

*Placed at the meeting of  
Academic Council  
held on 26.03.2018*

**APPENDIX - CB**  
**MADURAI KAMARAJ UNIVERSITY**  
*(University with Potential for Excellence)*

**M.A. HISTORY (SEMESTER) (CBCS)**

**REVISED SYLLABUS (Effect from 2018 onwards)**

**REGULATIONS AND SCHEME OF EXAMINATIONS**

**1. Introduction of the Programme:**

The M.A. History Programme has been designed in accordance with the National Education Policy and as per the guidelines given by the Tamil Nadu State Council for Higher Education that emphasise on introduction of innovative and socially relevant courses at the Post Graduate level. It is expected to be highly beneficial to the student community. This Programme introduces new ideas slowly and carefully in such manner so as to give the students a good institutive feeling for the subject and develops an interest in the subject to pursue their studies further. The Syllabus is restricted to suit the needs of the time and to enhance employability of the students without compromising the intrinsic value of studying the past. It would also prove to be a great asset for those preparing for NET, SET and other competitive examinations.

**2. Eligibility for admission:**

Candidates who have a B.A. Degree in History from any recognised University are eligible to join this Programme.

The duration of the Programme shall be two academic years comprising four semesters in each academic year.

Medium of Instructions: English

**3. Objectives of the Programme:**

The main objective of the course is to provide a detailed study of the history of India and Tamil Nadu as well as substantial surveys of the history of other important countries of the world. This will help students acquire a strong theoretical base to understand various issues and trends in the society at local, national and global levels. It also aims to provide a distinctive education by developing an awareness of different political, cultural, social and economical structures in the past societies and their interrelationship. The course tries to relate the study of history with practical needs and tasks and equip students with the capabilities to think, comprehend and present issues in the proper perspective. The project work is introduced mainly to inculcate historical research aptitude in the minds of young students.

Innovative job oriented and skill based subjects have been introduced to make students play their legitimate role in the society. The current syllabus is

structured to inculcate in students a broad inter-disciplinary perspective and thereby make them inquisitive and intellectually sharper. The new syllabus opens up a terrain of knowledge much wider than what is given through the discipline-based way of teaching and learning. The programme has adopted an approach by giving liberty to students to choose their own courses of interest. Thus, the course is an excellent preparation for careers in teaching, law, bureaucracy, archaeology, archival and museum administration. Those who are genuinely fond of the subject will find it useful and enjoyable.

#### **4. Outcome of the Programme:**

The syllabus for M.A. History have been designed in such a way that the students when they go out will be capable of facing competitive situation prevailing that now and getting placement with developed knowledge in history.

#### **5. Core Subject Papers:**

M.A. History Programme consists of number of Subjects. The following are the various categories of the courses suggested for the M. A., History Programme:

#### **Core Subjects (CS) – 16,**

#### **6. Subject elective Papers:**

The University shall provide all information related to the Elective Subject in M.A. History to all the students so as to enable them to choose their Elective Subjects in each semester. The list of elective Papers in each semester is displayed under the Programme structure.

#### **7. Non-subject Elective Papers:**

The University shall provide all information relating to the Non-Major Elective Subject which is related to competitive examinations in M.A. History, to all the students so as to enable them to choose their Elective Subjects in third semester. The list of elective Papers of third semester is displayed under the Programme structure.

#### **8. Unitization:**

Each subject contains five units which are interrelated each other. Not only core subjects, but elective and non-major elective also contain the same.

#### **9. Pattern of Semester Examination:**

Internal	-	25 Marks
External	-	75 Marks
Total	-	100 Marks

## 10. Scheme for Internal Assessment:

### The pattern for Internal Examination may be:

• Two Internal tests of 10 marks each: Average	= 10 Marks
• Seminar	= 05 Marks
• Two Assignments: 5 marks each: Average	= 05 Marks
• Peer team teaching	= 05 Marks
Total	<hr/> 25 Marks <hr/>

### Project

To be submitted on or before the last working day of the semester. It should not be less than 50 pages. The project should be submitted in triplicate in the fourth semester for evaluation.

Allotment of Marks:

Internal	
Project Proposal	– 10 Marks
Proposal Presentation	– 10 Marks
Progressive Report	– 10 Marks
Pre- Submission Presentation	– 10 Marks
Total	<hr/> 40 Marks <hr/>

## 11. External Examination :

There shall be external examinations at the end of each semester, odd semesters in the month of November and even semesters in April / May.

A candidate, who has not passed the examination, may be permitted to appear in such failed subjects in the subsequent examinations to be held in November or April / May. A candidate should get registered for the first semester examination. If registration is not possible, owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after the completion of the programme.

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance have to apply for

condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance have to apply for condonation in the prescribed form with the prescribed fee alongwith the Medical Certificate.

Students who have below 60% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after the completion of the programme.

The results of all the examinations will be published through the Controller of Examination where the students underwent the course as well as through University Website. In the case of private candidates, the results will be published through the Controller of Examination in which they took the examinations as well as University Website.

For Project Work:

**External – 60 Marks**  
**Evaluation Method for Project:**

	Maximum Marks		Credits
	Internal	External	
<b>Project Report</b>	<b>40</b>	<b>40</b>	
<b>Viva voce</b>		<b>20</b>	
<b>Total</b>	<b>100</b>		<b>4</b>

**12. Question Paper pattern:**

**The pattern of Question paper will be as follows:**

**Time: 3 Hours**

**Max Marks: 75**

**Section A (10 x 1 = 10 Marks)**

**Question No. 1 to 10**

**Two Questions from each unit.**

**Four choices in each question.**

**Answer all questions. Choose the correct answer,**

**Section B ( 5 x 7 = 35 Marks)**

**Answer All Questions – Either or types.**

**Answer not exceeding two pages.**

**(One Question from each unit)**

Question No.

11. a) or b)

12. a) or b)

13. a) or b)

14. a) or b)

15. a) or b)

**Section C (3 x 10 = 30 Marks)**

**Answer not exceeding for pages.**

**Answer any THREE out of five (One Question from each unit)**

**Question Nos . 16 to 20**

**13. Scheme for evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision of conversion to grade points. Evaluation of each course shall be done by a continuous internal assessment by the concerned Course Teacher as well as by an end semester examination and both will be consolidated at the end of the course.

**14. Passing Minimum:**

A candidate passes the M.A. History by scoring a minimum of 50% (internal + external) in each paper of the course. No minimum marks for internal assessment. External minimum for external assessment is 45% i.e., 34 out of 75.

