

**DEPARTMENT OF HISTORY**  
**BHARATHIDASAN UNIVERSITY**

**FIVE-YEAR INTEGRATED MASTER OF ARTS IN HISTORY**

*Choice Based Credit System for Candidates 2018-2019 Onwards*

**CURRICULUM STRUCTURE**

**DEPARTMENT OF HISTORY**  
**BHARATHIDASAN UNIVERSITY**

**FIVE-YEAR INTEGRATED MASTER OF ARTS IN HISTORY**

*Choice Based Credit System for Candidates 2018-2019 Onwards*

**Curriculum Structure**

Semester	Course	Marks		Total	Credits per course	Hours/Week/Course	Total Credits
		IA	UE				
<b>I</b>	<b>Tamil:</b> [IMAH1LC1]	25	75	100	4	5	23
	<b>English:</b> [IMAH1ELC1]	25	75	100	4	5	
	History of India from Pre-History to 712 C.E. [IMAH1CC1] (including Map study)	25	75	100	5	6	
	History of Early Medieval India from 712 C.E. to 1526 C.E. [IMAH1CC2] (including Map study)	25	75	100	5	6	
	Elective Paper [IMAH1EC1]	25	75	100	4	6	
	Practical Paper: General Knowledge and Current Affairs [IMAH1GK1] (Self Study)	25	75	100	1	2	
<b>II</b>	<b>Tamil:</b> [IMAH2LC2]	25	75	100	4	5	24
	<b>English:</b> [IMAH2ELC2]	25	75	100	4	5	
	History of Later Medieval India From 1526 C.E. to 1757 C.E.[IMAH2CC3] (including Map study)	25	75	100	5	6	
	British Administration in India,1757 C.E. – 1857 C.E.[IMAH2CC4] (including Map study)	25	75	100	5	6	
	Elective Paper [IMAH2EC2]	25	75	100	5	6	
	Practical Paper: General Knowledge and Current Affairs [IMAH2GK2] (Self Study)	25	75	100	1	2	
<b>III</b>	<b>Tamil:</b> [IMAH3LC3]	25	75	100	4	5	24
	<b>English:</b> Writing for Media [IMAH3ELC3]	25	75	100	4	5	
	British Administration in India, 1857 C.E. – 1947 C.E. [IMAH3CC5] (including Map study)	25	75	100	5	6	
	Colonialism and Resistance to Colonial Rule in India,1757 C.E. – 1858 C.E.[IMAH3CC6]	25	75	100	5	6	
	Elective Paper [IMAH3EC3]	25	75	100	5	6	
	Practical Paper: General Knowledge and Current Affairs [IMAH3GK3] (Self Study)	25	75	100	5	6	
		25	75	100	1	2	

<b>IV</b>	<b>Tamil:</b> [IMAH4LC4]	25	75	100	4	5	24
	<b>English:</b> English for Competitive Examinations [IMAH4ELC4]	25	75	100	4	5	
	History of Tamil Nadu From Sangam to Nayaks. [IMAH4CC7]	25	75	100	5	6	
	Early Nationalist Movement in India, 1885 C.E. – 1916 C.E. [IMAH4CC8]	25	75	100	5	6	
	Elective Paper [IMAH4EC4]	25	75	100	5	6	
	Practical Paper: General Knowledge and Current Affairs [IMAH4GK4] (Self Study)	25	75	100	1	2	
<b>V</b>	Gandhi and Mass Nationalism, 1917 C.E. – 1947 C.E. [IMAH5CC9]	25	75	100	5	6	26
	History of Contemporary India From Independence to 1984 C.E. [IMAH5CC10]	25	75	100	5	6	
	Socio –Economic History of Tamil Nadu during 19 <sup>th</sup> & 20 <sup>th</sup> Centuries. [IMAH5CC11]	25	75	100	5	5	
	History of Science and Technology in India [IMAH5CC12]	25	75	100	5	5	
	Elective Paper [IMAH5EC5]	25	75	100	5	6	
	Practical Paper: General Knowledge and Current Affairs [IMAH5GK5] (Self Study)	25	75	100	1	2	
<b>VI</b>	History of Contemporary India Since 1985 [IMAH6CC13]	25	75	100	5	6	26
	History of Tamil Nadu From 1947 – 2000 C.E. [IMAH6CC14]	25	75	100	5	5	
	History of Modern World From 1789 C.E to 1945 C.E [IMAH6CC15]	25	75	100	5	6	
	Human Rights [IMAH6CC16]	25	75	100	5	6	
	Elective Paper [IMAH6EC6]	25	75	100	5	5	
	Practical Paper: General Knowledge and Current Affairs [IMAH6GK6] (Self Study)	25	75	100	1	2	
<b>VII</b>	History of U.S.A. From Colonisation To 1945 C.E [IMAH7CC17]	25	75	100	5	6	26
	Environmental History [IMAH7CC18]	25	75	100	5	6	
	International Relations [IMAH7CC19]	25	75	100	5	6	
	Elective Paper [IMAH7EC7]	25	75	100	5	5	
	Elective Paper [IMAH7EC8]	25	75	100	5	5	
	Practical Paper: General Knowledge and Current Affairs [IMAH7GK7] (Self Study)	25	75	100	1	2	
<b>VIII</b>	History of Ideas [IMAH8CC20]	25	75	100	5	6	23
	Archives Keeping [IMAH8CC21]	25	75	100	5	6	
	Historiography [IMAH8CC22]	25	75	100	5	6	
	Elective Paper [IMAH8EC9]	25	75	100	5	5	
	Elective (Non-Major Based)	25	75	100	2	5	
	Practical Paper: General Knowledge and Current Affairs [IMAH8GK8] (Self Study)	25	75	100	1	2	

<b>IX</b>	Nationalism in Asia (Excluding India) [IMAH9CC23]	25	75	100	5	6	23
	Economic History of India, 1857-1947 [IMAH9CC24]	25	75	100	5	6	
	Elective Paper [IMAH9EC10]	25	75	100	5	6	
	Elective Paper [IMAH9EC11]	25	75	100	5	6	
	Elective (Non-Major Based)	25	75	100	2	3	
	Practical Paper: General Knowledge and Current Affairs [IMAH9GK9] (Self Study)	25	75	100	1	3	
<b>X</b>	General Essay [IMAH10CC25]	25	75	100	5	6	11
	Project	25	75	100	6		
Total		1400	4200	5600	230	276	230

### List of Elective Courses

Modern Political Systems  
 Tourism and Travel Management  
 India and Her Neighbours  
 Indian Constitution  
 Political History of Tamil Nadu, 1800-1947  
 Human Values and Ethics  
 Intellectual History of India and West  
 Contemporary India: Economic Development,  
 Resource Management and Cyber Security  
 Quantitative History - I  
 Quantitative History - II  
 Indian Epigraphy  
 Ancient World Civilizations (Excluding India)  
 History of Early Modern Europe, 1453-1789 C.E  
 History of Science and Technology  
 Human Resource Management

### Question Pattern

Written (University) Examination

#### Section – A

Five Questions out of Eight **5 x 3 = 15 marks**  
 Short notes type questions/Map Questions

#### Section - B

Essay type Questions with internal choice  
 (Questions in either / or Model) Choosing two  
 questions from each unit.  
 5 Questions to be asked **5x12 =60 Marks**

GK Self Study  
 Objective Type Questions **75x1=75 Marks**

**PROGRAMME TITLE:** M.A History (5 years Integrated Program)

**DESCRIPTION:** The course will be conducted under the Department of History, Bharathidasan University, Tiruchirappalli 620024, Tamil Nadu, India. It will be an intensive full time 5 years course, which will include classroom lectures, seminars, guest lectures, self study and projects.

**PROGRAMME FEATURES: Place of study:** The program will be conducted in Department of History, Bharathidasan University, Tiruchirappalli 620024, Tamil Nadu, India.

**Eligibility for Admission:** Students of all streams, who have passed the Higher Secondary Examination conducted by the Board of Secondary Education of Tamil Nadu or CBSE or an examination equivalent there of and who have obtained not less than 50% marks in all subjects, shall be eligible for enrollment for the M.A. History (5 years Integrated Program). Over all rank list is prepared based on the state government norms for admissions.

**Mode:** Full-time Regular program

**Pattern:** Semester, Choice Based Credit System

**Number of Seats:** The total intake shall be restricted to a maximum of 20 candidates.

#### **Mode of Selection**

There will be an Entrance Test of two hours duration to test the candidates' Aptitude, Writing Skill and General Knowledge. The selection will be based on the performance in the Entrance Test and the marks scored in Hr. Sec. Exam.

After preparing the merit list, selection will be made applying the communal reservation of the Government of Tamil Nadu.

#### **Course Structure**

There shall be a total of 56 courses (Including Language, Core Course General Knowledge & Non Major Elective) for the entire five year programme of study including a Project. The last date for submission of the dissertation report shall be 10th of April. A viva-voce for all the students will be conducted at the end of April. The detailed course structure is in the Annexure.

#### **Examination**

The academic year shall be divided into odd and even semesters and for each semester there shall be 90 working days. Examination for the odd semester shall be conducted in November/December and for even semester in April/May.

There shall be continuous internal assessment (CIA) the maximum marks for which shall be 25. In awarding marks for the CIA, attendance-05, seminars-05, assignments-05, test -10 shall be taken into consideration. The passing minimum in the CIA shall be 40% of the marks allotted for the CIA. Those candidates, who fail to secure the minimum passing marks in CIA, will be permitted to improve the same through private contact with the respective course teachers.

At the end of each semester, there shall be an End Semester Examination (ESE). The maximum marks for each paper shall be 75. The passing minimum shall be 40% of the marks allotted for the End Semester Examination. However, the aggregate passing minimum (i.e. CIA and ESE put together) shall be 50%.

## Question Pattern

### Written (University) Examination

#### Section – A

Five Questions out of Eight 5 x 3 = 15 marks

Short notes type questions/Map Questions

#### Section - B

Essay type Questions with internal choice (Questions in either / or Model) Choosing two questions from each unit.

5 Questions to be asked 5x12 =60 Marks

#### GK Self Study

Objective Type Questions 75x1=75 Marks

#### Viva-Voce

There shall be viva-voce exam for 200 marks at the end of the tenth semester.

