  Why is it important to be street smart?  Characteristics of a street smart person: Importance of acquiring life skills to become street smart - (General First-aid procedure, CPR Procedure, Handling emergency situations like fire, flood etc).</p> <p><b>2. Digital Awareness</b></p> <p><b>Discuss:</b>  Cyber Security  Information Literacy  Digital Privacy  Fraud Detection</p> <p><b>Suaasted Activities (sample):</b>  (Street Smart) Inviting professionals to demonstrate the CPR Procedure  Conducting a quiz on Emergency Numbers</p>	
11	<p><b>Understanding Addiction Plan this session around:</b></p> <p>Identifying the environmental cues, triggers that lead to picking up this habit.</p> <p>Knowing the impact of substance abuse - Adverse health conditions, social isolation, ruined future, hidden financial loss and damaging the family reputation.</p> <p>Seeking help to get out of this addiction.</p> <p><b>Suaasted Activities:</b>  Provide Worksheets to check the students' level of understanding about substance addiction and their impacts.  Share case studies with students from real-life.  Play/share awareness videos on addiction/de-addiction, experts talk.  Conduct awareness programmes on Drugs and its ill effects.</p>	

	(Arrange Experts from the concerned government departments and NGOs working in drug addiction issues) and maintain the documents of the program.	
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**References/Resource Materials:**

The course acknowledges that individual needs for references and resources may vary. However, here are some general reference materials and resources that may be helpful:

**1. The Well-Being Wheel:**



**2. Facilities & Spaces:** Some activities may require access to specific facilities, resources or spaces. Students may need to coordinate with the college administration to reserve these as required.

**3. Online Resources:**

1. United Nations Sustainable Development Goals - Goal 3 - Good Health & Well-Being: <https://www.un.org/sustainabledevelopment/health/>
2. Mindfulness and Meditation: Stanford Health Library offers mindfulness **and** meditation resources: <https://healthlibrary.stanford.edu/books-resources/mindfulness-meditation.html>
3. Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones: <https://jamesclear.com/habits>
4. 6 Ways to Keep Your Brain Sharp <https://www.lorman.com/blog/post/how-to-keep-your-brain-sharp>
5. What Is Social Wellbeing? 12+ Activities for Social Wellness <https://positivepsychology.com/social-wellbeing/>

6. How Does Your Environment Affect Your Mental Health? <https://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
7. How to say no to others (and why you shouldn't feel guilty) <https://www.betterup.com/blog/how-to-say-no>

### **Course Outcome:**

Upon completion of the Health & Wellness course, students will be able to:

- Demonstrate proficiency in sports training and physical fitness practices.
- Improve their mental and emotional well-being, fostering a positive outlook on health and life.
- Develop competence and commitment as professionals in the field of health and wellness.
- Awareness on drug addiction and its ill effects

# **SEMESTER – IV**

**DEPARTMENT OF HISTORY  
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TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC07

**Semester-IV**

**Course Credits: 4**

**HISTORY OF TAMIL NADU UP TO 1311**

**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.

**UNIT- I**

Sources: Archaeological Sources: Adichanallur, Kaveripoompattinam, Keezhadi – Epigraphical Sources – Major Inscriptions of Pallavas, Cholas and Pandyas – Controbuton of Tolkappiyam, Eight Anthologies and Ten Idylls.

**UNIT- II**

Major Kingdoms: Cheras, Cholas and Pandyas -The Sangam age - Political Conditions in Tamil Nadu at the age of Sangam.

**UNIT- III**

The Pallavas: Career and Achievements of Mahendra Varma –Narashima Varma – Raja Simhan – Art and Architecture – Development of Bhakthi Movement.

**UNIT - VI**

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 – Art and Architecture - Causes for the decline of the Cholas.

**UNIT - V**

First Pandyan Empire – Kadungon – Varaguna I – Career and Achievements of Shri Mara Shrivallabha– Decline of the First Pandyan Empire - The Second Pandyan Empire and aftermath – Achievements of Maravarma Sudara Pandya I – Career and Achievement of Jatavarma Sudara Pandya I – Account of Marco Polo – Muslim Invasions.