S. No	Range of Marks	Class
1	50 & above but below 60	II
2	60 & Above	I

**15. Model Questions:**

**STATE AND SOCIETY IN TAMIL NADU UPTO A.D. 1565**

**Time: 3 Hours**

**Max Marks: 75**

**SECTION A (10 x 1 = 10 Marks)**

**Answer All Questions.**

Choose the correct answer:

- Copper plates of Velvikudi furnishes information about the  
a) Pandiyas b) Cholas c) Cheras d) Pallavas
- Thirukural belonged to  
a) Early Sangam b) Middle Sangam c) Last Sangam d) Pre- Sangam
- Neithal land people worshipped \_\_\_\_\_ as God  
a) Indiran b) Murugan c) Varunan d) Mayon
- Middle Sangam was held at  
a)Kapadapuram b) Madurai c) Poompuhar d) Kayalpatinam
- \_\_\_\_\_ was converted to Saivism by Thirunavukarasar.  
a) Simhavishnu b) Mahendravarman c) Nandivarman d) Narasimhavarman
- \_\_\_\_\_ made Mahabalipuram as an open Art gallery.  
a) Mahendravarman b) Simhavishnu  
c) Narasimhavarman d) Nandivarman
- \_\_\_\_\_ was called SungamThavirthaCholan.  
a) Parantaka I b) Raja Raja I c) Rajendra I d) Kulothunga I

8. \_\_\_\_\_ Inscription deals with the Local Self Government of Cholas.  
a) Kalugumalai b) Pallavaram c) Uttramerur d) Kanchi
9. \_\_\_\_\_ invited Malikafur to invade Pandiya Kingdom.  
a) VeeraPandiya b) SundaraPandiya c) KulasekaraPandiya  
d) JatavarmaPandiya
10. \_\_\_\_\_ helped Puhalendhi to compose Nalavenpa.  
a) MaravarmaSundarapandiya b) MaravarmaKulasekaran c) Veera  
pandiyan d) Koon Pandiyan

**SECTION B (5 x 7 = 35 Marks)**

**Answer ALL Questions.**

**Each answer not exceeding 2 pages**

11. a) Mention the epigraphical evidences for ancient Tamil Nadu.  
Or  
b) How does Pattupattu help to know political condition of ancient Tamil Nadu?
12. a) Discuss the influence of Braahminism and the spread of caste system.  
Or  
b) Describe the Archaeological evidence for the study of the Kalabharas.
13. a) Estimate the life of Sankara and his preaching.  
Or  
b) Narrate the role of Alwars in the spread of Vaishnavism.
14. a) Analyse the political system developed by the Cholas.  
Or  
b) Narrate the agricultural condition during the Chola Period.
15. a) Discuss the social condition during the Chola Period.  
Or  
b) Mention the Muslim invasion on Tamil Nadu and its effects.

**SECTION C (3 x 10 = 30 Marks)**

**Answer any THREE Questions.**

**Each answer not exceeding 4 pages**

16. How is Literary sources useful to know about the history of ancient Tamil country?
17. Narrate the Social condition of Sangam Age.
18. Evaluate the literary contributions of the Pallavas.
19. Describe the Art and Architectural contributions of the Cholas.
20. Discuss the achievements of the Imperial Pandiyas.

**16. Teaching Methodology:**

Each subject is designed with lectures/ tutorials/ seminar/ Peer-Team-Teaching / PPT presentation/ assignments etc., to meet the effective teaching and the

learning requirements. 10 % of the course content must be taught through peer team teaching methodology.

### **17. Text Books:**

List of all the text books is quoted at the end of the syllabus of each subject.

### **18. Reference Books:**

The list of all the reference books is followed by the list of text books. This list contains at least two books for each subject.

### **19. Retotaling and Revaluation provision:**

Candidates may apply for retotaling and revaluation within ten days from the date of the result published in the university website along with the required forms and fees.

### **20. Transitory Provision :**

The candidates of previous scheme may be permitted to write exams in their own schemes up to the examinations of April 2020 as a transitory provision.

### **21. Subject and Paper related website:**

All the subject details along with syllabus may be downloaded from the university website [www.mkuniversity.org](http://www.mkuniversity.org)

## **I SEMESTER**

### **Core subjects**

- |  |           |
|--|-----------|
| 1. State and Society of Tamil Nadu Up to A.D 1565          | Credit -5 |
| 2. Socio-Economic History of India up to A.D 1206          | Credit -4 |
| 3. History of the United States of America A.D 1776 – 1865 | Credit -4 |
| 4. International Relations from A.D 1914 – 1945            | Credit -4 |

### **Elective Subject**

History of Science & Technology / Indian Art and Architecture Credit -5

## **II SEMESTER**

### **Core Subjects**

- |  |           |
|--|-----------|
| 1. State and Society of Tamil Nadu from A.D 1565- 2000         | Credit -5 |
| 2. Socio-Economic History of India from A.D 1206 – 1857        | Credit -4 |
| 3. History of the United States of America from A.D 1865 -1945 | Credit -4 |
| 4. International Relations from A.D 1945 - 2000                | Credit -4 |

**Elective Subjects**

Human Rights / Museology

Credit -5

**III SEMESTER****Core Subjects**

1. Historiography Credit -5
2. Freedom Struggle in India A.D 1800 – 1947 Credit -5
3. Constitutional History of England from A.D 1603 – 2000 Credit -4
4. Non Major Elective

**Elective Subjects**

Principles and Methods of Archaeology / Archives Keeping Credit -5

**IV SEMESTER****Core Subjects**

1. Contemporary India from A.D 1947 – 2010 Credit -5
2. Constitutional History of India from A.D 1773 -1947 Credit -5
3. History of Far East from A.D 1840 – 1964 Credit -4
4. Project Work Credit -5

**Elective Subjects**

Women Empowerment / Epigraphy

Credit -5

**For Non-Major Elective** Freedom Struggle in India A.D1800 -1947 Credit -5**Course Details and Scheme of Examination****SEMESTER I**

Subject	Title of the Paper	Ins. Hrs./ week	Credit	Exam Hours	Max. Marks		
					IA	EXT	Total
Core	State and Society of Tamil Nadu Up to A.D1565	6	5	3	25	75	100
Core	Socio Economic History of India up to A.D 1206	6	4	3	25	75	100
Core	History of the United States of America A.D 1776 - 1865	6	4	3	25	75	100
Core	International Relations from A.D 1914 -1945	6	4	3	25	75	100
Elective	1. History of Science & Technology 2. Indian Art and Architecture	6	5	3	25	75	100
<b>TOTAL</b>		30	22				500



**SEMESTER II**

Subject	Title of the Paper	Ins. Hrs./ week	Credit	Exam Hours	Max. Marks		
					IA	EXT	Total
Core	State and Society of Tamilnadu A.D 1565 - 2000	6	5	3	25	75	100
Core	Socio Economic History of India A.D1206 - 1857	6	4	3	25	75	100
Core	History of the United States of America A.D 1865 - 1945	6	4	3	25	75	100
Core	International Relations from A.D 1945 -2000	6	4	3	25	75	100
Elective	1. Human Rights 2. Museology	6	5	3	25	75	100
TOTAL		30	22				500

**SEMESTER III**

Subject	Title of the Paper	Ins. Hrs./ week	Credit	Exam Hours	Max. Marks		
					IA	EXT	Total
Core	Historiography	6	5	3	25	75	100
Core	Freedom Struggle in India A.D 1800- 1947	6	5	3	25	75	100
Core	Constitutional History of England A.D 1603-2000	6	4	3	25	75	100
	N M E	6	3	3	25	75	100
Elective	1. Principles and Methods of Archaeology  2. Archives Keeping	6	5	3	25	75	100
TOTAL		30	22				500