### Requirements for Completion of a Semester

A candidate who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

- He / She secures not less than 75% of overall attendance in that semester taking into account the total number of periods in all courses put together attended by the candidate as against the total number of periods in all courses offered during that semester.

- However, a candidate who has secured attendance between 65% and 74% in the current semester (short fall due to medical reasons only) will not be permitted to appear for the regular examination of the current semester but will be allowed to proceed to the next semester on payment of a condonation fee prescribed by the University and they will be permitted to appear for the current semester examinations as arrears during the next semester University examinations.

- He / She earns a progress certificate from the Head of the Department for having satisfactorily completed all the courses pertaining to that semester, as prescribed from time to time.

- His / Her conduct is found to be satisfactory as certified by the Head of the Department.

**GRADING:** Once the marks of the CIA and end-semester examinations for each of the courses are available, they will be added. The marks, thus obtained will then be graded as per the scheme provided in Table 3. From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formulae (Equation-1)

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Equation-1

**Table 1**

**Grading of the Courses**

<b>Marks Range</b>	<b>Grade Point</b>	<b>Corresponding Grade</b>
90 and above	10	O
80 and above but below 90	9	A+
70 and above but below 80	8	A
60 and above but below 70	7	B+
50 and above but below 60	6	B
Below 50	N.A.	R.A.

**Table 2**

**Final Result**

<b>CGPA</b>	<b>Corresponding Grade</b>	<b>Classification of Final Results</b>
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
below 5.00	R.A.	Re-Appearence

## **Programme Specific Outcomes:**

- ✓ Original thinking is promoted
- ✓ Subject knowledge is enhanced
- ✓ The course contributed to the original thinking
- ✓ Trained to participate in discussions and debates
- ✓ Over all personal development achieved
- ✓ Skills acquired for competitive exams at national and regional levels
- ✓ Acquired the ability of original thinking
- ✓ Displays the ability of understanding historical events and processes



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**Course Code: 17P1TAM1**

**Semester-I**

**Course Credits:4**

**IKKALA ILAKKIYAM**

**Course Objective**

1. Ikkalat tamilkkavitai, cirukatai mutalanavarrai arimukappattuttal.
2. Putukkavitai, haiku kavita mutalana putiya ilakkiya vativankalai arimukappattuttal.
3. Tamil ilakkiyattin mitana irppai mikuvittal.

**Alaku – 1**

Bharathiyar	1. Centamilnatu	2. Putumaippen
Bharathidasan	1. Alaku	2. Tamilanukku vilcciyillai
Kavimani tecikavinayakam pillai		
	1. Cukatarakkummi	2. Tolilaliyin muraiyitu
Suratha	1. Kalappai	2. Poli utumpu

**Alaku - II**

Namakkal kavinar	1. Tamil valka	2. Tarunam ituve	
Kavi kamu serip	1. Tamile!	2. Nilave col	3. Ariya muyal
Kannatacan	1. Anupavam	2. Natpu	
Vanitacan	1. Valka ilampariti	2. Uyir vattum kalam	

**Alaku – III**

**Nattuppura ppatakkal**

**Putukkavitaikal**

1. Talattup patal
2. Tolil patal
3. Opparip patal
1. Aptul rakuman - verri
2. Aranka mallika - akkulukku alla itaittuntu
3. Arivumati - natpukkalam
4. Antal piriyaarsini - nilaccoru
5. Irotu tamilanpan - maraikka itam tetum manam
6. Cirpi - otu otu cankili
7. Tamarai - tirppu
8. Mira - talaikunivu
9. Metta.Mu - veliccam veliye illai
10. Vairamuttu - ruci

**Aikku kavitaikal**

1. Amutaparati
2. Arimati ilampariti
3. Arimati tennakan
4. Anpatavan
5. Iracan.E.Mu.
6. Uyirveli ala
7. Karmukil
8. Centamilan
9. Putuvai ilavenil
10. Putuvai tamil nencan

## **Alaku - IV**

### **Cirukatai**

1. Kaivannam...(Terntetukkappatta cirukataikal)  
tokuppaciriyar munaivar tanka. Sentilkumar  
ayya nilaiyam, katavu en, 1603, arokkiya nakar,  
aintam teru,E.B. Kalani, nancikkottaic calai, tancavur - 613 006  
vilai ru.70/-

### **Urainatai**

1. Cintanaiccutar peraciriyar pi.Viruttacalam  
tenkaverip patippakam  
9, kanakacapai nakar, maruttuvak kalluric calai  
tancavur - 613 007 vilai ru.50/-

## **Alaku - V**

### **Ilakkiya varalaru**

- |                    |                 |
|--------------------|-----------------|
| 1. Marapuk kavitai | 2. Putukkavitai |
| 3. Urainatai       | 4. Cirukatai    |

### **Manappatap Pakuti**

#### **Bharathiyar kavitaikal**

- |                                      |           |            |
|--------------------------------------|-----------|------------|
| 1. Putiya atticuti paramporul valttu | 2. Tamil  | 3. Ketpana |
| 4. Parata janankalin tarkalanilai    | 5. Ventum |            |

#### **Bharathidasan kavitaikal**

- |                   |   |           |
|-------------------|---|-----------|
| 1. Tamil valarcci | 2. Inpat tamil                                      | 3. Tenral |
| 4. Centamarai     | 5. Valluvar valankiya muttukkal inaiya mukavarikal: |           |

Websites:

1. [www.tamilvu.org](http://www.tamilvu.org)
2. [www.sirukathaigal.com](http://www.sirukathaigal.com)
3. [www.noolulagam.com](http://www.noolulagam.com)
4. [www.katuraitamilblogspot.com](http://www.katuraitamilblogspot.com)

#### **Course outcome:**

1. Tamil ilakkiyattin mitana arvam mikukiratu.
2. Putiya ilakkiya vativankalai arivar.
3. Cirukatai, kavitai eluta muyalvar.

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**Course Code: ENGI101**

**Semester-I**

**Course Credits: 4**

**ENGLISH FOR EFFECTIVE COMMUNICATION**

**Objectives**

To expose learners to various styles of prose writing and different ways of narrations

To equip learners with the basics of English grammar

To help learners develop their writing skills

**Module 1 (Prose)**

Francis Bacon

- "Of Studies"

A. G. Gardiner

- "Fellow Traveller"

G. B. Shaw

- "How I Became a Public Speaker"

**Module 2 (Short Story)**

R. K. Narayan

- "An Astrologer's Day"

Ruskin Bond

- "The Thief"

Katherine Mansfield

- "A Cup of Tea"

**Module 3**

Parts of Speech

Forms of 'Be': Negative and Positive; Question tags

Tense – Past, Present and Future – Perfect, Continuous, Perfect Continuous –

Verbs: Transitive and Intransitive; Active and Passive, Modals and Phrasal verbs

**Module 4**

Sentences and Clauses: Adverbial and Conditional Clauses; Reported Speech

Using Conjunction and Connectives, Writing letters, Paragraphs and Essays

**Textbook:**

Krishnaswamy, N. *Modern English: A Book of Grammar Usage and Composition*.  
Macmillon India Ltd, 2009. Print. (Module III & IV)

**Reference:**

*Honey Dew: An Anthology of Prose, Poetry and One-act Plays*. 2014 ed. Hyderabad:  
Orient BlackSwan, 2014. Print.

"How I Became a Public Speaker." *The Best Words*. Hyderabad: Orient  
BlackSwan, 2015. 94-101. Print.

Joshi, L.M, ed. *Masters of English Prose: From Bacon to Beerbohm*.  
New Delhi: Orient BlackSwan, 2014. Print.

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**Course Code: IMAH1CC1**

**Semester-I**

**Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

**I** Sources: sources: Exploration, excavation, epigraphy, numismatics,

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

**III** Mauryan Empire: Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra; Ashoka; Concept of Dharma; Edicts; Polity, Administration; Economy; Art, architecture and sculpture; External

contacts; Religion; Spread of religion; Literature. Disintegration of the empire; Sungas and Kanvas.

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

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

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

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

**References:**

- Adhya, G.L., *Early Indian Economics* (Kolkata, Asia Publishing House, 1960).  
Allchin, B. and Allchin, F.R., *Rise of Civilization in India and Pakistan* (Delhi, Select Book Service Syndicate, 1983).  
....., *Origins of a Civilization* (Delhi, Viking, 1997).  
Basham, A.L., *The Wonder That Was India*. (Mumbai, Rupa, 1971).  
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).  
Gupta, P.L, *Coins: India, the Land and People* (New Delhi, NBT, 1969).  
Harle, J.C, *Art and Architecture of the Indian Subcontinent* (Harmondsworth, Penguin, 1986).  
Hirianna, M., *Essentials of Indian Philosophy* (Delhi, Motilal Banarsidass, 1995).  
Jha, D.N. and Shrimali K.M., *Prachin Bharat Ka Ithibas* (Delhi, Hindi Directorate, 1990).  
Krishna Deva, *Temples of North India* (Delhi, NBT, 1969).  
Kuike, H, and D. Rothermund, *History of India* (London, Routledge,1998).

- Majumdar, R.C. et al.. *History and-Culture of the Indian People, Vols II, III, IV and V* (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
- Munshi, V.K.M. and R.R. Diwakar, *Bharatiya Vidya Bhavan Series - Indian Inheritance, 3 vols* (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
- Nilkanta Sastri, K.A., *A History of South India from pre-historic times to the fall of Vijaynagar* (Chennai, OUP, 1983).
- 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).
- Stein, Burton, *Peasant State and Society in Medieval South India*.(Delhi, OUP, 1980).
- 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).

**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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**Course Code: IMAH1CC2**

**Semester-I**

**Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

**II** Cultural Traditions in India, 750-1200:  
- Philosophy: Sankaracharya and Vedanta, Ramanuja and Vishishtadvaita, Madhva and Brahma-Mimansa  
- Religion: Forms and features of religion, Tamil devotional cult, growth of Bhakti, Islam and its arrival in India, Sufism  
- Literature: Literature in Sanskrit, growth of Tamil literature, literature in the newly developing languages, Kalhan's Rajtarangini, Alberuni's India  
- Art and Architecture: Temple architecture, sculpture, painting

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

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

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

## 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)
- 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).
- Stein, Burton, *Peasant State and Society in Medieval South India* (Delhi, OUP, 1980)
- Tripathi, R.P., *Rise and Fall of the Mughal Empire* (Allahabad, Central Book Depot, 1963).