**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: MadrasUni.,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 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 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 Course) IMAHCC08

**Semester-IV**

**Course Credits: 4**

**NATIONAL MOVEMENT IN INDIA, 1885 C.E. – 1947 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.

**Unit I. Colonialism and Nationalism**

Background – Colonialism - Representation for Indians in Council since 1861- Extension of Government 1919-1939.

**Unit II. Early Nationalism and Agitational Politics**

Foundation of the Indian National Congress – Birth of Regional Organisation- Indian Association of Calcutta – Madras Native Association - Madras Mahajana Sabha – Partition of Bengal - Swadesi Movement – Surat Split - Emergence of Communalism - Revolutionary Movement- Home Rule 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 - Individual Satyagraha - 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 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:**

- 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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(for candidates 2025 onwards)**

**Course Code:** (Allied Course) IMAHAIC2      **Semester-IV**      **Course Credits: 5**

**INTRODUCTION TO 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 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.
- 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 2025 onwards)**

**Course Code:** (Non-Major Elective Course)- IHNME2 Semester IV

**Course Credits:** 2

**ECOLOGICAL ISSUES IN INDIA**

**Course Objectives:**

- To understand the basic concepts of environment and ecology
- To analyze the dynamic relationship between humans and the environment
- To explore the environmental consequences of development
- To foster awareness of environmental rights and movements
- To promote sustainable and alternative models of development

**Unit I**

Define Environment- relationship between human and ecology-animals and other species.

**Unit II**

Human and ecological harmony- Human adoption of ecology-Human intervention to change ecology-Human and ecological disturbance.

**Unit III**

Environment and development- Agriculture and the beginning of ecological crisis-Industrial economy and acceleration of the crisis-Damages caused to the nature-irreversibility of the damage- changing ecology and natural disasters

**Unit IV**

Global and national environmental conscious- environmental rights of people-environmental movements in India- ecology and people centered development-environment and protectionism.

**Unit V**

Alternative development- rejuvenation of pro-ecological culture-role of humans in ecological protection.

**References**

Anil Agarwal (Centre for Science and Environment) – *State of India's Environment* (Annual Reports) Comprehensive data and analysis on environmental issues and movements in India.

Arvind Kumar – *Environmental Movements in India*, A detailed account of key movements like Chipko, Narmada Bachao, Silent Valley, etc.

Dr. D.K. Asthana & Dr. Meera Asthana – *Environment: Problems and Solutions*  
Covers ecological principles, environmental issues, and sustainable development.

Erach Bharucha – *Environmental Studies*, (University Grants Commission, New Delhi)  
A foundational text for understanding environment, ecology, and sustainability.

ErachBarucha, *Text Book for Environmental Studies*, University Grants Commission, New Delhi

M.K. Prasad & Madhav Gadgil – *Ecology and Equity*, Discusses pro-ecological traditions and the role of equity in development.

MahuaBasu and S. Xavier *Principals of Environmental studies*, Cambridge

Miller, G.T. & Spoolman, S. – *Environmental Science*, Introduces environmental issues, human impacts, and ecological balance.

Odum, E.P. – *Fundamentals of Ecology*, → A classic text explaining ecological concepts, ecosystems, and biotic relationships.

Rajan Gurukkal – *Rethinking Environment: History, Literature, Ecology*, Offers critical insights into the historical and cultural dimensions of ecology.

Ramachandra Guha – *Environmentalism: A Global History*, Traces how development has impacted the environment historically and globally.

Satish Kumar – *You Are, Therefore I Am: A Declaration of Dependence*, Explores ecological and philosophical alternatives to modern development models.

Vandana Shiva – *Staying Alive: Women, Ecology, and Survival in India*, Discusses ecological crisis through a grassroots and feminist lens.

### **Course Outcomes**

- It defines and explain the concept of environment and ecology
- It analyzes the harmony and conflicts between humans and ecology
- It evaluates the ecological impact of economic activities
- It demonstrates an understanding of environmental awareness and activism
- It proposes sustainable and alternative approaches to development

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(for candidates 2025 onwards)**

**Course Code: IMAHEA01**

**Semester-IV**

**Credits: 2**

**EXTENSION AND EXTRA CURRICULAR ACTIVITIES**

**CIA : 100 marks**

# Semester-V

**DEPARTMENT OF HISTORY**  
**BHARATHIDASAN UNIVERSITY**  
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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS**  
**(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC09

**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. *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.

## 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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**Course Code:** (Core Course) IMAHCC10

**Semester-V**

**Course Credits: 5**

**HISTORY OF TAMIL NADU FROM 1311 TO 1800**

**Course Objectives**

- Rise of the Madurai Sultanate and its contribution.
- Knowledge about the impact of Vijayanagar rule in Tamilaham.
- Contribution of the Nayaks of Madurai, Senji and Thanjavur.
- Contribution of the Marathas to Tamil culture.
- Understand the Poligar Rebellion as the early resistance against British imperialism.