## SEMESTER IV

Subject	Title of the Paper	Ins. Hrs./ week	Credit	Exam Hours	Max. Marks		
					IA	EXT	Total
Core	Contemporary India A.D 1947 – 2010	6	5	3	25	75	100
Core	Constitutional History of India from A.D 1773-1947	6	5	3	25	75	100
Core	History of Far East from A.D 1840 - 1964	6	4	3	25	75	100
	<b>Project Work</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
Elective	1. Women Empowerment 2. Epigraphy	6	5	3	25	75	100
TOTAL		30	24				500

### I Semester

Programme	: M.A History	Subject Code	
Semester	: I	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper I	No. of Credits	: 5

#### 1. State and Society of Tamil Nadu Up to A.D 1565

##### Objective:

- To Provide historical background of the Pre-historic Tamil country
- To bring to lime light the importance of Sangam Age
- To enable students understand the role played by Vijayanagar Empire

##### Unit – I

Evolution of State & Society – Pre–historic Tamilaham to BC 400. - Land & Races - Negritoids – Proto–Australoid – Dravidian – Aryan – Austroloid – Mangoloid.

Historic Tamilaham: State and Society, B.C 400 - A.D.300. Sources: Archaeological remains – Numismatic evidences – Epigraphic records – Literature : Sangam works - Foreign Notices – Kinship and Kingship – Courts – Tolkappiyam – Purananuruand - Tirukkural on Tamil State.

##### Unit – II

Social Formation in the Sangam Age – Physiographic divisions: people – professions – Gods – Rites and Rituals – social life – Sati – Brahmanic influence – spread of caste system – Economic condition.

Age of the Kalabras, 300 – 600 AD. Sources: Inscriptions – Copper Plates – Coins – Literature – Archaeological evidences – origin and spread of Kalabras – Consolidation of Jainism & Buddhism – Rise of Brahmanism: Devadana - Language – Literature – the Question of ‘Dark Age’.

### **Unit – III**

Tamil State & Society in the Pallava – Pandya Age, 600 – 900 AD. Sources: Inscriptions & Copper – Plates – Coins – Archaeological and Architectural evidences Literature –Devadanas & Brahmadeyas – Administration: Divisions: Mandalam - Nadu – Valanadu - Kottam –Sabha – Ur – Court – Royal Titles – Emergence of Saivism – Sankara’sAdvaidas -Vaishnavism – Persecution of Jains – ‘Pallavamization’ of South – East Asia.

Age of Tamil Bhakti, 500 – 900 AD. Reaction to Jainism & Buddhism – Alvars & Nayanmars - visit to sacred Centres – Surrender to God – Literary outpourings – Patronage to Temples – Monasteries & Brahmins and Devadasi system – Sectarian Wrangles.

### **Unit – IV**

Imperial Age: 900 – 1200 AD: Chola State system: Sources: Inscriptions & Copper plates – Archaeological remains – Coins –Literature: Foreign evidences – Debate on ‘Ritual Monarchy’ – ‘Centralized State’ – ‘Segmentary State’ – ‘Struggle for Master’ - Imperial wars – Empire Concept: Devaraya Cult – Devaraya Temple – Meykirthis – codification of Tirumarais – Inter and Intra State Relations – Ur – Royal Titles – Court – Advisers – Dispensation of Justice.

Society in the Chola Imperial Age, 900 – 1200 AD: Caste and sub- Caste Divisions – Valangai&Idangai Conflicts – Slavery: Agrestic – Temple – Monastic – Prostitution – Dowry - Devadasi system – Peasant Economy: Agriculture - Temple -Centered Culture – Craftsmen – Internal & External Trade: Trade Guilds.

### **Unit V**

State and society in the Pandya Imperial Age, 1200 – 1325: Sources: Inscriptions & Copper Plates – Coins – Literature – Foreign Notices – Decline of the Cholas: Hoysala&Sri Lankan Interventions – Emergence of Imperial Pandyas. Caste system – Valangai&Idangai problem.

State & Society in the Age of Invasions, 1325 – 1376: Imperial Decline – Malik Kafur - Plunders &raids - Social Tension – Consolidation of the Sultanate Power – Ma’bar Divisions of Delhi Sultanate – Madurai Sultanate – Spread of Islam – Dargah&Vijayanagara – Southward Expeditions.

**Books for References :**

- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India, BC 300 – AD 1300*, OUP, Delhi, 1996.
- Karashima, Noboru, *South Indian History and Society: Studies from Inscriptions, AD 850 – 1800*, OUP, Delhi, 1984.
- Kulke Herman,  
Manickam, S., *The State in India, 1000 – 1700*. OUP, 1995.
- Manickam, S., *Slavery in Tamil Country- A Historical Overview*, Madras, 1982.
- Manickam, S., *Nandanar, The Dalit Martyr: A Historical Reconstruction of Histories*, Madras, 1990.
- Pillai, K.K  
Rajalakshmi,  
Sadasivan, K., *Social History of Tamil Nadu, Medieval Tamil Polity*, Madurai, 1987.
- Sastri, K.A. Nilakanta,  
Shanmugam, P. *Devadaswi System in Medieval Tamilnadu*, CBH Publications, Trivandrum, 1993.
- Sastri, K.A. Nilakanta,  
Shanmugam, P. *A History of South India, 2<sup>nd</sup> edition*, OUP, Delhi, 1966.
- Stein, Burton, *Revenue System of the Cholas, 850 – 1279*, New Era, Chennai, 1987.
- Stein, Burton, *Peasants state and society in Medieval South India*, OUP, Delhi, 1980.
- Stein, Burton,  
Subrahmainan, N., *Essays on South India*, Honolulu, 1975.
- Subrahmainan, N., *Sangam, Polity*, Madurai, 1987.

**Text Books:**

- Devanesan, *History of Tamil Nadu*, Marthandam, Benu Publication, 2004
- Gomathinayagam, P *History of Tamil Nadu, (Tamil)* Sri Ganga Publications, Rajapalayam 2007
- Manoranjithamoni, C *History of Tamil Nadu Upto 1565 A.D.*, Dave-Beryl Publications, Tirunelveli, 2012.
- Rajayyan, K., *History of Tamil Nadu*, Madurai Publishing house, Madurai, 1982.
- Sethuraman, G *Socio – Cultural Art History of Tamil Nadu*, New Century Book House, Chennai, 2016
- Subramanian, N., *Social and Cultural History of Tamil Nadu*. Ennes Publication, Udumalpet, 1985
- Venkatesan, G *Ancient History of Tamil Nadu, (Tamil)* VC Publications, Rajapalayam 2012.

**Course Outcome:**

- On studying the course entitled “State and Society of Tamil Nadu upto A.D 1565”, the students have understood historical significance of ancient Tamil country.
- The course has provided basic knowledge to the students to carry out research works in the field on Ancient Tamil country.

## 2. Socio-Economic History of India up to A.D 1206

Programme	: M.A History	Subject Code	:
Semester	: I	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper II	No. of Credits	: 4

### Objective:

- To Provide historical background of the Pre-historic India.
- To bring to lime light the importance of ancient Indus Valley Civilisation
- To enable students understand economic condition of ancient period.