**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: IMAH1EC1                      Semester-I                      Course Credits:4**

**Modern Political Systems**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To analyze the salient features of Britain, France, USA, Switerland, China and Japanese Constitutions.
- To study the origin of State and its types.
- Discuss the nature of federalism

**Unit-I                      Britain**

Salient Features- Limited Monarchy - Executive- Legislature- Judiciary – Party System- Local Government.

**Unit-II                      America and France**

Salient features – Federalism-Executive – Legislature – Judiciary –Party system- Pressure Groups – Local Government.

**Unit-III                      Switzerland**

Switzerland and South Africa: Salient features – Executive- Legislature- Judiciary-Local Government and Party System-Instruments of Direct Democracy – Local Government.

**Unit-IV                      China**

Salient features – Federalism – Executive – Legislature – Judiciary – Party System – Local Government.

**Unit – V                      Japan**

Salient Features – Fundamental rights – Executive – Legislature – Judiciary – Party system – Pressure Groups – Local Government.

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

Constitution as documents rights- Challenges towards democracy – Theory of separation of Power – role of political parties in modern democracy.

**References:**

- J.C. Johari, Comparative Politics, New Delhi, Sterling Publishers Pvt. Ltd.,2003  
Anup Chand Kapur and K.K. Misra, Select Constitutions , New Delhi, S. Chand & company Ltd. 2002

Pathi. S. and Amareswar Mishra , Major Constitution, New Delhi, Dominant Publisher & Distribution, 2004  
Samirendran Ray, Modern Comparative Politics Approaches Methods and Issues ,PHI, 2008.  
Ronald Chilkote, Comparative Government & Politics, 2008.  
Jayapalan, N. Comparative Government, New Delhi, Atlantic Publishers, 2005.  
Rod Hague & Mantin Hannop, Comparative Government & Politics: An Introduction, Palgrave Publisher, 2003.  
U.N. Gupta, Select World Constitution, New Delhi, Atlantic, 2009.

**Course outcome:**

- Assess the significance of democracy
- Enumerate the Constitution of various countries
- Assess the relationship between executive, judiciary and legislature
- Assess the significance of federalism as part of parliamentary democracy
- Analyse the Presidential form of government
- Discuss the plural Executive

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**Course Code: 17P1TAM2**

**Semester-II**

**Course Credits:4**

**ITAIKKALA ILAKKIYAMUM PUTINAMUM**

**Course Objective**

1. Camaya ilakkiyat torrattirkana varalarrup pinpulattai arivittal
2. Tamil caiva, vainava ilakkiyankalai arimukappattuttal
3. Tamil moliyin cem'molippunpukalai ariyac ceystal
4. Tamil cirrilakkiyankalin ilakkiyac cirappaik karpittal

**Alaku -I**

Panniru tirumuraikal  
ankamalai

1. Tirunavukkaracar tevaram - tiruppunturutti tiru
2. Cuntarar tevaram - tiruvaiyarrup patikam
3. Manikkavacakar tiruvacakam - civapuranam
4. Tirumular tirumantiram - ilamai nilaiyamai

**Alaku - II**

Nalayira tivviyap pirapantam

1. Periyalvar tirumoli - narray pulampal
2. Tontaratippotiyalvar tirumalai
3. Tiruppanalvar - amalan atipiran
4. Maturakaviyalvar – kanninunciruttampu

**Alaku - III**

a) muttukumaracuvami pillaittamil: 2 Patalkal

1. Cenkiraip paruvam - patal 8 - 'viralcuvai untu'
2. Ampulip paruvam - patal 6 - 'oliyata puvanattu'

b) nantikkalampakam: 5 Patalkal

1. Vatai noka
2. Urai varampu
3. Mayilkantal
4. Culivan
5. Kolak koti

c) tamilvitututu: 17 Mutal 16 varai - 30 kannikal

d) kurralak kuravanci: Kuratti malaivalam kural - 3 patalkal

1. Vanarankal
2. Mulanku
3. Atum iravu

e) kalinkattup parani - kalam patiyatu - 4 patalkal

1. Atal
2. Nerunku
3. Vaymatittu
4. Taraimakalum

f) tanippatakkal: 5 Patalkal

1. Kalamekap pulavar - 3 patalkal: 1. Kattukatal 2. Punakki 3. Panpu
2. Olavaiyar - 1 patal: Matiyatar murrum
3. Palapattataic cokkanatap pulavar - 1 patal: Patikkacup pulavar patal cirappu

#### **Alaku - IV**

##### **Putinam**

1. Attankarai oram - ve.Iraiyampu, I.A.S  
New Century Book House p.LtD  
41 B Sitco Industry  
Ambathut, Chennai -600 098

#### **Alaku - V**

##### **i) tamilc cemmoli varalaru**

moli vilakkam - molik kutumpankal - ulakac cem'molikal - intiyac cem'molikal - cem'molit takutikal - varaiyaraikal - valum tamilc cem'moli - tamilin tonmai - tamilin cirappukal - tamilc cem'moli nulkal - paritimar kalainar avarkal mutal palveru arinarkal amaippukal - niruvanankal - iyakkankal akiyavarrin totar muyarcikal - arapporattankal - tamilc cem'moli arinterpu.

##### **ii) molipeyarppiyal**

##### **parvai nulkal:**

1. Ulakaccevviyal molikalin varicaiyil tamil - va.Ce.Kulantaicami
2. Cem'molikal varicaiyil tamil - ji.Jan camuvel
3. Cem'moli - ullum puramum, manavai mustapa"ariviyal tamil arakkattalai"Chennai.
4. Calini ilantiraiyan, tamil cem'moli avanam, manivacakar patippakam, cennai.
5. Tamilc cem'moli varalaru, munaivar mu.Catikpatca, raja paplikesans,Tirucci.23

##### **Websites**

1. [www.tamilheritage.org](http://www.tamilheritage.org)
2. [www.thehistoryofsrivaishnavam.weebly.com](http://www.thehistoryofsrivaishnavam.weebly.com)
3. [www.sivasiva.dk](http://www.sivasiva.dk)
4. [www.shaiyam.org](http://www.shaiyam.org)
5. [www.periyapuraana.iminhinduism.blogspot.com](http://www.periyapuraana.iminhinduism.blogspot.com)
6. [www.thevaraim.org](http://www.thevaraim.org)
7. [www.ta.wikipedia.org/wiki/](http://www.ta.wikipedia.org/wiki/)

##### **Course outcome**

1. Tamilp pakti ilakkiyankal parri arivar
2. Nayanmar, alvarkalin paktiyil vilainta kaviccuvai unarvar
3. Cirrilakkiyankalin ilakkiyac cuvaiyaiyum kattamaippaiyum arivar
4. Mamilmoli, cemmoli enpataiyum atan panpukalaiyum arivar

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**Course Code:ENGI202**

**Semester-II**

**Course Credits:4**

**ENGLISH FOR PROFICIENCY DEVELOPMENT**

**Objectives:**

- To enable learners to understand different styles of prose writing and narratives
- To equip learners with grammar towards proficiency development
- To make learners develop their analytical reading skills

**Module 1(Prose)**

- Swami Vivekananda - "Address at the Parliament of the World's Religions"
- Leo Tolstoy - "Three Hermits"
- Oliver Goldsmith - "The Man in Black"

**Module 2 (Short Story)**

- H. G. Wells - "The Story of the Inexperienced Ghost"
- R. K. Laxman - "The Gold Frame"
- Chinua Achebe - "Marriage is a Private Affair"

**Module 3**

Articles and Determiners, Pronouns and its various types, Prepositions, Adjectives and Adverbs, Word Order, Conjunction and Clauses

**Module 4**

Tense - Present, Past, Present Perfect  
Question tags using Modals and "wh" words  
Passive, Verb forms, Future, Modals, Imperatives, There and It, Auxiliary Verbs, Questions, Reported Speech

**Textbook:**

Murphy, Raymond. *Essential English Grammar: A Self-Study Reference and Practice Book for South Asian Students of English with Answer*. Cambridge: Cambridge UP, 2002. Print. (Module III & IV)

**Reference:**

*Honey Dew: An Anthology of Prose, Poetry and One-act Plays*. 2014 ed. Hyderabad: Orient BlackSwan, 2014. Print.

Joshi,L.M, ed. *Masters of English Prose: From Bacon to Beerbohm*. New Delhi: Orient BlackSwan, 2014. Print.

"Marriage is a Private Affair." *Exploring English*. 3rd ed. Hyderabad: Orient BlackSwan, 2011. 59-68. Print.

*The Best Words*. Hyderabad: Orient BlackSwan, 2015. 94-101. Print.

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**Course Code: IMAH2CC3**

**Semester-II**

**Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

## References:

- Beach, Milo Cleveland, *Mughal and Rajput Paintings*, New Cambridge History of India. 1.3 (Delhi, Foundation Books, 1992).
- 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).

## 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: IMAH2CC4**

**Semester-II**

**Course Credits:5**

**British Administration in India, 1757 C.E. – 1857 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

**I** Administration and domestic policy of : Robert Clive - Warren Hastings - Lord Cornwallis - Lord Wellesley - Lord William Bentinck - Lord Dalhousie - Lord Canning.

**II** British government and its control over Indian administration - central, provincial Relations - Princely States - governing foreign relations.

**III** Constitutional Developments till 1857: Regulating Act (1773) - Pitt's India Act (1784) - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) - Charter Act (1853).

**IV** East India Company: Administrative Policies till 1857 - Judicial Organisation - Social Reform - Spread of Modern Education.

**V** Economic Policies of British till 1857 - Economic Drain in India - Industry: Domestic and craft industry;– Land Revenue Settlements - Irrigation - Famines in India and Development of Famine Policy.

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

British and the Administrative Modernity-reinterpretation of 18<sup>th</sup> century-impact of 19<sup>th</sup> century social reforms on contemporary India-lessons from famine policy of British-Modern education and the emergence modern society

## References:

- Bayly, C.A., *Indian Society and the making of the British Empire* (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).
- Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).
- 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).

## 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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**Course Code: IMAH2EC2**

**Semester-II**

**Course Credits:5**

**Tourism and Travel Management**

**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 - Introduction to Tourism Management: Components of Tourism, Geographic Components of Tourism, Motivation for Travel, Elements of Tourism; Principles of Tourism, Investigating leisure & Tourism.
- 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 Triology, 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).