**UNIT I**

Rise of the Madurai Sultanate: Administration – Society – Economy – Culture.

**UNIT II**

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai.

**UNIT III**

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture.

**UNIT IV**

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Sethupathis of Ramnad – Society – Economy – Religion and Culture.

**UNIT V**

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy, Religion and Culture -Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers.

**References**

Venkatesan, G. *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

Rajayyan, K. *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

Rajayyan, K. *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

Rajayyan, K. *South Indian Rebellion: The First War of Independence 1800- 1801*, Akani Veliyeedu, 2012

NilakantaSastri, K.A. *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*

Srinivasan, K.R. *Temples of South India*, National Book Trust, New Delhi, 2005

Subramanian, N. *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

Kalidoss, R. *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

Sathianathaier, R. *History of the Nayaks of Madura*, University of Madras, Madras, 1980

### **Course Outcomes**

- Outline the rule of the Madurai Sultanate.
- Explain the impact of the Vijayanagar rule in Tamilaham.
- Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.
- Assess the contribution of the Marathas to Tamil culture.
- Examine Poligar rebellion as an early resistance against British imperialism.

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**Course Code:** (Core Course) IMAHCC11

**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

## References:

- 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",  
*Journal of Asian Studies* xxix:4.
- Geetha,V & S.V. Rajadurai, "Dalits and Non-Brahamin Consciousness in Tamil Nadu" *E.P.W.* 25,Sept.1993.
- Hardgrave, R. L (1965) *The Dravidian Movement*. Bombay.
- Irschick, E.F. (1969) *Politics and Social Conflicts in South India*, Berkeley.
- , *Tamil Revivalism*
- Kumar D. (1965) *Land and Caste in South India: Agricultural labour in the Madras Presidency during Ninteenth century*, Cambridge.
- Mcperson, K. (1969) "The Social Background and Politics of the Muslims of Tamil Nadu 1901-1937". *Indian Social and Economic History Review*. Vol.4.
- Mohan,P.E.(1993)*Scheduled Castes: History of Elevation*, Tamil Nadu,1900-1955.  
Madras : New Era.
- Pillay, K.K.,(1975) *Social History of the Tamils*. University of Madras,Madras.
- Rajaraman,P. *The Justice Party*. Madras,1985.
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- Subramanian. N.,(1974) *Tamilian Historiography*.Eness Publications, Madurai.
- Subramanian. P.,(1995) *Social History of the Tamils*. B.I.Publications, New Delhi.
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Tucson, University of Arizona Press. Arizona.
- Siverberg, J. (ed). (1968) *Social Mobility in the Caste system in India*, The Hague.
- 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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(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC12

**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
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- Chant, Colin, John Fauvel ( 1980) eds., *Darwin to Einstein Historical Studies on Science and Belief* (New York,Longman).
- Chattopadhyaya,Debiprasad (1991) *History of Science and Technology in India*, Firma KLM, Calcutta.
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- Hamilton, B. (1983), *Technology and Progress*. London.
- Kuppuram & Kumudhamani, *History of SOT*. 1-12, Vols. O.P. Jagsi, *History of Science&Technology*, 1-15,Vols.
- 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
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- 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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**Course Code:** (Skill based Elective Choices Course) IMAHSBEC1    **Semester-V**    **Course Credits: 3**

**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* (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

*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 Flound, 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, Aurther (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.

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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.

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 2025 onwards)

Course Code: (Soft Skills) IMAHSK01

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.

**Course outcome:**

- Effectively communicate through verbal/oral communication and improve the listening skills
- Write precise briefs or reports and technical documents
- Actively participate in group discussion / meetings / interviews and prepare & deliver presentations
- Become more effective individual through goal/target setting, self motivation and practicing creative thinking.
- Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality.