### Unit I

Sources – Archaeological, Literary sources and Foreign accounts on Indian history – Pre-historic and Proto-historic period – hunting and gathering – beginning of agriculture in Neolithic and Chalcolithic Periods – Indus Valley Civilisation – origin – date – extent of civilisation – characteristics – decline – Art and architecture – significance – Megalithic cultures in South India – Pastoral and farming – settlements – development of agriculture – specialisation in arts and crafts – trade and commerce – barter system – industrial development - pottery and iron.

### Unit II

Vedic Age : Early Vedic Age – Aryans – their political and social institution – economic condition – pastoral economy – religious ideas and belief – Later Vedic Age: social stratification – concept of Varshrama Dharma – Social, economic and religious condition – contribution of Aryans to Indian culture – Epic Age: social, economic and religious condition – evolution of monarchy and caste system in India.

### Unit III

Mahajanapadas – formation of states – rise of urban centres – Trade routes – economic development – Coinage – Punch marked coins – merchant and trade guilds – Sreshti - Sreni – Emergence of trade routes and centres.

Society: occupational castes – untouchability – emergence of new castes – Kusaka – women and their duties.

Rise of Magada Empire – Factors for the rise of Buddhism and Jainism – teaching and spread of Buddhism and Jainism – their contribution to Indian art and architecture and culture – Persian and Macedonian invasions and their impacts.

### Unit IV

Rise of Mauryan Empire: sources –Kings – Concept of Dharma – Kautilya's theory of State – administration – society – growth of art and architecture and sculpture - decline of Mauryan empire – Sungas and Kanvas.

Economy: urban economy – diversification of production – industry – textiles – leather – Metallurgy – jewellery – trade and commerce – monetary system.

## Unit V

Gupta Dynasty: Social changes during the Guptas – Development of science and technology – literary development – development of Art and Architecture - fall of Guptas .

Vardhana Dynasty – HashaVardhana and his contributions – Hiuen Tsang accounts – growth of feudalism – Rajputs : Origin – various theories – Arab conquests on Sind and its impacts – conquests of Mohammad of Ghazni and Ghor - its impacts.

Fragmentation of society – social life – customs and manners – social evils – status of women – impacts of Muslim invasions.

### Books for Reference:

Basham, A.L	<i>The Wonder that was India</i>
.....	<i>Aspects of Ancient Indian culture</i>
Bose, A.N	<i>Social and Rural Economy of North India.</i>
Chakrabort, H	<i>Trade and Commerce of Ancient India</i>
Das, A.C	<i>Rig Vedic culture</i>
Dutta, N.K	<i>The origin and growth of castes in India</i>
Jawaharlal Nehru	<i>Discovery of India</i>
Kosambi, D.D	<i>The Culture and Civilisation of Ancient India.</i>
Majumdar, R.C	<i>An Advanced History of India, Part I</i>
.....	<i>The History and culture of Indian People</i>
Mahajan, V.D	<i>Ancient India</i>
Panikkar, K.M	<i>A Survey of Indian History</i>
Sharma, R.S	<i>Ancient Indian History and Culture.</i>
Text Books:	
Gomathinayagam, P.	<i>Indian Political and cultural History, (Tamil)</i>
Luniya, B.N.,	<i>Life and Culture in Ancient India, Evolution of Indian Culture, Lakshmi Narain Publication, Agra, 2001.</i>
Sharma, L. P.,	<i>History of Ancient India,</i> Konark Publishers Ltd, New Delhi, 1997.
Thangamani, Pon .	<i>A Political and Cultural History of Ancient India upto 1206,</i> Ponniah Pathipagam, Chennai.

### Course Outcome:

- On studying the course entitled “Socio Economic History of India upto A.D 1206”, the students have understood historical significance of ancient Indian society.
  - The course has provided basic knowledge to the students to understand about ancient Indian cultural heritage.
3. History of the United States of America from A.D 1776-1865

<b>Programme</b>	<b>: M.A History</b>	<b>Subject Code</b>	<b>:</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours allotted</b>	<b>: 6 / week</b>
<b>Paper</b>	<b>: Core Subject– Paper III</b>	<b>No. of Credits</b>	<b>: 4</b>

**Objective:**

- To Provide historical background of the USA.
- To bring to lime light the importance of emergence of USA.
- To enable students understand various programmes of different Presidents.

**Unit –I**

Discovery of America – Colonisation – Anglo-French conflict – The success of the British – Colonial Administration – American War of Independence – Its Results – Confederation –its defects – Drafting of New Constitution.

**Unit – II**

Federalist Administration: George Washington – Internal administration – Hamilton’s Reforms – Establishment of National Bank –Whisky Rebellion - Foreign Policy –Jay Treaty – Pinckney Treaty - John Adams – Midnight Judges.

**Unit – III**

Election of 1800 – Republican Revolution - Republican administration – Jaffersonian Democracy – Jefferson’s Administration – Gallatin’s Reforms – Purchase of Louisiana – Foreign policy – War with Tripoli - Madison – War of 1812 – effects of the War - James Monroe – Missouri Compromise – Adams-Onis Treaty – Monroe Doctrine and its significance.

**Unit – IV**

Jacksonian Democracy – Features – Administration of Jackson – New Democracy – Spoils system – Kitchen Cabinet –Locofocoism -Nullification issue –Foreign policy - Westward Expansion – Manifest Destiny - The Mexican War.

**Unit – V**

Issue of Slavery – Civil War – Causes – Anti slavery movement – Compromise of 1850 – Kansas – Nebraska Act – Dred Scott case – Free Port Debate – Election of 1860 - Course and Consequences – Abraham Lincoln – Reconstruction.

**Books for Reference:**

Allan Novius	<i>A Brief History of the United States.</i>
Beard Charles.A & Mary R.Beard	<i>New Basic History of the United States</i>
Dexter Perkenies & Glyndon G Van Deusan	<i>The United States of America Vol I &amp; II</i>
E Canning	<i>History of the United States</i>
Fish, Carl R	<i>The Civil War</i>
Hicks J.D	<i>Readings in American History</i>
Hill C.P	<i>A History of the United States</i>

John A Krout *United States Since 1865*  
 Marshall Simelsa *American History as a Glance*  
 S E Morrison & *Growth of American Republic.*  
 M.S Commander

**Text Books:**

Gomathinayagam,P.& Anusuya,R *History of United States of America, (Tamil), Sri Vinayaga Pathippagam, Rajapalayam, 2001.*  
 Jeyapalan, *History of United States of America, Atlantic Publications, New Delhi, 2016*  
 Krishnamoorthy, V.M *History of United States of America*  
 Majumdar, R.K & Srivastva, N *History of The United States of America upto 1865 SBD Publishers Distributors, Delhi, 1994.*  
 Rajayyan, K *A History of the United States, Madurai Publishing House, Madurai, 1976*  
 Subramanian, N *A History of the USA. Ennes Publications, Udumalpet, 2006*

**Course Outcome:**

- On studying the course entitled “History of the United States of America upto A.D 1865”, the students have understood historical significance of United States of America.
- The course has provided basic knowledge to the students to understand about slavery system and its effects.