## Course outcome:

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

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**Course Code: 17P1TAM3**

**SEMESTER III**

**Course Credits:4**

**KAPPIYAMUM NATAKAMUM**

**Course objective**

1. Tamilk kappiyankalai arimukappattuttal.
2. Kappiyankal kurum valviyal arankalai unarttatal.
3. Kappiya ilakkiyankalin ilakkiyac cuvaiyaip payirruvittal.
4. Nataka ilakkiyattin tanittuvattaik karpittal.
5. Kalantorum nataka ilakkiyam tanta camukap pankalippai unarttatal.

**Alaku - I**

1. Cilappatikaram - ataikkalak katai
2. Manimekalai- ciraikkottam arakkottamakkiya katai
3. Civaka cintamani-vimalaiyar ilampakam

**Alaku – II**

4. Kamparamayanam - kukap patalam
5. Villiparatam - ulukan tutuc carukkam

**Alaku - III**

6. Periya puranam - tirunalaippoovar nayanar puranam
7. Cirappuranam - ittankulai varavalaitta patalam
8. Tempavani - nir varam atainta patalam

**Alaku - IV**

**Natakam:** Capam?... Vimocanam  
mu.Iramacuvami, cenpakam ramacuvami pavai pirintars (pi) lit,  
janijankan calai, cennai.14 Alaipeci: 94425 88495, 94437 78719

**Alaku – V**

**Ilakkiya varalaru:**

Pakti ilakkiyankal  
cirrilakkiyankal  
irattaik kappiyankal  
kappiyankal  
nataka ilakkiyam

**Course outcome**

1. Kappiya ilakkiyattin cirappukalai arivar.
2. Kappiyak kataikalvali araccintanai peruvar.
3. Palveru kappiya vativankalaip parriya arivu peruvar.
4. Natakam pataippakkattirkana tuntutalaip peruvar.
5. Tamilc camuka valarcciyotu natakakkalai totarntu varum tanmaiyaai unarvar.

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**Course Code: ENGI303**

**SEMESTER III**

**Course Credits:4**

**ENGLISH FOR PRACTICE**

**Objectives:**

- To help learners enhance their interpretative skills
- To enable learners to put the language skills into practice

**Module 1**

- R. K. Narayan                   – *Swami and Friends*  
Charles Dickens               – *A Tale of Two Cities*

**Module 2**

Expressions of Introduction, Apologizing, Advising, Asking Directions, Giving Instructions, Agreeing and Disagreeing and Recommendations

**Module 3**

Auxiliary verb, -ing and Infinitive, Articles, Nouns, Pronouns, Determiners, Relative Clauses Adverbs, Adjectives, Conjunctions, Prepositions, Phrasal Verbs, Writing Business letter – Letter of Quotation and Invitation, Essay Writing

**Module 4**

Present Continuous, Present Simple, Past Simple, Past Continuous, Present Perfect and Past Perfect, Past Perfect Continuous, Future, Modals, Conditionals and Wish, Passive, Reported Speech, Question

**Textbooks:**

Murphy, Raymond. *Intermediate English Grammar: Reference and Practice for South Asian Students with Answer*. Cambridge: Cambridge UP, 1994. Print. (Module III & IV)

Taylor, Grant. *English Conversation Practice*. New Delhi: Tata McGraw-Hill, 2004. Print. (Module II)

**Reference:**

Pillai, G. Radhakrishna and K.Rajeevan. *Spoken English for You Level 1*. New Delhi: Emerald Publishers, 2008. Print.

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**Course Code: IMAH3CC5**

**SEMESTER III**

**Course Credits:5**

**British Administration in India, 1857 C.E. – 1947 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

## References:

- Arnold, David and Ramachandra Guha (eds.), *Nature, Culture, Imperialism: Essays on the environmental history of South Asia* (Delhi, OUP, 1995).
- Bayly, C.A., *Indian Society and the making of the British Empire* (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).
- Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).
- Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 1981).
- ....., *Rise and Growth of Economic Nationalism in India* (Delhi, PPH, 1966).
- Chakravarty, Suhash, *The Raj Syndrome: A Study in imperial Perception* (Delhi, Penguin Overseas, 1991).
- Tapan Raychaudhuri and Irfan Habib (eds.) *Cambridge Economic History of India, Vol.1* (Delhi, S. Chand, 1984).
- Desai, A.R., *Peasant Struggles in India* (Delhi, OUP, 1979).
- 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).
- 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).

## Course outcome:

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



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**Course Code: IMAH3CC6      SEMESTER III      Course Credits:5**

**Colonialism and Resistance to Colonial Rule in India, 1757 C.E. – 1858 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

- I** Nature of colonialism– Upsurge in the South: Poligari Uprisings- Vellore Mutiny.
- II** Mysore Under Haider Ali and Tipu Sultan: The First Anglo-Mysore war, 1767-69 The Second Anglo-Mysore War, 1780-84 The Third Anglo-Mysore War, 1790-92 The Fourth Anglo-Mysore War, 1799 - Anglo-Maratha Struggle for Supremacy: The First Anglo-Maratha War, 1775-82 The Second Anglo-Maratha War, 1803-1805 The Treaty of Bassein, 31 December 1802 The Third Anglo-Maratha War, 1817-1818.
- III** Ranjit Singh and aftermath in Punjab The Punjab Politics after 1839 - The First Anglo-Sikh War, 1845-46 -The Second Anglo-Sikh War, 1848-49 The Annexation of the Punjab.
- IV** Revolt of 1857: causes; course; nature; and results – repercussions in the South.
- V** Revolts in Bengal and Eastern India - Peasant movements and tribal uprisings in the 18<sup>th</sup> and 19<sup>th</sup> centuries including the Rangpur Dhing (1783), Kol Rebellion (1832), Santal Hul (1855).
- VI** **(Advance topics not for final examination)**  
Revolutionary heroism as an inspiration for nationalism and regionalism in contemporary times-regional anti-British conflicts as nationalism-invocation

regional kings for political and social identities-revisiting subaltern movement to draw inspiration for present struggles

**References:**

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

**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: IMAH3EC3      SEMESTER III      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 appries 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:**

- Frankel Joseph. (1993), International Relations in a Changing World, Oxford, Delhi.  
Gupta M.G.(1986) Foreign Policies of Major World Powers, Agra.  
Rao K.R. (1995) India, United States and Pakistan: A Triangular Relationship Bombay.

Roy A.C.(1987)International Relations Since 1919, Calcutta.  
Kovalenko, I (ed) (1988) The Non-Aligned Movement, Progressive Publishers, Moscow.  
Deutsch, Karl.W. (1988), The Analysis of International Relations , New Delhi.  
Patra , Saral (1979) Indian Ocean and Great Powers, New Delhi.  
Huq, Muhammad Shamsul(1987)International Politics-A Third World Perspective ,Bangalore.

Crowley, D.W. (1974)The Background to Current Affairs, Macmillan, Madras.  
Hussain, T.Karki (1977), Sino Indian Conflict and International Politics in the Indian Sub-Continent, Haryana.  
Agwani, M.S.(1983) South Asia, Stability &Regional Co-operation, Currid.  
Gupta. Bhabani Sen (1988)The fulcrum of Asia,Relations Among China, India, Pakistan and the U.S.S.R.Delhi.  
Mishra, Hamod K.(1986) South Asia in International Politics. Delhi.  
Mathur, P.C. (1985) Government & Politics in South Asia, Vo.I, Jaipur.  
Mathur, P.C (1986) Government & Politics in South Asia-Vo.II, Jaipur.  
Shrivastava, K.M. (1984) Non-Aligned Movement,New Delhi and Beyond,New Delhi.  
Jaitly, Anam (1986) International politics, Major Contemporary Trends and Issues, New Delhi  
Melkote, Rama S. and . Narasimha Rao, International Relations, New Delhi.  
Boasson,C.H.(1963) Approaches to the Study of International Relations. Van. Gorcum .  
Fleming, D. Frank. (1961) The Cold War and its Origins, 1917-1960, Allen and Unwin.  
Fox, W. T. R. (e.d). (1959) Theoretical Aspects of International Relations.University of Notre Dame Press,  
Her, John.H. (1959) International Politics in the Atomic Age. Columbia University Press.  
Hoffmann, S. (e.d) (1960) Contemporary Theory in International Relations. Prentice-Hall.  
Kaplan, M. (e.d) (1963) The Revolution in World Politics. Wiley.  
McLellan,T.S, W.C.Olson and F.A.Sondermann (eds.) (1960) The Theory and Practice of International Relations. Prentice-Hall.  
Rosnau, G.N.(ed) (1961) International Politics and Foreign Policy. Free Press.

**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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**Course Code: 17P1TAM4**

**SEMESTER IV**

**Course Credits:4**

**PANTAIYA ILAKKIYAM**

**Course objective**

1. Palantamil ilakkiya valattai unarttatal.
2. Canka aka, pura patal marapukalaip payirruvittal.
3. Pura ilakkiyankal kattum valviyal arankalai unarttatal.

**Alaku - I**

**1. Kuruntokai**

1. 'Villon' enat totankum patal (pa.E. 07)
2. 'Akavan' enat totankum patal (pa.E. 23)
3. 'Kan' enat totankum patal (pa.E. 38)
4. 'Talaippunai' enat totankum patal (pa.E. 222)
5. 'Palum' enat totankum patal (pa.E. 396)

**2. Narrinai**

1. 'Ninracollar' enat totankum patal (pa.E. 01)
2. 'Tatamaruppu' enat totankum patal (pa.E. 120).