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Course Code: IMAHGS01

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.,) praeger 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

#### Course outcomes:

- Define and Evaluate gender as a social construct.
- Identify the ways gender, power, privilege, and oppression play out across a range of cultures and human experiences.
- Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
- Analyze human interactions and social/political systems using a “gender lens”.
- Conduct scholarly research on key gender issues and/or debates.

# Semester-VI

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

(for candidates 2025 onwards)

Course Code: (Core Course) IMAHCC13

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, 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, 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.

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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) IMAHCC14

**Semester-VI**

**Course Credits: 5**

**HISTORY OF TAMIL NADU FROM 1947 TO 2011 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 election – emergence of J. Jayalalitha as Chief Minister of Tamil Nadu – 1996 Assembly election and the return of DMK to power - Social legislation - Welfare measures - Economic development - IT Corridors – impact - Educational development – Tamil Nadu in New Millienum 2000 to 2011 - Major administrative reforms.
- 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.
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- 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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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Core Course) IMAHCC15

**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).  
 Barraclough, G., *An Introduction to Contemporary History* (Penguin, 1968).  
 Bronowski, J. and Bruce Mazlish, *The Western Intellectual Tradition* (Ayer Co. Publication, 1960).  
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 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) IMAHCC16

**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.
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- , Human Rights - A– a Judge’s Miscellany, Delhi : B.R.Publ.1995.
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- 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.

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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) IMAHSBEC2    **Semester-VI**    **Course Credits: 3**

**PROJECT WRITING METHODS**

**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** – Mini Projects – Field Visit : Duration , Major objectives – Documentation.

**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.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).

Carr, E.H. *What is History*, London, 1969.

Floud,Roderick.(1983).*An Introduction to Quantitative Methods for Historians*, London: Methuen(R.P).

Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

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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.

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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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**Code: IMAHCP01**

**Semester-VI**

**Credits: 4**

## **PROJECT**

**Project Work : 100 marks**

# Semester-VII

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**Course Code:** (Core Course) HISCC01 **Semester-VII** **Course Credits: 5**

**INDIAN CIVILIZATION AND CULTURE PRE HISTORY TO 1206 C.E.**

**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) HISCC02

**Semester - VII**

**Course Credits: 5**

**INDIAN CIVILIZATION AND CULTURE FROM 1206 C.E. TO 1707 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.

**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.

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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.

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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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**Course Code:** (Core Course) HISCC03      **Semester-VII**

**Course Credits: 5**

**HISTORY OF TAMIL NADU UPTO 1565 C.E.**

**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**

Sources - Physical features of Tamil Nadu – The Sangam age - Political Conditions in Tamil Nadu at the age of Sangam

**UNIT -II**

The Pallavas: Career and Achievements of Mahendra Varma –Narashima Varma – Raja Simhan – Art and Architecture – Development of Bhakthi Movement.

**UNIT- III**

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 – Art and Architecture - Causes for the decline of the Cholas.

**UNIT- IV**

First Pandyan Empire – Kadungon – Varaguna I – Career and Achievements of Shri Mara Shrivallabha– Decline of the First Pandyan Empire - The Second Pandyan Empire and aftermath – Achievements of Maravarma Sudara Pandya I – Career and Achievement of Jatavarma Sudara Pandya I – Account of Marco Polo – Muslim Invasions.

**UNIT- V**

Tamil Nadu under Vijayanagar Rule: Establishment of Nayakdoms – Socioal, Economic and Religious conditions under the Vijayanagar rule - Art and Architecture – Political importance of battle of Talikota.

**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: MadrasUni.,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 Soutcb 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 Choice Course) **HISCCC01**      **Semester-VII**      **Course Credits: 4**  
**EARLY MODERN EUROPE FROM 1453.C.E. TO 1789 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.

**UNIT I.** Fall of Eastern Roman Empire-Ottoman Turks-Geographical Discoveries-Divine of feudalism-Beginning of Capitalism.

**UNIT II.** Commercial Revolution in Western Europe -Mercantilism-Renaissance and Reformation-Counter Reformation-Thirty Years War in Europe.