**4. International Relations from A.D 1914 – 1945**

<b>Programme</b>	<b>: M.A History</b>	<b>Subject Code</b>	<b>:</b>
<b>Semester</b>	<b>: I</b>	<b>No. of Hours allotted</b>	<b>: 6 / week</b>
<b>Paper</b>	<b>: Core Subject– Paper IV</b>	<b>No. of Credits</b>	<b>: 4</b>

**Objective:**

- To Provide historical background of the International Relations between two World Wars.
- To bring to lime light the importance of emergence of USA and USSR as world powers.

**Unit I**

International Relations: meaning – scope – approaches to the study – international relations and international politics- significance of the study.



## **Unit II**

The First World War: the causes, course and results of the First World War – the Fourteen Principles of Woodrow Wilson – Paris Peace Conference – The Treaty of Versailles and other peace treaties.

## **Unit III**

The League of Nations: structure and functions – Issues before the League – the failure of the League – causes for the failure.

## **Unit IV**

Inter-war Period: The French quest for security – rise of Nazism - rise of Fascism – formation of the alliances – causes for the Second World War – course and results of the war.

## **Unit V**

The UNO: the preparation for the world organisation – the foundation of the UNO – the UN Charter – its structure – specialised agencies – achievements of the UNO- problems before UNO – organisational – financial – Issues before the UNO – the future of the UNO.

### **Books for Reference:**

Carr, E.H	<i>International Relations between the two World Wars</i>
Johari, J.C	<i>International politics</i>
Langsam, C	<i>The World since 1919</i>
Palmer and Perkins	<i>International Relations</i>
Sachleicher, C.P	<i>Introduction to International Relations.</i>
Samar Sen	<i>Power Politics and International Organisation</i>
Singh	<i>Emerging International Order – Non-Alignment Movement</i>

### **Text Books:**

Gomathinayagam, P	<i>International Relations – Politics and Institutions (Tamil)</i>
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### **Course Outcome:**

- On studying the course entitled “International Relations from A.D 1914 to 1945”, the students have understood historical significance of international politics.
- The course has provided basic knowledge to the students to understand about growth of USA as world power.

## HISTORY OF SCIENCE AND TECHNOLOGY

Programme	: M.A History	Subject Code	:
Semester	: I	No. of Hours allotted	: 6 / week
Paper	: Elective – Paper I(a)	No. of Credits	: 5

### Objectives

- To enable the students understand the natural environment in which we live.
- To expose the concept of evolution and the transition from one civilization to another with the advancement of discoveries and inventions.
- To realise and cherish the role of India and Indian scientists in the field of Science and Technology.

### Unit I

#### Ancient and Medieval Science and Technology

Introduction – Science and Technology in the pre-historic Age- Stone implements-potteries-Technology in valleys-Mesopotomian-Egyptian-Harappan.  
Development of Science and Technology in the Classical Age-Greece-Aristotle-Rome-Galen-Ptolemy-Archimedes-India-Aryabhatta-Bhaskara-varahamihira-Dhanvantrin-Sushruta-Charaka-Arab Avicenna.  
European Science in the Middle Ages- Roger Bacon.

### Unit II

#### Science and Technology in the Age of Renaissance (Seventeenth Century)

Progress Astronomy – Nicholas Copernicus-Tycho Brahe-Johannes Kepler - Galileo  
progress in Medical Science- Andreas Vesalius-Ambrose pare-Paracel  
Progress in Technology- Johannes Guttenberg- Leonardo-Da Vinci  
Foundation of Science Academies – Royal Society in London – French Royal Academy of Science.  
Progress in Science - Sir Isaac Newton- Robert Boyle-William Harvey – Malpighi.

### Unit III

#### Science and Technology in the age of inventions (Eighteenth Century)

Inventions in Textile Industry – Transportation – Steam engine.  
Progress in Mathematics-Leonard Euler-Joseph Louis-Chemistry-Henry Cavendish-Joseph Priestley-Antoine Lavoisier-Astronomy –Pierre-Simon Laplace-Natural Science-Count-de-Buffon-Earl Linnaeus-Medical Science- John Hunter-Edward Jenner.

## Unit IV

### Science and Technology in the Golden Age of Science (Nineteenth Century)

Biology-Charles Darwin-Physics-Michael Faraday – James Clerk Maxwell. William-Thomas Kelvin-Chemistry-John Dalton-Mendeleev-Medicine –Sir James Simpson – Louis Pasteur- Joseph Lister-Elias Metchnikoff-Sir Patric Manson. Progress in Technology-Transportation and Tele Communication –Samuel Morse Alexander Graham bell – Thomas Alwa Edison – Polymer Technology in Modern Textiles- Synthetic dyes and other products Alfred Nobel and Noble peace Prize.

## Unit V

### Emergence of Modern Science and Technology (Twentieth Century)

Physics- Albert Einstein and Theory of Relativity-Impact of World Wars – Weapon Technology – Lord Rutherford – Atom Bombs – Progress in Physical Science – Wilhelm Conrad Röntgen -Mary Curie.

Communication and Information Technology-Radio-Radar–Televisions– Computer – E-mail, Internet- E. comm. – image processing – artificial intelligence in Robotics – Laser Technology – Gene Technology.

Space research and space missions – in U.S.S.R – in U.S.A – in India – Atomic Energy Commission – ISRO – Technological development in Agriculture – Green Revolution –DRDO.

Pioneers in Modern Science in India– SrinivasaRamanujam – C.V.Raman – HomiJehangirBhaba - Hargobind Khorana–S.Chandrasekhar–M.S.Swaminathan– Abdul Kalam.

### Books for Reference:

- Nanda (ed.) *Science and Technology in India*, Vikas Publishing House, New Delhi, 1977.
- Ray Spargenburg *History of Science in the 18<sup>th</sup> Century*, Universities Press India, Hyderabad, 2000.
- Ray Spargenburg *History of Science in the 19<sup>th</sup> Century*, Universities Press India, Hyderabad, 2000.
- Ray Spargenburg *History of Science from 1895 to 1945*, Universities Press India, Hyderabad, 2000.
- Ray Spargenburg *History of Science from ancient Greeks to the Scientific Revolution*, Universities Press India, Hyderabad, 2000
- Sir William Cecil Dampier – A shorter History of Science, Allied publishers, Bombay, 1959.
- Venkatraman, R. History of Science and Technology, Ennes Publications, Madurai, 1988.

**Text Book**

Gomathinayagam, P

*History of Science and Technology* (Tamil)

Vinayaga Pathippagam, Madurai, 1997

Varghese Jeyaraj,S.

*History of Science and Technology*,

Pavai Publications, Madurai, 2000

**Course Outcome:**

- On studying the course entitled “History of Science and Technology”, the students have understood recent development of science and technology.
- The course has provided basic knowledge to the students to understand about use of science and technology to enhance.