**3. Ainkurunuru**

1. Palaittinai - talaiivi iranku pattu (331 mutal 340 varai) - 10 patalkal

**Alaku - II**

**4. Kalittokai**

1. Kurincikkali  
'cutartoti?' enat totankum patal (pa.E. 15)
2. Neytarkali  
'mamalar' enat totankum patal (pa.E. 16)

**5. Cirupanarruppatai**

1. Cirupanarruppatai muluvatum



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**Course Code: ENGI404**

**SEMESTER IV**

**Course Credits : 4**

**ENGLISH FOR PROFESSIONAL COMMUNICATION**

**Objectives**

To help learners to strengthen their communication skills

To make learners improve their writing skills for their career development

**Module 1**

Communication – Types of Communication- Importance of Communication- Verbal and Non-Verbal Communication – Barriers of Communication – Group Communication – Presentation Skills-Interview Skills-Group Discussion

**Module 2**

Writing Reports, Resume, Proposals, e-mails

**Module 3**

Nouns and Compounds, Articles, Determiners and Quantifiers, Relative Clauses and other types of clause, Pronoun, Substitution and Leaving out words, Adjectives, Adverbs and Conjunction, Prepositions, Organizing Information

**Module 4**

Tenses, Modals – Be, have, do, make- Passives, Questions, Verb, Infinitives, -ing forms, Reporting

**Textbooks:**

Hewings, Martin. *Advanced English Grammar: A Self Study Reference and Practice Book for Advanced South Asian Students with Answers.*

New Delhi: Cambridge UP, 1999. Print. (Module III & IV)

Raman, Meenakshi and Sangeeta Sharma. *Technical Communication: Principles and Practice.* Oxford UP. New Delhi, 2011. Print. (Module I & II)

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**Course Code: IMAH4CC7      SEMESTER IV      Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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



## References:

- Hall, Kenneth.R. *Trade and Statecraft in the Age of the Cholas*. New Delhi:1980.
- Mahalingam, T.V. *Economic Life in the Vijayanagar Empire*. Madras. Madras Uni.,1951.
- , *South Indian Polity*. Madras . Uni., of Madras,1967.
- , *Kanchipuram in Early south Indian history*. Madras:Asia Publ.,1969.
- Meenakshi, C. *Administration and social life under the Pallavas*. Madras:Madras Uni.,1977.
- Nilakanta Sastri, K.A. *Social History of South India*. Madras:OUP,1980.
- , *The Cholas*. Madras: Madras Uni.,1978.
- Pillay, K.K. *Social History of the Tamils*. Madras:Madras Uni.,1975.
- Sathyanatha Aiyar, R. *History of the Nayaks of Madura*. Madras:OUP,1924.
- Shanmugam, P. *The Revenue System Under the Cholas*. Madras: New Era,1988. Srinivasa Iyengar, P.T. *History of Tamils*. Madras: C.Coomaraswamy and Sons,1929.
- Srinivasan, K.R. *Temples of South India*. New Delhi: NBT,1995. Rew.Edi.
- Subbarayalu, Y. *Political Geography of the Chola country*. Madras:Tamil Nadu State Department of Archaeology,1973.
- Subramanian.N. *Sangam Polity*. Madras:Asia Publ.House,1966.
- Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi:OUP,1994.
- Zvelebil, Kamil. *The Smile of Murugan*. Leiden:E.J.Brill,1973.

## Course outcome:

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

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**Course Code: IMAH4CC8      SEMESTER IV      Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

## References:

- Baker,Johnson, Seal.(eds.) *Power, Profit and Politics: Essays on Imperialism, Nationalism and Change in 20th Century India*, Cambridge,1981.
- Bamford,P.C. *Histories of the Non-Co-Operation and Khilafat Movement*. New delhi:Deep, 1974.Reprint.
- Brown Judith. *Gandhi's Rise to Power Indian Politics 1915-1922*. Cambridge, 1972.
- 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.
- Sumit,Sarkar. *Modern India 1885-1947*. Delhi: Macmillan,1983.
- Tomilson, B.R. *The Indian National Congress and the Raj 1929-1942*. London:Macmillan,1976.

## Course outcome:

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

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**Course Code: IMAH4EC4**

**SEMESTER IV**

**Course Credits:5**

## **Indian Constitution**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

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

**I** The Making of India's Constitution and its Sources - Basic Features of India's Constitution.

**II** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.

**III** Union Government: President, Parliament, Cabinet and Prime Minister

**IV** The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.

**V** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.

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

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

### **References:**

G. Austin, *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.

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.

### **Course outcome:**

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

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**Course Code: IMAH5CC9**

**SEMESTER V**

**Course Credits:5**

**Gandhi and Mass Nationalism, 1917 C.E. – 1947 C.E.**

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

**References:**

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- Jalal, Ayesha, *Sole Spokesman: Jinnah, The Muslim League and the Demand for Pakistan* (Delhi, Orient Longman, 1985).
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- Ravinder Kumar (ed), *Rowlatt Satyagraha of 1919. Essays on Gandhian Politics* (Oxford, 1971).
- Sarkar, Sumit, *Modern India, 1885-1947* (Delhi, Macmillan, 1985).
- Seal., Anil, *The Emergence of Indian Nationalism* (Cambridge University Press, 1971).

Course outcome:

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

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**Course Code: IMAH5CC10                      SEMESTER V                      Course Credits:5**

**History of Contemporary 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- Planning Commission.
- 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, 1964-69 - The Indira Gandhi Years, 1969-73 - The J.P. Movement and the Emergency: Indian Democracy Tested - The Janata Interregnum and Indira Gandhi's Second Coming, 1980-84.
- V**     Indian Economy, 1947-1965: The Nehruvian Legacy - Indian Economy, 1965-1984 - Land Reforms: Zamindari Abolition and Tenancy Reforms - Ceiling 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

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- 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.
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- 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: IMAH5CC11          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 Coromandel Coast*. Sydney: Oxford
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- 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 essence of the Royatwari system
- Assess the importance of the new industrial economy
- Understand the significance of the non-Brahmin movement
- Asses the impact of self-respect movement in Tamil Nadu
- Highlight the role of M.C. Raja and Ayothithass in the emancipation of depressed classes
- Understand the role of Bharathidasan's literary works on the society
- Highlight social and caste tensions in Tamil Society
- Assess the impact of linguistic separatist movement on Tamil Nadu

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**Course Code: IMAH5CC12      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 – Eurocentric and Anti - Eurocentric.

**II**    Ancient and Medieval Science and Technology: Medicine: Ayurveda and Unani - Astrology – Mathematics and Military Technology.

**III**    Colonial and Modern: Colonial Science and Technology Policy - Science and Technology transfer – Institutionalization - Industrialization.

**IV**    Indian response: Bengal Renaissance – Regional Contributors – Swadeshi Science and Technology.

**V**    Post - Colonial Science and Technology: Big Vs Small debate - Science and Technology in Nehru Era– 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  
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Asis Nandy, Science, Hegemony and Violence: A Requiem for Modernity, Oxford University Press, New Delhi 1999.  
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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

**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: IMAH5EC5**

**SEMESTER V**

**Course Credits:5**

**Political History of Tamil Nadu, 1800-1947**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

**Unit I**

Sources:archival- institutional papers -Private papers-literature-folklore- newspapers and journalals.

**Unit II**

Early Challenges to British rule in Tamil Nadu: Poligar Conflict – Vellore Mutiny – South India and the Great Rebellion of 1857 – Early Modern Nationalist Movement in Tamil Nadu – Madras Mahajana Sabha – Madras Provincial Conference.

**Unit III**

Role of Tamil Nadu during the freedom struggle,1885-1919: First Phase of the Congress, 1885-1905 – Impact of Partition of Bengal- Swadeshi Movement- Swadeshi Steam Navigation Company – Bharathi – V.O.Chidamparam Pillai – Subramania Siva- Home Rule Movement and its impact.

**Unit IV**

Rise of Dravidian Movements: South Indian Liberal Federation – Justice Party – Dravida Kalagam.

**Unit V**

Role of Tamil Nadu during the freedom struggle,1919-1947: Non Co-operation Movement – Simon Commission – Civil Dis-obedience Movement – Trichy to Vedaranyam salt satyagraha- 1935 Act – Formation of Congress Government, 1937 – Quit India Movement – Independence.

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

The emergence of modern Tamil society-understanding regional contribution to nationalism and its significance-New ideological, social and political formations- debates on the impact of new ideologies on contemporary Tamil society

### References:

- Arnald, David, Police Power  
Arasarathinam, R. Trade in Coramandel Coast. Sydney:Oxford  
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Pillay, K.K.,(1975) Social History of the Tamils.Uniersity of Madras, Madras.  
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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.  
Sundaralingam R. (1974) Politics and Nationalists Awakending in South India 1852-1891, Tucson, University of Arizona Press . Arizona. Siverberg, J. (ed). (1968)  
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.

### Course outcome

- Assess the significance of Vellore Munity
- Understand the significance of Madras Mahajana Sabha
- Assess the impact of Poligar conflict on the growth of nationalism in Tamil Nadu
- Highlight the role of V.O. Chidambaram Pillai
- Assess the role of Vedaranyan Salt Satyagraha in the civil disobedience movement
- Understand the role of Justice Party in the development of regional politics
- Assess the significance of non-Brahmin movement
- Assess the impact of anti-hindi agitation

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**Course Code: IMAH6CC13**

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

## 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: IMAH6CC14**

**SEMESTER VI**

**Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

## References:

- Nambi Aroran, Tamil Renaissance and Dravidian Nationalism. Aruna, Alladi : *Kamarajar Ore Vazhikati*, (In Tamil), Madhivanan Publications Pvt Ltd, Chennai,2002.
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- Devanandan, P.D : *The Dravida Kazhagam*, A Revolt against Brahmanism, Christian Institute for the study of Religion and Society, 1960.
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- 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*.Uniersity of Madras,Madras.
- Rajaraman,P. *The Justice Party*. Madras,1985.
- Sundaralingam R. (1974)*Politics and Nationalists Awakending in South India 1852-1891*, Tucson, University of Arizona Press . Arizona. Siverberg, J. (ed).
- The Political Career of Ramaswami Naicker. Madras.
- Washbrook, D.A. *The emergence of Provincial Politics: The Madras Presidency 1870-1920*. New Delhi.

## Course outcome:

- Understand the role of telugu separate state movement in the formation of the linguistic states
- Assess the contribution of C. Rajagopalachari to Tamil nadu
- Assess the significance of anti-Hindi movement
- Understand the significance of formation of regional political parties
- Assess the significance of Mid-day meal
- Highlight the role of information technology in economic development
- Assess the split of Dravidian parties
- Point out the social and caste related tensions

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**Course Code: IMAH6CC15      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) British Democratic Politics, 1815-1850; Parliamentary Reformers, Free Traders, Chartists.

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

**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: IMAH6CC16**

**SEMESTER VI**

**Course Credits:5**

**Human Rights**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

## References:

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

## 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: IMAH6EC6                      SEMESTER VI                      Course Credits:5**

**Human Values and Ethics**

**Unit I**

Ethics: Ethics in human actions; dimensions of ethics; ethics in private and public relationships. Human Values – lessons from the lives and teachings of great leaders, reformers and administrators.