**UNIT III.** Emergence of the Nation States- The rise of new absolute monarchies – Louis XIV.

**UNIT IV.** Growth of Parliamentary institutions in England .

**UNIT V.** The Age of Enlightenment - The emergence of a scientific view of the world.

**References:**

- Davis,H.A. Revised by D.H.C. Blount.(1968) *An Outline History of the World*. New Delhi:OUP.
- Hobsbawm, E.J.(1977) *The Age of Revolution, 1789-1848* .London.
- , *The Age of Capital, 1848-1875*. London.
- , *The Age of Empire, 1875-1914*, London.
- , *The Age of Extremes: The Short Twentieth Century, 1914-1991*. London.
- Ketelbey,C.D.M.(1973) *A History of Modern Times [from 1789]* London: OUP, 5th edition.
- Mckinley,Albert E.,Arthur C. Howland & Matthew L. Dawn.(1994) *World History Vol I & II* .New Delhi: Atlantic Publishers. *New Cambridge Modern History Vols. 912*.(1970)Cambridge: Cambridge University Press.
- Swain,J.E.(1970 ) *A History of World Civilization* New Delhi:Eurasia Publishers,2nd Reprint.
- Thomson,David.(1966) *Europe since Napoleon*.London:Penguin,Reprint.

**In the Department Library:**

- Euan Cameron. *Early Modern Europe*. New Delhi: Oxford University Press, 1999, Dept. Lib Acc. No. 1508.
- 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.

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**Course Code:** (Elective Course) HISEC01    **Semester-VII**    **Course Credits: 3**

**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

**UNIT 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

**UNIT 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.

**UNIT III**    European Convention on Human Rights - Helsinki Charter, African Convention.

**UNIT 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.

**UNIT 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.

**UNIT 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.
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- Sharma, R S. *Perspectives in Human Right Development*. New Delhi: Commonwealth Publishers, 1996. Dept. Acc. No. 686.
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- 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

# **SEMESTER-VIII**

**DEPARTMENT OF HISTORY  
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TIRUCHIRAPPALLI-24**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Core Course) HISCC04      **Semester –VIII**      **Course Credits: 5**

**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.

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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.

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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 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:**

- 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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(for candidates 2025 onwards)**

**Course Code: : (Core Course) HISCC05          Semester -VIII          Course Credits: 5**

**HISTORY OF MODERN EUROPE FROM 1789 C.E TO 1945 C.E**

**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 1<sup>st</sup> and 2<sup>nd</sup> World Wars.
- To analyse the Importance of UNO after the Second World War.
- To trace Bi-Polar power politics.

**UNIT-I** The French Revolution and Napoleonic Era (1789-1815). Their significance in World History- Vienna Congress, 1815- Revolutions of 1830 and 1840.

**UNIT-II** Industrial Revolution-Stages of Industrial Revolution in Europe- Socialist and Labour Movements in Europe.

**UNIT-III** Napoleon III--The Unification of Italy and the founding of the German Empire – The European powers and the Ottoman Empire (1815-1914).

**UNIT-IV** The Russian Revolution, 1917 - The First World War - The Economic and Social impact of the War - The Peace of Paris, 1919- League of Nations-- Collective Security.

**UNIT-V** Great Depression of 1929-32. Totalitarianism in Europe:- Fascism in Italy, Nazism in Germany. Origins and impact of Second World War- UNO.

**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:**

Davis,H.A. Revised by D.H.C. Blount.(1968) An Outline History of the World. New Delhi:OUP.

Hobsbawm, E.J.(1977) The Age of Revolution, 1789-1848 .London.  
----- , The Age of Capital, 1848-1875. London.  
----- , The Age of Empire, 1875-1914, London.

----- , *The Age of Extremes: The Short Twentieth Century, 1914-1991*. London.  
 Ketelbey, C.D.M. (1973) *A History of Modern Times [from 1789]* London: OUP, 5th edition.  
 Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn. (1994) *World History Vol I & II*. New Delhi: Atlantic Publishers.  
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 Swain, J.E. (1970) *A History of World Civilization* New Delhi: Eurasia Publishers, 2nd Reprint.  
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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.