**Indian Art and Architecture.**

Programme : M.A History

Subject Code :

Semester : I

No. of Hours allotted : 6 / week

Paper : Elective – Paper I(b)

No. of Credits : 5

**Objective:**

- The paper has been designed to help the students to acquire knowledge on the origin and development of Indian Art and Architecture over the centuries.

**Unit I**

Sources for the study of Art and Architecture – excavations, silpa sastras, Numismatics, Monuments, Agamas and Inscriptions – Early Indian Architecture – Harappan Architecture – Terracotta Art – Art and Architecture under the Mauryas – caves, stupas, Pillars and Sculpture - Buddhist Architecture – Origin, classification and essential elements, stupas at Sarnath, Bharhut and Sanchi. Jain Architecture – Techniques, Temples of Mount Abu and Statute of Mahavira at Saravnabelgola.

**Unit II**

A brief survey on the Architecture of the Sungas, Kanvas, Satavahanas and Kushanas Architecture, Sculptures and paintings under the Guptas - Gandhara and Mathura school of Arts – locations, specimen and features – Amaravathi and Ajanta paintings – Rashtrakutas Art- Ellora and Elephanta - Chalukya Art- Badami, Pattadakal and Aihole.

**Unit III**

Pallava Art and Architecture – Caves, Monolithicrathas and structural temples – Mahabalipuram - Cholas Temple Architecture –features, Temples at Tanjavur, GangaikondaCholapuram and Darasuram and Chidambaram Temple. Architecture under Viiyanagar rulers and Nayaks. Hambli, Madurai Meenakshi Temple, Thirumalai Nayakar Mahal, Srivilliputhur Andal Temple and Sri Rengam Temple.

## Unit IV

Indo – Turkish Architecture, features – Delhi Sultanate Qutubminar, Monuments in Qutub Complex – Quwatul Islam Mosque and Tomb of Ilutmish – Alai Darwaza and Fort of Siri.

## Unit V

Mughal Architecture – Origin, Development and Architectural features – Humayun's Tomb, Agra fort, Fatepur Sikri and its Architectural specimen, Tajmahal, Red fort and Jumma Masjid of Delhi – Mughal Paintings – Technical features and specimen – British Architecture.

### Books for Reference:

- |                        |   |
|------------------------|---|
| Srinivasan, K.R.       | <i>Temples of South India</i> , NBT, New Delhi, 1972.   |
| Srinivasan, P.R.       | <i>Indian Temple Architecture</i> , Mysore, 1971  |
| Sivaramamurthi, C.     | <i>Indian Painting</i> , NBT, New Delhi, 1976.  |
| Basil Grac, (ed.)      | <i>The Art of India</i> , 1981.   |
| Edith Tomory           | <i>A History of fine Arts in India and West</i> ,<br>Orient Longman, New Delhi, 1989                |
| Harle, J.C.            | <i>Art and Architecture of the Indian subcontinents</i> ,<br>Penguin Books, 1990.                   |
| Mahalingam, A(Ed)      | <i>Land Society and Art in Tamil Nadu</i> ,<br>New Delhi, 2016.                                     |
| .....                  | <i>Vijayanagara Nayaks : Art and Culture</i> ,<br>New Delhi, 2015.                                  |
| Goulas Barrett         | <i>Early Chola Architecture and Sculpture</i> , 1974.   |
| Saletore, R.N.         | <i>Vijayanagara Art</i>   |
| Havell, E.B.           | <i>Indian Architecture through the Ages</i> ,<br>Chap X New Delhi, 1978.                            |
| Nath R                 | <i>History of Mughal Architecture</i>   |
| Rizvi @ Vincent, S.A.A | <i>Fatehpur Sikri</i> , New Delhi, 1972   |
| SoundaraRajan, K.V.    | <i>Islam Builds in India</i> , New Delhi, 1983.   |
| Ebba Koch              | <i>Mughal Architecture an outline of its history and<br/>development, 1526-1858</i> , Munich, 1991. |
| Ebba Koch              | <i>The complete TajMahal and It's River front Gardents<br/>of Agra</i> , London, 2006.              |
| Juneja, M. (ed)        | <i>Architecture in Meidval India</i> , New Delhi, 2001.   |
| Satish Grover          | <i>The Architecture of India (Islamic)</i> , New Delhi, 1981.                                       |
| SoundaraRajan, K.V.    | <i>Temples of South India, Tamilnadu and Kerala</i>   |
| Surendra Sahai         | <i>Indian Architecture, Islamic period 1192-1857</i> ,<br>New Delhi, 2004.                          |

**Text Books:**

Percy Brown,

*Indian Architecture,*

D.B.Taraporevala, Bombay, 1959

Sethuraman, G

*Socio – Cultural Art History of Tamil Nadu,*

New Century Book House, Chennai, 2016.

Manivannan, Ambai

*Tamil Nadu Temple Art History, (Tamil)*

A R Publications, Madurai, 2014.

**Course Outcome**

- On studying the course entitled “History of Indian Art and Architecture’ the students have understood the historical significance of Art and Architecture in the history of India.
- The course has induced the students to protect the monuments of India thereby to be proud of Indian Cultural Heritage.
- The course has created employment opportunities to the students as guides in the department of Tourism.
- The course has provided basic knowledge to the students to carryout research works in the field of Indian Art and Architecture.

**II SEMESTER****1. State and Society of Tamil Nadu from A.D 1565- 2000**

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper V	No. of Credits	: 5

**Objective:**

- The paper has been designed to help the students to acquire knowledge on the history of Tamil Nadu.

**Unit I**

Nayaks of Madurai, Senji and Tanjore: Socio – Economic Conditions – Revenue System – Poligari System – rights and duties of Poligars – Kavalkarar system - Literature – Art and Architecture - Religious Conditions – Hinduism, Islam and Christianity.

**Unit II**

Society under the Marathas of Tanjore – revenue system – army under the Marathas – social condition - status of women - economic and religious condition -Art and architecture – Maravas of Ramnad and Sivaganga – administration – revenue system – Nawabs of Arcot – revenue administration – army, judicial and village administration – social condition and status of women.

### Unit III

The country under the British: Land Revenue under the Company – emergence and development of the Legislature – Dyarchy - Judicial Administration –administration of Justice Party -Spread of Western Education - Christian Missionaries and their Services to Tamil Language and Tamil Society – social reforms of British government – Famine and irrigation projects – Mettur, Periyar and Papanasam.

### Unit IV

Social Reform Movements : St Ramalinga, Vaikundaswamy- Socio- Religious Conflicts – Temple Entry Movements - Justice Ministry and Social Reforms - Pure Tamil Movement – Tamil integration Movement – Tamil Isai Movement - E.V.R. and Self Respect Movement -.Impact of the Movement – development of Judiciary .

### Unit V

Tamil Nadu after Independence: Congress administration - Rajaji– Kamaraj – Baktavasalam – Anti-Hindi agitation – Rise of DMK to power – administration of DMK – rise of AIADMK– administration of AIADMK - Industrial Development since independence - Development of education.