**Unit II**

Attitude: content, structure, function; its influence and relation with thought and behavior.

**Unit III**

Aptitude and foundational values: integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker sections.

**Unit IV**

Ethics in Public Administration: dilemmas in government and private institutions- laws- rules- regulations and conscience as sources of ethical guidance; accountability and ethical governance- strengthening of ethical and moral values in governance; ethical issues in international relations.

**Unit V**

Probity in Governance: Concept of public service; Philosophical basis of governance and probity- Information sharing and transparency in government- Right to Information- Codes of Ethics- Codes of Conduct- Citizen's Charters- Work culture- Quality of service delivery-Utilization of public funds-challenges of corruption.

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

lack of ethics and violation of rights- administrative authoritarianism and public agony- caste discrimination as lack of values-Girl child abortion and violation of women rights- present debates on corruption- manipulation of constitutional institutions-

**References:**

- Walter K. Bonsack and H.J. Muller, Human Values, *Science*, Vol. 127, No. 3313,  
Howard Goldstien and William E. Gordon, Empericism Vs Human Values, *Social Work*, Vol. 30, No. 2, 1985  
Irvin J. Goffman, Free market Economists and Human Values, *Review of Social Economy*, Vol 32, No. 1, 1974



John P. Burk and Robert E. Cleary, Reconciling Public Administration with Democracy, *Public Administration Review*, Vol. 49, No. 2, 1989.

F. Neil Brady, Public Administration and the Ethics of Particularity, *Public Administration Review*, Vol. 63, No. 5, 2003

Bruce Buchanan, Changing Contours of Corruption in Western Political Thought, in Manuhia Burcham, Barry Hindess, Peter Larmour (Ed.) *Corruption*, ANS Press, 2012

Course outcome:

- Understand the significance of leaders as exemplary personalities for morals and ethics
- Assess various dimensions of ethics
- Analyze the significance of integrity and impartiality as ethics
- Describe the essentiality of the compassion towards weaker sections
- Assess the importance of ethical and moral guidance in administration of the public institutions
- Highlight the significance of transparency in the government administration as an ethical objective
- Assess the role of leaders in the promotion of morals and ethics
- Highlight the significance of religion in determining the morality and ethicality of human society

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**Course Code: IMAH7CC17      SEMESTER VII      Course Credits:5**

**History of U.S.A. From Colonisation to 1945 C.E.**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know the true and sincere nationalism spirit of the people of USA
- To assess the role of Abolitionists in abolishing American slavery
- To examine the part played by America in world affairs
- To create awareness on the strategy and policies adopted by the USA to save its status of super power

- I** European colonization of the Americas: Dutch, Spanish, English, French, Swedish, and Portuguese - Formation of the United States of America (1776-1789).
- II** American revolution: colonial background; sources of conflict; revolutionary groups and ideological basis; and War of Independence - its nature, significance and interpretations - Making of the Constitution: issues and debates; and nature and significance - Evolution of American democracy: Jeffersonianism and Jacksonianism; political parties, 1840 to 1860; role of judiciary; Monroe doctrine and Turner's thesis of expansion of frontier; and limitations of the American democratic system - Blacks and women.
- III** Sectional conflict and Civil War: basis of conflict; plantation economy; slave society and resistance; abolitionism and sectionalism; Civil War - issues and interpretations; and Lincoln's role in the war and emancipation of slavery - Reconstruction: varieties - Presidential; Radical and Congressional plans; the emergence of New South; and social tensions and reactions - Economic change: growth of capitalism and big business; labour movements - and unionization; changes in agriculture; and populism.
- IV** Progressive era: Theodore Roosevelt; and Woodrow Wilson - Emergence of USA as an imperial power: Monroe doctrine in practice; Spanish- American War; interests in the Far East and Latin America; and World War I and Fourteen Points.
- V** America between the two World Wars: F.D.Roosevelt - economic depression and the New Deal; Black and women's movements; emerging cultural and intellectual trends; and entry into World War II and its consequences.

VI **(Advance topics not for final examination)** USA as an example of multi-cultural society-horrors of racism-Civil rights movement and its impact on contemporary world-positive aspects of USA leadership-role of USA in the interational troubles- debates on the domination of USA on UNO.

**References:**

- Beard, Charles, *An Economic Interpretation of the Constitution of the United States* (Free Press, 1986).
- Boyer, Paul, Harvard Sitkoff, Nancy Woloch et.al.. *The Enduring Vision : A History of the American People, Vols 1 and 2.*
- Brown, Dee, *An Indian History of the American West, Bury My Heart at Wounded Knee* (WSP, 1984).
- Carnoll, Peter and David Noble, *Free and Unfree : A New History of the United States.*
- Faulkner, U., *Economic History of the United States of America.*
- Foner, Eric, *America's Black Past.*
- Franklin, John Hope, *From Slavery to Freedom* (Knopf, 1979).
- Grobb, Gerald N. and George A. Billias, *Interpretations of American History: Patterns and Perspectives, 2 Vols* (Free Press, 1987).
- Hicks, John D., *The Federal Union: A History of USA Since 1865.*
- Hofstadter, Richard, *The Age of Reform, From Bryan to FDR* (Random, 1960).
- Kaushik, R.P., *Significant Themes in American History* (Delhi, Ajanta, 1983).
- Kennedy, David M., Thomas Bailey and Mel Piehl, *The Brief American Pageant.* (Heath & Co., 1986).
- Kerber, Linda, *Women's America: Refocusing the Past* (OUP, 1987).
- Kristol, Irving, Gordon Wood et al., *America's Continuing Revolution* (Am. Enterprises, 1975).
- Nash, Gary, (ed). *Retracing the Past* (Harp C, 1985).
- Pratt, W., *A History of the United States Foreign Policy.*
- Randall, James, et. al.. *The Civil War and Reconstruction* (Health & Co. 1969).
- Sellers, Charles, Henry May and Neil Macmillan, *A Synopsis of American History, 2 Vols* (Delhi, Macmillan, 1990).
- Shihan, Donald, *The Making of American History : The Emergence of a Nation, Vols I & II.*
- Stamp, Kenneth, *The Peculiar Institution, Slavery in the Ante-bellum South,* (Random, 1989).
- Tripathi, Dwijendra and S.C. Tiwari, *Themes and Perspectives in American History.*
- Turner, Frederick Jackson, *The Frontier in American History* (Krieger, 1976).

Course outcome:

- Asses the process of colonization of America by the European colonizers
- Highlight the chief characteristics of American democracy
- Assess the role of slavery in the economy of America
- Understand the role of capitalism and big business in the economic development of America
- Enlist the factors responsible for the emergence of America as imperial power
- Assess the role America in the Second World War
- Assess the role of America in Vietnam War
- Bring out the positive aspects of New Deal

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**Course Code: IMAH7CC18**

**SEMESTER VII**

**Course Credits:5**

## **Environmental History**

### **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 - Eco-system - Bondage between human civilization and Ecology, Nature's Balance, Preservation - Environment and Culture - Conservation – Green House Effect - Global warming - Ozone - Bio-diversity.
- 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.
- IV** Environmental threats: Water Pollution - Air Pollution- Land Degradation - Hazardous Wastes - Industrial Pollution.
- V** Environmental Movements –Chipko Movement – Protest against Narmada Project - Protective Measures - Govt.Legislations – Court Verdicts – Activists : Babha Amte –Medha 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. Tisdeli(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.

## 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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**Course Code: IMAH7CC19      SEMESTER VII      Course Credits:5**

## **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** Approaches to the study of International Relations - Theories of international Relations: Realist, Systems, Decision-making and Game Theory.
- II** Concepts of International politics: Power, national interest, balance of power, national security, collective security and peace.
- III** Contemporary World order: Cold War, nature of the post-cold war global order - Major issues of world politics: Cuban Missile Crisis; Vietnam War, Oil Crisis, Afghan Civil War, Gulf War, Collapse of the Soviet Union- Collapse of German Wall and Unification of Germany - Yugoslav Crisis.
- IV** Non-alignment in the post cold war era - Third World Movements for global justice -The evolution of the international economic system-from Bretton woods to WTO, the North-South Dialogue.
- V** Regional, organizations such as the ASEAN - APEC- EU- SAARC – NAFTA – OPEC – OIC – OAS - OAU.
- VI** **(Advance topics not for final examination)**  
Understanding complexities of international politics-power blocks and political turmoil-regional formations of power and peace-Wars on the weak-self-determination and international democracy-Militarization and international authoritarianism

## References:

- Asher, Robert E.( 1957 ) United Nations and Promotion of the General Welfare, Washington.
- Bhamdhari, C.P.(1977) Foreign Policy of India. New Delhi.
- Brown, W.Norman (1963) The United Nations and India and Pakistan .
- Carr. E.H.(1939 ) Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War .
- (1947) International Relations between two World Wars .
- Dutt,V.P. (1984) India's Foreign Policy. New Delhi: Vani Educational Books.
- Feller, A.H.(1952 ) United Nations and the World Community, Boston .
- Indumati, (ed.) (1995) The United Nations (1945-1995). Mysore: University of Mysore. McLellan,
- David S., William C. Olson and Fred A.Sondermann.(1977) The Theory and Practice of International Relations. New Delhi: Printice-Hall of India.
- Paranjpe,Shrikant. (1987) U S Nonproliferation Policy in Action: South Asia. New Delhi: Sterling.
- Priestly, Palmer and Perkins.(1969)International Relations. Calcutta .
- Sprout, Harold and Margaret Sprout. (1964) Foundations of International Politics. New Delhi: Affiliated East West Press Pvt.Ltd.
- Journals:
- India Quarterly: A Journal of International Affairs (New Delhi: Indian Council of World Affairs).
- International Studies (Quarterly) New Delhi: J.N.U.
- Pacific Affairs: An International Review of Asia and the Pacific (Quarterly) Vancouver: University of British Colombia. World Focus. New Delhi

## 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
- Highlight 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 of India as a regional player in south Asia
- Highlight the significance of World Trade Organisation
- Assess the importance of SAARC

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**Paper Code: IMAH7EC7**

**SEMESTER VII**

**Course Credits:5**

**Intellectual History of India and West**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

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

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

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

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

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

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

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

**References:**

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

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

Dunning,William Archibald. (1966) A History of Political Theories: From Luther to Montesquieu. Allahabad: Central Book Depot.