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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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(for candidates 2025 onwards)**

**Course Code:** (Core Course) HISCC06

**Semester-VIII**

**Course Credits: 5**

**HISTORIOGRAPHICAL TRADITIONS**

**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.  
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 Sen. S.P. Historians and Historiography. Calcutta: Institute of Historical Studies.1980.  
 Stern, Fritz. (1973) Varities 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.

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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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**Course Code:** (Core Choice Course) HISCCC02

**Semester-VIII**

**Course Credits: 4**

**INTERNATIONAL RELATIONS**

**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 - Theories of international Politics: the Realist Theory, Systems Theory, Decision Making-Game Theory.

II. Concepts of international Politics: National Power - Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS – Foreign Policy of Super Powers.

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.

IV. 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:** (Elective Course) **HISEC02**      **Semester – VIII**      **Course Credits: 3**

**CONSTITUTIONAL HISTORY OF INDIA, 1773 - 1935**

**Course Objectives**

- To understand the early efforts of constitutional governance by the British in India
- To analyze the evolution of the Charter Acts (1793 to 1853)
- To study major legislative changes post-1857
- To examine the reforms introduced by the Montagu-Chelmsford Reforms of 1919
- To evaluate the significance of the Government of India Act, 1935

**Unit I**

Initial Years: Regulating Act, 1773 – Circumstances towards the act – Salient Features - implementation – Pitt’s India Act, 1784 - Salient Features – implementation.

**Unit II**

Charter Acts: Causes - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) and Charter Act (1853) - salient features – impacts.

**Unit-III**

Government of India Act of 1858 - Salient features - Popular Representation – Council Acts - First Council Act of 1861- Second Council Act of 1892 - Political importance of Council Acts - Minto - Morley Act, 1909.

**Unit-IV**

Government of India Act of 1919 (Montagu - Chelmsford Act) - Causes - Salient Features – implementation of bicameral Legislature – introduction of diarchy in the British Provinces – Election.

**Unit-V**

Government of India Act of 1935 – circumstances towards the act - Simon Commission - Nehru Report- Round Table Conferences- Salient features of 1935 Act – introduction of Provincial Autonomy – Federation at the Centre and other features – impact of 1935 Act.

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

Trade Monopoly – Open door Policy – Limited Democracy – Reservation – Fundamental Rights.

### 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:

- Explain the circumstances and objectives behind the Regulating Act of 1773 and Pitt's India Act of 1784 and assess their implementation.
- Critically analyze the Charter Acts from 1793 to 1853, understanding their features, causes, and cumulative impacts on Indian administration.

- Describe the Government of India Act, 1858 and the evolution of popular representation through Council Acts (1861, 1892) and the Minto-Morley Reforms of 1909.
- Understand the Montagu-Chelmsford Reforms of 1919, including the introduction of diarchy and bicameral legislature, and their limitations.
- Assess the importance of the Government of India Act, 1935 and the events that led to it (Simon Commission, Nehru Report, Round Table Conferences), and explain its role in shaping the Indian Constitution.

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**(for candidates 2025 onwards)**

**Course Code:** (Non-Major Elective Course)- 25HNME1    **Semester VIII**                      **Course Credits: 2**

**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.
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- 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

# **SEMESTER-IX**

**DEPARTMENT OF HISTORY**  
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(for candidates 2025 onwards)

Course Code: (Core Course) HISCC07 Semester-IX

Course Credits: 5

## **HISTORY OF TAMIL NADU FROM 1565 C.E TO 1947.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 socio-religious movements of the 19<sup>th</sup> century.
  - To analyse the relevance of Political Development of Tamil Nadu.

### **Unit-I**

Advent of Europeans: Portuguese – Dutch - British - French and Danish – Consolidation - rivalry between French and British in Carnatic Region, 1746-1763.

### **Unit-II**

Early Struggles in South India: Puli Thevan – Kattabomman - Rise of Poligars - Vellore Mutiny.

### **Unit-III**

Social Reform Movement: Vallalar – Vaikunda Swami - Iyothee Thass - Rettamalai Srinivasan - Self Respect Movement- Upper cloth Movement – Introduction of Western Education.

### **Unit-IV**

Justice Party-Formation Justice Party in power-Major Reforms- Periyar and Justice Party- Dravida Kalagam.