### Books for Reference:

Boag G.T.	<i>The Madras Presidency</i>
Caldwell.R.	<i>History of Tinnevely</i>
Hardgrave.R.	<i>The Dravidian Movement</i>
Krishnaswamy, A	<i>Tamil Country under Vijay Nagar Empire</i>
Mahalingam, A	<i>Land, Society and Art in Tamil Nadu,</i> New Delhi, 2016

### Text Books:

Chellam V.T,	<i>Short Survey of the History of Tamilnadu,</i> Madurai Publishing House, Madurai.
Rajayyan, K	<i>History of Tamil Nadu</i>
Varghese Jeyaraj,S.	<i>Socio-Economic History of Tamilnadu,</i> Anns Publication, Uthamapalayam, 2017.
Subramanian, N.,	<i>Social and Cultural History of Tamilnadu (A.D.1336 - A.D. 1984),</i> Ennes Publications, Udumalpet, 1999.
Subramanian, P.,	<i>Social History of the Tamils (1707 - 1947),</i> D.K. Printworld (P) Ltd, New Delhi, 1999.

### Course Outcome

- On studying the course entitled “State and Society of Tamil Nadu from A.D 1565 To 2000” the students have understood the historical significance of Tamil Nadu.
- The course has induced the students to understand constitutional development in Tamil Nadu.

## 2. Socio-Economic History of India from A.D 1206 – 1857

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper VI	No. of Credits	: 4

### Objectives

- ❖ To provide knowledge on the cultural contribution of Muslim rulers
- ❖ To examine the cultural traditions of South India
- ❖ To impart an quest to know deeply the areas of company's administration
- ❖ To imbibe the moral values given by different religions and Bhakthi Saints
- ❖ To know the development of education under British

### Unit – I

Society in the Sultanate : Transformation of Indian society – Social stratification and Caste system – the Muslim aristocracy – Status of women – Slavery – untouchability – Social customs and manners. Economy in the sultanate: Agriculture – various industries – Economic policies of the sultanate – Zagirdari system- Market regulations of AlauddinKhalji- Revenue and Taxation.

### Unit – II

Conditions under the Vijayanagar Empire : Society in the Vijaynagar Empire – Caste system – Status of women – Social customs and manners – Feudal economy – industries – Guilds – internal and external trade. Society under the Mughals: The life of the nobles – Social stratification – Caste system – social evils – Social customs and manners.

### Unit – III

Economy under the Mughals: Village economy – Agrarian system -Revenue system- Handicrafts – Challenges to the Mughal economy from the west. Society under the Marathas – Social stratification – Revival of Hinduism – Bhakti Movement - Hindu practices - woman – slavery – festival – economy under the Marathas – revenue administration and commerce.

### Unit – IV

Society under the company's administrations: Social evils in the Indian Society and the eradication – Socio – Religious Reform Movement – Brahma Samaj – Sikhs – Revivalist Movement – Arya Samaj – Ramakrishna Mission. Economy under the company : The drain of wealth –Colonial economy - de-industrialization of Indian handicraft - Commercialization of Indian agriculture –Permanent Revenue Settlement – Mahalawari Settlement – Ryotwari Settlement.



## Unit – V

Education: Education under the Muslim rulers – Hindu educational institutions- Women’s education – Education under the company – Role of Christian Missionaries- Introduction of English Education – Woods Despatch. Religion and Bhakti Movement – Chief Saints of the Bhakti Movement – Sufism in India - Sikhism – Synthesis of Hindu and Islamic thoughts.

### Books for Reference:

- |                                       |   |
|---------------------------------------|---|
| Basham A. L (Ed.),                    | <i>A Cultural History of India,</i><br>OUP, New Delhi, 2001.  |
| Khurana K.L,                          | <i>Medieval India,</i><br>Lakshmi Narayan Agarwal, Agra, 2007   |
| Mahalingam T.V,<br>Majumdar R.C.,     | <i>Economic life in the Vijayanagar Empire</i><br><i>An Advanced History of India,</i><br>Mac Millan, New Delhi, 2002 |
| Mehta J.L,                            | <i>An Advanced Study in the History of Medieval India</i><br>(3 Vols),<br>Sterling Publication, New Delhi, 2002.      |
| Robert Sewell,<br>Sathiyathatha Iyer, | <i>A Forgotten Empire,</i> New Delhi, 2000.<br><i>A History of India,</i> Chennai, 2002. 7.                           |
| Satish Chandra,                       | <i>History of Medieval India,</i><br>Mac Millan, New Delhi, 1984.   |
| Vincent A. Smith,                     | <i>The Oxford History of India,</i><br>OUP, New Delhi, 2002   |
| Text Books:                           |   |
| Mahajan, V.D,                         | <i>History of Medieval India,</i><br>Sultan Chand, New Delhi, 2000.   |
| Nanda, S.P.                           | <i>Economic, Social History of India,</i><br>Anmol Publication, New Delhi, 1985.                                      |
| Ray Choudari, S.C.,                   | <i>Social, Cultural and Economic History of India,</i><br>Surjeet Publication, New Delhi, 2002.                       |
| Srivastava, A.L.,                     | <i>History of Medieval India ( 1000 - 1707 ) ,</i><br>Shivalal Agarwal & Company, Agra, 1989.                         |

### Course Outcome

- On studying the course entitled “Socio-Economic History of India A.D 1206To 1857” the students have understood the historical significance of Tamil nadu.
- The course has induced the students to understand constitutional development in Tamil Nadu.

### 3. History of the United States of America from A.D 1865 -1945

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper VII	No. of Credits	: 4

#### Objective:

- To Provide historical background of the USA.
- To bring to lime light the importance of emergence of USA as world power.
- To enable students understand various programmes of different Presidents.

#### Unit I

Reconstruction: Problems of Reconstruction – Plans of Reconstruction –Presidential Reconstruction Plan – Congressional Reconstruction Plan - Black Reconstruction- Failure of Reconstruction.

Economic Development: Growth of Big Business – Leading Industrialists – Rise of Trusts – Agricultural Development – Agrarian Movement – Populist Party- Labour Movement – Agricultural development.

#### Unit II

Rise of Imperialism – Territorial Expansion – Spanish American War and its effects -Pan Americanism – Open door Policy.

Theodore Roosevelt – Internal policy – Fair Deal – social welfare and Labour welfare measures –His Foreign Policy – Big stick diplomacy – Construction of Panama Canal - William Howard Taft – Dollar diplomacy.

#### Unit III

USA and the World War I – Circumstances that led to the entry of USA into the war –Paris Peace Conference Wilson’s Fourteen Points – Wilson’s Internal administration.

#### Unit IV

Frankline D Roosevelt – Internal Policy – New Deal Programme -Foreign Policy – The policy of neutrality.

The USA in the Second World War – circumstances that led to the War – The Pearl Harbour attack – The disastrous attack on Hiroshima and Nagasaki – The role of the USA in founding the UNO.

#### Unit V

Movements for Rights: Movments for Women’s Franchise – Problems of equality of the black – Acts of segregation – Various Acts passed by the Congress – Martin Luther King.