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Ebenstein, William. (1974) Modern Political Thinkers. New Delhi: OUP.



Gupta,R.C. (1994,Reprint) Great Political Thinkers [East & West). Agra:Lakshmi Nayaran Agarwal.

Nayak,G.C. (1994) Indian Political Tradition. Ludhiana: Kalyani Publishers.

Prasad,Beni.(1968)Theory of Government in Ancient India. Allahabad: Central Book Depot.

Singh,Sukhbir. (1987) History of Political Thought Vol 1 &2. Meerut: Rastogi & Co.

Suda,J.P. (1986) Ancient Political Thought and Institutions. Meerut: K.Nath & Co.

Venkata Rao,V. (1990) Ancient Political Thought. New Delhi: Chand and Co.

Vesey,Godrey. (1987) Philosophers Ancient and Modern. Cambridge: Cambridge University Press.

Wayper,C.L. (1982) Political Thought. New Delhi: B.I.Publications.

#### Course outcome:

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

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**Course Code: IMAH7EC8      SEMESTER VII      Course Credits:5**

**Contemporary India: Economic Development, Resource Management and  
Cyber Security**

**Unit I**

Salient features of world's physical geography-Distribution of key natural resources across the world (including South Asia and the Indian subcontinent); factors responsible for the location of primary, secondary, and tertiary sector industries in various parts of the world (including India).

**Unit II**

Important Geophysical phenomena such as earthquakes, Tsunami, Volcanic activity, cyclone etc., geographical features and their location - changes in critical geographical features (including water bodies and ice-caps) and in flora and fauna and the effects of such changes.

**Unit III**

Indian Economy and issues relating to planning, mobilization of resources, growth, development and employment- Inclusive growth and issues arising from it - Government Budgeting.

**Unit IV**

Issues related to direct and indirect farm subsidies and minimum support prices; Public Distribution System- objectives, functioning, limitations, revamping; issues of buffer stocks and food security; Technology missions; economics of animal-rearing - Food processing and related industries in India - scope and significance, location, upstream and downstream requirements, supply chain management.

**Unit V**

Challenges to internal security through communication networks, role of media and social networking sites in internal security challenges, basics of cyber security; money-laundering and its prevention - Security challenges and their management in border areas; linkages of organized crime with terrorism-Various Security forces and agencies and their mandate.

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

Planned economy and democracy-natural factors in economic growth and decline-problems with informal sector in contemporary india- the question of adulteration as serious ethical problem-question of economic crimes and fraud-International trade and money laundering-

**Course outcome:**

- Asses impact of privatization of Indian economy
- Understand the role of the private and public partnership in India economy
- Highlight role of the information technology in the development of economy

- Understand the essence of cyber security
- Assess the significance of means and mechanisms of resource management
- Understand the variations between formal and informal economy
- Assess the significance of privacy
- Elaborate on data protection and cyber security mechanisms

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**Course Code: IMAH8CC20          SEMESTER VIII          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) .

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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**Course Code: IMAH8CC21**

**SEMESTER VIII**

**Course Credits:5**

**Archives Keeping**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- To know about the organization and functions of the archives.
- To help the students to utilize the Archives in the best possible way.
- To help the students to seek employment in the Archives and Libraries.

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

## VI (Advance topics not for final examination)

Archives as memory keepers- emergence of new archives-pros and cons of digitization of archives-ideology and archives-class nature of archives-question of accessibility-losing significance as public source

### References:

- Baliga, B.S. *Guide to the records preserved in the Madras Record Office.*  
Baliga, B.S. *Guide to the Section presentation in the Modern Record Office, Report on the*  
Basu Purendu, *Enemies of Records.*  
Dodwell, H., *Early Records of British India.*  
Harinarayana, *Science of Archives Keeping.*  
Jenkinson, Hilary, *A manual of Archives Administration.*  
Jenkinson, Hilary, *A Manual of Archives Keeping.*  
Macmillan, D.S. (ed.), *Records Management. Madras Records*  
Mukherjee, B.B. *Preservation of Library Materials, Archives and Documents.*  
Perti, R.K. *Repair and Preservation of Records.*  
Public Record Office, London, *A Guide to Departmental Record Officers.*  
Ranbir Kishore and Mehra, CP. "Preservation and Repair of Palm leaf Manuscripts", *The Indian Archives*, Vol. XIV.  
S. Chockalingam, *Role of the State Archives Administration.*  
Sailen Ghose, *Archives in India.*  
Sundararajan. M. *A manual of archival systems and the world of archives*  
Schellenberg, *Modern Archives - Principle and Techniques.*  
Schellenberg, T.R. *Modern Archives - Principles and Techniques.*  
Tolboys Wheeler, J. *Archives Week Celebrations.*  
Vijayalakshmi, *Archives Administration*

### Course outcome:

- Assess the evolution of archives keeping through ages
- Enlist various kinds of archival documents in India
- Describe methods of preserving archival documents
- Enumerate functions and uses of archives
- Assess the significance of private archives
- Highlight the role of the central and state archives in historical research
- write on the scientific methods of keeping archives
- Enlist the various kinds of material preserved in archives

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**Course Code: IMAH8CC22    SEMESTER VIII    Course Credits:5**

## **Historiography**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

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

**I**    Definition of History and Historiography-History: Nature , Scope and Value  
- Social Necessity of History-Philosophy of History-History as Social  
Science-History and its ancillary fields.

**II**    Causation in History- Historicism- Objectivity in History.

**III**    Practitioners of History :  
Greco-Roman : Herodotus, Thucydides. Ancient Indian :  
Banabhatta Theological interpretation : Thomas Aquinas  
Medieval Arab Historian : Ibn Kaldun Medieval India : Kalhana,  
Alberuni, Barani Modern Western Historians : Voltaire, Leopold  
Von Ranke, Hegel Imperialists : James Mill, Vincent Arthur Smith,  
Modern Indian Historians : K.P. Jayaswal, Jadunath Sarkar,  
R.C. Dutt, K.A.N. Sastri, K.K. Pillai.

**IV**    Approaches to History:

British Marxists : E.P. Thompson, Eric Hobsbawm, E.H. Carr.  
Indian Marxists : D.D. Kosambi,  
Annales : Marc Bloch, Ferdinand Braudel.  
Cliometrics : R.W. Fogel.  
Modernism : Lewis Namier.  
Structuralism: Claude Levi-Strauss.  
Post-Modernism and Post-structuralism: Foucault,  
Jacques Derrida. Subaltern Studies : Ranajit Guha.  
Cambridge Historiography and their interpretation of Indian  
history.



**V** Historian at Work : Selection of topic-review of literature-collection of data: Primary and Secondary - Internal and external criticism-chapterisation-bibliography- footnotes -chart, tables and appendices-presentation.

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

Historiographical traditions as Intellectual heritage-civilisational 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
- Floud, Roderick. (1983) An Introduction to Quantitative Methods for Historians. London: Methuen(R.P.)
- Guha, Ranajit (1994) Subaltern Studies Vol. I, IV and VI, Delhi: OUP
- Hobsbawm, E.J. "Karl Marx's Contribution to Historiography in Ideology and Social Science" (Suffolk 1972) .
- Jones, R.G. "History the Poverty of Empiricism", in Robin Blackburn ed., Ideology in Social Science(Fontana 1972).
- Journal of Modern History, 1972, Special No. on Annales.
- Kay, Harvey. The British Marxist Historians (Polity)
- Ladurie, Le Roy. "The Event and the 'Long Term" on Social History", in the Territory of the Historian.
- Manickam S.(1977) Theory of History & Method of Research, Paduman Pub., Madurai .
- Marwick, 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.

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: IMAH8EC9      SEMESTER VIII      Course Credits :5**

**Quantitative History- I**

- I** Nature, meaning, origin, development and scope of Quantitative History - quantitative methods for historians- usefulness of quantitative methods in historical studies - difference between numbers and data - types of data – qualitative and quantitative data - discrete and continuous data.
  
- II** Sources of data – primary and secondary sources – census versus sample – sampling methods – random and non-random sampling methods – advantages and limitations of the methods - methods of collection of data
  
- III** Classifying historical data - arranging historical data - frequency distribution tabulation – one-way, two-way and multi-way tables – graphs, charts and diagrams – histograms – advantages and shortcomings of the tables, graphs, charts and diagrams.
  
- IV** Measures of central tendency - Averages: Mean, Median and Mode – Measures of dispersion: range, deviations, standard deviation and coefficient of variation - relationship between variables – correlation: simple and rank correlation - regression - time-series analysis - use of computers with statistical packages for social sciences [SPSS].
  
- V** Case studies: French Annales school- Cliometrics in USA- the contribution of Robert William Fogel - Indian experience- D.D.Kosambi- Shireen Moosvi- Athar Ali.
  
- VI (Advance topics not for final examination)** Application of quantities tools in historical research- Difficulties faced Essentiality of quantities analysis of historical issues

## References:

Drake, M. *Historical Data and Social Sciences Vol I.* (Milton Keynes, Open University Press, 1974).

Floud, Roderick, *An Introduction to Quantitative Methods for Historians* (London : Methuen, 1973).

Laduri, Emmanuel Lee Roy, *The Territory of the Historian* (Paris: Galmard,1973).

Stern, Fritz, *The Varieties of History* (New York: Vintage books, 1973).

### Course outcome:

- Described the nature and origin of the quantities history
- Assess the essentiality of quantities methods in history
- Highlight the chief characteristics of random sampling method
- Understand the significance of one-way, two-way and mid-way tables
- Assess the significance of the relationship between variable
- Highlight the essence of case studies in economic history
- Assess the importance of statistics in history
- Elaborate on the significance integrity between quantative and qualitative data

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**Course Code: IMAH9CC23      SEMESTER IX      Course Credits:5**

**Nationalism in Asia (Excluding India)**

**Course Objectives**

This Course imparts following skills and knowledge to the students:

- The objective of this paper is to introduce students to the political socio-economic developments, European expansion and the resultant nationalistic movements in the East Asia.