### **Unit-V**

Role of Tamil Nadu in the Freedom struggle: 1885-1919 - Formation of Madras Mahajana Sabha - Birth of Indian National Congress and its impact in the Tamil Politics- G.Suburamania Iyer - *The Hindu* and *Swadesamitran* Subramaniya Siva – Bharathi - Impact of Partition of Bengal- Home rule Movement-Second Phase: 1919-1947-Non-Cooperatio - Civil Disobedience – Vedaraniyam Salt Sathyagraha - Rajaji Ministry 1937-39 – Quit India Movement towards freedom – Role of Tamils in INA.

### **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

## References:

- Arasarathinam, R. *Trade in Coromandel 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: Changing patterns of Stratification in a Thanjavur Village*. Berkley.
- Beck, B.E.F. (1970) "The right-left Division of South Indian Society", *Journal of Asian Studies* xxix:4.
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- Hardgrave, R. L (1965) *The Dravidian Movement*. Bombay.
- Irschick, E.F. (1969) *Politics and Social Conflicts in South India*, Berkeley.
- , *Tamil Revivalism*
- Kumar D. (1965) *Land and Caste in South India: Agricultural labour in the Madras Presidency during Nineteenth century*, Cambridge.
- Mcpherson, K. (1969) "The Social Background and Politics of the Muslims of Tamil Nadu 1901-1937". *Indian Social and Economic History Review*. Vol.4.
- Mohan, P.E. (1993) *Scheduled Castes: History of Elevation*, Tamil Nadu, 1900-1955. Madras : New Era.
- Pillay, K.K., (1975) *Social History of the Tamils*. University of Madras, Madras.
- Rajaraman, P. *The Justice Party*. Madras, 1985.
- Rajendran, N. (1994) *Agitational Politics and State Coercion, National Movement in Tamil Nadu, 1905-1914*. Oxford University Press, Madras.
- Subramanian. N., (1974) *Tamilian Historiography*. Enness Publications, Madurai.
- Subramanian. P., (1995) *Social History of the Tamils*. B.I. Publications, New Delhi.
- Sundaralingam R. (1974) *Politics and Nationalists Awakending in South India 1852-1891*, Tucson, University of Arizona Press. Arizona.
- Siverberg, J. (ed). (1968) *Social Mobility in the Caste system in India*, The Hague.
- 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 Aroran, *Tamil Renaissance and Dravidian Nationalism*.

## Course outcome:

- Understand the significance of the non-Brahmin movement
- Assess the impact of self-respect movement in Tamil Nadu
- Highlight social and caste tensions in Tamil Society
- Assess the impact of linguistic separatist movement on Tamil Nadu
- Assess the contribution of C. Rajagopalachari to Tamil Nadu
- Understand the significance of formation of regional political parties
- Assess the split of Dravidian parties

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**Course Code: (Core Course) HISCC08 Semester-IX**

**Course Credits: 5**

## **RESEARCH METHODOLOGY**

### **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.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications, 2005).

Carr, E.H. *What is History*, London, 1969.

Floud, Roderick. (1983). *An Introduction to Quantitative Methods for Historians*, London: Methuen (R.P).

Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.

Malcolm Williams, *Science and Social Science: An Introduction*, (London and New York: Routledge, 2000).

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.

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

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) HISCC09      **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, Aurther (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) .

### **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.

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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**(for candidates 2025 onwards)**

**Course Code:** (Core Choice Course) HISCCC03    **Semester – IX**                      **Course Credits: 4**

**INDIAN CONSTITUTION**

**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 and 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.
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- M. V. Pylee, *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.  
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- 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
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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 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:** (Elective) HISEC03

**Semester-IX**

**Course Credits: 3**

**HISTORY OF SCIENCE AND TECHNOLOGY**

**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.** Science as an Institution: The Emergence and Character of Science - The Methods of Science –The Cumulative Tradition of Science – Interactions of Science and Society.

**II.** Early Greek Science - Rome and the Decadence of Classical Science - History of Science and Technology in Ancient India - Astronomy, Medicine and Metallurgy.

**III.** Science in the Age of Faith: Dogma and Science - Islamic Science - Medieval Science -The Revolutions in Science and Society - Science and Ideas in an Age of Transition.

**IV.** The Birth of Modern Science: The Renaissance (1440-1540) - The New Philosophy - The Character of Science in the Industrial Revolution -The Nineteenth- Century Advances of Science.