- I** Colonialism in Asia and Africa in the 19<sup>th</sup> and 20<sup>th</sup> centuries-Indonesia, Indo-China.
- II** China : Opium wars - Tipping Rebellion, Boxer Rebellion-1911 Revolution – A decade of Transition - The May 4th Movement - Dr.Sun-Yat-Sen-KMT, CCP and the establishment of People’s Republic of China.
- III** Japan : Meiji revolution-Constitutional Change, Russo - Japan war 1904-05-First world war and Japan - Militarism in Japan -Second World War & Japan, Post Second World War upto 1955 A.D.
- IV** Rise of Nationalist Movements in Asia - Indonesia, Indo-China- Vietnam, Cambodia and Laos.
- V** Awakening in the Arab world-Struggle for freedom and reform in Egypt- Emergence of modern Turkey under kamal Ataturk-The Rise of Arab Nationalism.
- VI (Advance topics not for final examination)**  
common history and culture shared history-co-operation between asia and Africa in deconolonisation-regional migration and anti-colonial struggles-ideological commonalities

**References:**

- Davis,H.A.Revised by D.H.C. Blount.(1968) An Outline History of the world. New Delhi:OUP.
- Garraty, J.A.P.Gay. (1985) The University History of the world , New Orchard Edition.

- Ketelbey, C.D.M. (1973) A History of Modern Times {from 1789} London: OUP, 5<sup>th</sup> Edition.
- Lowe N. (1922) Mastering Modern world History, New Delhi: Macmillan India Ltd.
- Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn. (1994) World History Vol I & II. New Delhi: Atlantic Publishers.
- Nanda S.P. (1998) History of Modern world, New Delhi: Anmol Publications.
- New Cambridge Modern History Vols. 9-12. (1970) Cambridge: Cambridge University Press.
- Roland Oliver & Anthony Atmore, (1994) Africa since 1800, Cambridge: Cambridge University Press.
- Swain, J.E. (1970) A History of world Civilization New Delhi: Eurasia Publishers, 2<sup>nd</sup> Reprint.
- Wels, H.G. (1996) A short History of the world, New Delhi: Atlantic Publ.
- Clyde Paul, H. & Burton, F. Beers., The Far East, New Delhi: Prentice-Hall, Indian Edition, 1966.

Course outcome:

- Highlight the commonality between colonialism in India and rest of Asia
- Assess the role of communism in the decolonization of Vietnam
- Understand the role of Japan in the decolonization of Asia
- Assess the role of migrant south Indians into Malaysia and Burma
- Understand the role of America in the political tensions in Vietnam
- list out the European colonizers and their methods of colonization in Asia
- Assess the role of Ho Chi Minh in Vietnam War of Independence
- Describe the role of communism in Asia's decolonization process

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**Course Code: IMAH9CC24      SEMESTER IX      Course Credits:5**

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

**Course Objectives**

This Course imparts following skills and knowledge to the students:

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

**Unit I**

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

**Unit II**

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

**Unit III**

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

**Unit IV**

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

**Unit V**

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

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

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

### References

Bhattacharya, Sabyasachi, *Essays in modern Indian economic history, Volume 4 of Indian History Congress golden jubilee year publication series*, Munshiram Manoharlal Publishers, 1987.

-----, *Cambridge Economic History of India: Vol. 2, 1757-2003*, New Delhi: Orient Longman, 2005.

Naoroji, Dadabhai, *Poverty and Un-British Rule in India*. Publications Division, Ministry of Information and Broadcasting, Government of India. Commonwealth Publishers, 1988.

Dutt, Chander, Romesh *The Economic History of India Under Early British Rule*, London: Routledge, 2000.

Pandey, S.N. *Economic History of Modern India 1757 to 1947*, New Delhi: Eastern Book Corporation, 2008.

Roy Tirthankar, *The Economic History of India 1857-1947*. Delhi: Oxford University Press, 2000.

Sen Sunil Kumar, *An economic history of modern India, 1848-1939*, University of Michigan: Progressive Publishers, 1981.

Dharma Kumar and Meghnad Desai, *The Cambridge Economic History of India c. 1757–c. 1970, Vol. 2*. Cambridge University Press, 1983.

Tomlinson, B. R. *The Economy of Modern India, 1860-1970, Volume 3*, New York: Cambridge University Press, 1996.

Course outcome:

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



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**Course Code: IMAH9EC10**

**SEMESTER IX**

**Course Credits:5**

**Quantitative History – II**

**Unit – I Education and Environment**

- (i) History of Computers – use of computers for History students
- (ii) People and Environment interaction, sources of pollution, natural hazards and mitigation, Historical background and relations
- (iii) Higher Education System, Commissions on Education- National Educational Policies, governance, polity and administration

**Unit – II Teaching Aptitude**

- (i) Teaching: Nature, objectives, characteristics and basic requirements, methods of teaching.**

(ii) Research Aptitude – meaning, characteristics, types, methods, research ethics

- (iii) Reading and research Comprehension

**Unit – III Communication and Reasoning**

- (i) Nature, characteristics, types, barriers, effective classroom communication
- (ii) Number series
- (iii) Alphabet Series
- (iv) Coding and Decoding
- (v) Classifications, Blood Relations,
- (vi) Direction Sense

**Unit- IV Logical and Analogical Reasoning and Analogy**

- (i) Understanding the structure of arguments, relationships, deductive and inductive reasoning, verbal analogies, verbal classification
- (ii) Word analogy, applied analogy

**Unit – V Data interpretation**

- (i) Quantitative and qualitative arguments, Verbal Classification
- (ii) Graphical representation and mapping of data
- (iii) Venn Diagram, graph, tables, charts

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

- (i) Application of quantities tools in historical research
- (ii) Difficulties faced
- (iii) Essentiality of quantities analysis of historical issues

**References:****Course outcome:**

- Assess the significance of computer and computing historical research
- Highlight the significance of research aptitude
- Understand the significance of research comprehension
- Highlight the essentiality of the number and Alphabet series in the quantitative history
- Highlight the significance of deductive and inductive reasoning
- Assess the significance of graphical representation
- Assess the importance of statistics in history
- Elaborate on the significance integrity between quantitative and qualitative data

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**Course Code: IMAH9EC11      SEMESTER IX      Course Credits:5**

## **Indian Epigraphy**

### **Course Objectives**

This Course imparts following skills and knowledge to the students:

- One of the important source materials available in India to reconstruct our past is the corpus of inscriptions. These inscriptions are available in different scripts and languages on different materials like stone, copper plates, pillars and rock-shelters.
- The course is designed to train the students in the field of epigraphy so that they can handle the material themselves in their future research programmes.

### **Unit I**

Value of Inscriptions for historical reconstruction - Origin and antiquity of the art of writing in India - Indus Script

### **Unit II**

Brahmi script - Kharoshti script - Asokan Edicts - Graffiti marks

### **Unit III**

Tamil-Brahmi script - Mangulam, Jambai, Pugalur inscriptions- Evolution of Tamil-Brahmi script - Vatteluttu Script - Tamil Script - Grantha script

### **Unit IV**

Dating methods - Eras : Vikrama, Saka, Kollam, Kali, - Hijri Numeral values

### **Unit V**

Structure of inscription - Types of Inscriptions - Hero stones - Land grants

**Unit VI; (Advance topics not for final examination)** Understanding and application of epigraphy-current debates on its significance-difficulties in accessing sources

## References

- Buhler, G., 1959 *Indian Palaeography*, Calcutta.
- Dani, A.H., 1986, *Indian Palaeography*, Munshiram and Manoharlal Publishers Pvt. Ltd. New Delhi.
- Gai, G.S., 1991, *Studies in Indian History, Epigraphy and culture*, Mysore.
- Mahadevan. I., 1970, *Corpus of Tamil - Brahmi Inscriptions*, Tamil Nadu State Department of Archaeology, Madras.
- Mahadevan, I., 1997 "Tondaimandalattu kozhi karkal", *Avanam* no.8, *Journal of Tamil Nadu Archaeological Society*, Thanjavur: 9-19.
- Mahadevan, I., 2003 *Early Tamil Epigraphy : from the earliest times to the sixth century AD*, Cre - A Chennai, India and The Department of Sanskrit and Indian Studies, Harvard University, Harvard, USA.
- Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras.
- Mahalingam, T.V., 1988, *Inscriptions of the Pallavas*, Indian Council of Historical Research, New Delhi.
- 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.
- Sircar, D.C., *Inscriptions of Asoka*, Publication Division, Nee Delhi.
- Sircar, D.C., 1965, *Indian Epigraphy*, Motilal Banarsidass, Delhi
- Sircar, D.C., 1983, *Select Inscriptions*, Vol. I&II, Motilal Banarsidass, Delhi.
- Sivaramamurthy, C., 1952, *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum Vol.III No.4, Madras.
- Subramanian, T.N., 1952, *South Indian Epigraphy and Tamil Palaeography*, *South Indian Temple Inscriptions* , Vol. III pt 2, Oriental Library, Madras.
- Velupillai. A., 1980, *Epigraphical Evidences for Tamil Studies*, International Institute of Tamil Studies, Madras.
- 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*

Course outcome:

- 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 scripts
- Highlight the significance of inscriptions
- Assess the importance of Hero Stones and Land Grants
- Enlist various dating methods
- Highlight significance of temple inscriptions
- Highlight regional variations in epigraphic resources

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**Course Code: IMAH10CC25**

**SEMESTER X**

**Course Credits:5**

**General Essay**

- 1) Issues in Human Rights
- 2) Literature in Modern Period
- 3) Woman Empowerment in India
- 4) Ethics in Politics
- 5) Dowry System in India
- 6) HIV/AIDS
- 7) Poverty in India
- 8) Population of India
- 9) Child labour in India
- 10) Sports in India
- 11) Electoral Reforms
- 12) Unemployment in India
- 13) Science and Technology
- 14) Rural Development
- 15) Issues in Higher Education
- 16) Parliamentary Democracy
- 17) Information Technology
- 18) Indian Music –Folk, Classical and Modern
- 19) Indian Architecture
- 20) History of Indian Cinema
- 21) Indian Painting
- 22) Indian Dance –Folk, Classical and Modern
- 23) Working of the Indian Constitution
- 24) Globalization, its impact on Indian Economy
- 25) Contemporary issues: National/International

References:

Course outcome:

- Understand the culture of India
- Assess the impact of constitution
- Highlight the working of the democracy
- Highlight the chief characters of Indian economy
- Assess the impact of climate change
- Understand the problems and consequences of communal tensions in India