**V.** Science in Colonial India: Colonial Science Policy - Indian response – debate on Big vs Small – People’s Movement on Science and Technology.

**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  
Bernal J.D. (1969) Science in History Vol.I, Vol.II, Vol.III, Vol.IV. All India Peoples Net Work,New Delhi.  
Baldwin ( 1986), Technology and Man, London.  
Chant, Colin, John Fauvel ( 1980) eds., Darwin toEinstein Historical Studies on Science and Belief (New York,Longman).  
Chattopadhyaya,Debiprasad (1991) History of Science and Technology in India, Firma KLM, Calcutta.

Egon Larsen,(1975), History of Inventions, Horst Erdmann Verlag Thomson Press, Faridabad.  
 Growther J.G. Routledge & Kegan Paul (1959), Discoveries and Inventions of the Twentieth Century, London  
 Hamilton, B. (1983), Technology and Progress. London.  
 Kuppuram & Kumudhamani, History of SOT. 1-12, Vols.  
 O.P. Jagsi, History of Science&Technology, 1-15,Vols.  
 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 Croler 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

#### **Course outcome:**

- Understand science and technology as tools of societal development
- Assess the relationship between religions and science
- Enumerate the reasons for the birth 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

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**Course Code:** (Non-Major Elective Course)- 25HNME2 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*, Routeldge, 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 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
- Asses the significance of anti-dam movements
- Highlight the role of science in Green Revolution

# **SEMESTER – X**

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**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
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**Course Code:** (Core Course) HISCC10

**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

Deependar Basu(Ed.) Environment and Ecology:The Global Challenge, Jaipur, Printwell, 1995

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

Goreth Porter and Janet Welsh Prrows, Global Environmental Politics, Westview Press, Oxford,

1991.

Kamal Nath, India's Environmental Concerns, MEF, New Delhi, 1995.

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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BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI**

**C B C S FIVE-YEAR INTEGRATED M.A. HISTORY SYLLABUS  
(for candidates 2025 onwards)**

**Course Code:** (Core Course) HISCC11

**Semester-X**

**Course Credits: 5**

**INDIA AND HER NEIGHBOURS**

**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. Determinants of India's foreign policy: National Interest, Ideology, elements of National Power - Pancha Sheel.

II. Non-alignment: non-aligned movement and its role in international relations.

III. India and Pakistan: Areas of Conflict- Indo-Pak Wars- India and China: Strains in Sino-Indian Relations- Sino-Indian War 1962- India and Bangladesh: Birth of Bangladesh- Migration and Communal issues.

IV. India and Nepal: Economic Cooperation-India's role in Nepal's development; India and Bhutan: Insurgency in the North Eastern States; Indo-Sri Lankan Relations: Tamil Ethnic Problem – India's Intervention – Indian Peace Keeping Force- India and Maldives: Political and Cultural ties.

V. India and SAARC - the question of nuclear weapons-Arms race, disarmament conventional and nuclear- arms trade, its impact on South Asia.

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

India's legacy as peace maker-aggressive neighbours-International elements in internal troubles-Cooperation with neighbours for peaceful existence-efforts of disarmament and to promote peace in the contemporary world

**REFERENCES:**

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- Jaitly, Anam (1986) *International politics, Major Contemporary Trends and Issues*, New Delhi
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### Course outcome:

- Assess the complexity of India's relationship with its neighbors
- Point out how the neighbour countries are causing troubles to India
- Assess the role of India as contributor to the regional peace in Asia
- Understand how border issues with Pakistan resulting in military conflicts
- Analyze how India's involvement in the LTTE and Sri Lanka problems resulted political assassination of the Rajiv Gandhi
- Assess the significance of 1962 war between China and India
- Highlight the cultural connections between Nepal and India
- Discuss the complexity of political relationship between Tibet and India

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(for candidates 2025 onwards)**

**Course Code: (Entrepreneurship/Industry Based Course) HISEIBC1**

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

- Percy Singh, K. *Fifty Years of Indian Tourism*. Delhi: Kanishka Publishers, 1998, Dept Lib Acc. No, 972.
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- 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: HISPW01**

**Semester-X**

**Credits: 5**

**PROJECT WORK**

**Project Work : 100 marks**