#### Books for Reference:

Allan Novius	<i>A History of the United States.</i>
Canning E	<i>History of the United States</i>
Hill C.P	<i>A History of the United States</i>
John A Krout	<i>United States Since 1865</i>

Ousley.F.E,  
 Chit wood & Nixon H.B                      *The American People – a short History*  
 Parkes H.B    *The United States of America*  
 Raskitt.H.P    *The United States of America*

**Text Books:**

Khurana, K.L.    *History of USA,*  
     Laskhmi Narayan Agarwal, Agra, 2004.  
     *A History of the United States*  
 Rajayyan.K    *A History of the United States*  
 Venkatesan.G &  
 Gomathinayagam.P                                      *History of the United States of America (Tamil)*

**Course Outcome:**

- On studying the course entitled “History of the United States of America from A.D 1865 to 1945”, the students have understood historical significance of United States of America.
- The course has provided basic knowledge to the students to understand about growth of USA as world power.

**4. International Relations from A.D 1945 – 2000**

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper VIII	No. of Credits	: 4

**Objective:**

- To Provide historical background of the International Relations after Second World Wars.
- To bring to lime light the cold war between USA and USSR and its effects.

**Unit I**

Europe after the Second World War- Marshall Plan- Truman Doctrine- Berlin Blockade New World Order-Emergence of Bi-Polar World -Cold War- Korean Crisis Vietnam War, Cuban Missile crisis-Emergence of Military Power Blocs NATO Warsaw Pact, CENTO SEATO –Gulf War -End of Cold War - START I Treaty-Gorbachev reforms- Glasnot and Perestroika Fall of Soviet Russia –Common Wealth of Independent States- German Reunification-

**Unit II**

Establishment of United Nations Organisations- its special agencies achievements- Nuclear Disarmament- NPT- CTBT- Globalisation- World Trade Organisation- Bretton Woods Conference of 1944-GATT- Uruguay Round Talks- European Economic Community-European Union- its achievements- North and South Dialogue- Oil Diplomacy

### Unit III

Global issues- Arab-Israeli Conflict- Kashmir issue -Global Terrorism- UNO's Resolution on Terrorism- September Attacks of 2001-Cross Border Terrorism in India- Bombay Blasts of 1993- Environmental Threats-Global Warming, Green House Effect and Ozone Depletion- World Population -

### Unit IV

Growth of Asian and African Nations- People Republic of China- Bandung Conference- Emergence of Japan as super power- Contemporary South East Asia – ASEAN- Decolonization of Africa- internal and external causes- Organisation of African Unity (OAU)

### Unit V

International Associations- British Common Wealth- Non-Aligned Movement- SAARC- Organisation of American States - Group of 8, Group of 15 and Group of 77- OPEC – World Bank – IMF.

Foreign Policy of India, China, USA and Russia

### Books for Reference:

Wallbank and Taylor,	<i>Civilization: Past and Present</i>
C D M Ketelby,	<i>A History of Modern Times</i>
Wallerstain Emmanuel,	<i>The Modern World System</i>
Arrighi,	<i>The Long 20th Century</i>
Peter Calvorressi,	<i>World Politics Since 1945</i>
D F Fleming,	<i>Cold Wars and Origins</i>
L J Halle,	<i>The Cold war as History</i>
E J Hobsbaum ,	<i>The Age of Extremes</i>
Agwani MS	<i>Contemporary West Asia</i>
John W.Young and John Kent	<i>Internatiaonal Relations Since 1945,</i>
	Oxford University Press,
James Lewis Henderson	<i>Aspects of Interantaional relations 1945-2004,</i>
	Oxford University Press,
William J. Duiker,	<i>Contempoary World History,</i>
	Cengage learning Singapore

### Text Books:

Gomathinayagam, P	<i>International Relations – Politics and Institutions</i> (Tamil)
Srivastava, L.N,	<i>International Relations,</i> Surjeet Publications, Mumbai, 1999.
Palmer & Perkins,	<i>International Relations,</i> AITBS Publishers & Distributors, Delhi, 2000.

### **Course Outcome:**

- On studying the course entitled “International Relations from A.D 1945 to 2000”, the students have understood historical significance of international politics.
- The course has provided basic knowledge to the students to understand about cold war and its effects.

### **Human Rights**

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: ElectiveSubject- Paper II (a)	No. of Credits	: 5

### **Objective:**

- To introduce the concept of Human Rights and facilitate the students to understand the working of both National and International Human Rights Laws – students will be introduced to theories of Human Rights and its Practices

### **Unit I**

Human Rights : Meaning and Nature -Concept of Human Rights – classification of Human Rights : Natural, Moral, Legal Rights – Three Generation of Human Rights : Civil and Political Rights, Economic social and cultural Rights and Collective / Solidarity Rights.

### **Unit II**

Evolution of the Concept of Human Rights: From Magna Carta to Universal Declaration of Human Rights - Magna Carta, The US Declaration of Independence, The French Declaration of Rights, US Bill of Rights, Geneva Convention 1864 and UN Declaration of Human Rights, 1948.

### **Unit III**

International Organisations and Human Rights: UN Charter – UDHR – International Covenant on Economic, social and cultural Rights - International Covenant on civil and political Rights 1966 –UNESCO Declaration of the Responsibilities of the Present Generations towards future generation, 1997- UN Commission on Human Rights – U N High Commission for Refugees –UNICEF-UNESCO

### **Unit IV**

Human Right violations: violation of Rights of women –bonded labours – rights of children – Fundamental Rights - Constitutional safeguards.

## Unit V

Human Rights Activities in India: Human Rights Act 1993 – Structure and functions of National Human Rights Commission – State Human Rights Commission and Human Rights Court – Rules and Regulations of State Human Rights Commission 1997

### Books for Reference:

- Acharya, B.C *A hand book of Women's Rights*  
Wisdom Press, New Delhi, 2011
- Alston, Philip (Ed) *The United Nations and Human Rights: A Critical Appraisal*, Oxford Clarendon Press, London, 1992.
- Amit Kumar *Human Rights studies and social development*,  
Anmol Publications Pvt Ltd., New Delhi, 2011
- Asish Kumar Das & Prasant Kumar Mohanty, *Human Rights in India*  
Sarup & sons, New Delhi, 2007.
- BaniBorghain *Human Rights, Social Justice & Political Challenge*  
Kaniska Publishers, New Delhi, 2007
- Brij Kishore Sharma *Human Rights Covenants and Indian Law*  
PHI Learning Pvt Ltd., New Delhi, 2010
- Chiranjivi, J.Nirmal *Human Rights in India: Historical social and political Perspective*,  
Oxford University Press, New Delhi, 2002.
- Darren J.O.Byrne *Human Rights An Introduction*  
Pearson Education, Delhi, 2004
- Deshmukh, K.L *Human Rights and International Law*  
Swasthik Publications, Delhi, 2011
- Henkin, Louis Boulder *The Rights of Man Today*,  
Westview Press, Colorado, 1978.
- Ishay, M.R *The History of Human Rights*,  
Orient Longman, New Delhi, 2004.
- Joyce, James Avery *The New Political of Human Rights*,  
St. Martins Press, New York, 1988.
- Joyce, James Avery *Rights, Procedural Aspects of International Law*  
University Press, New York, 1970
- Khanna, S.K *War and Human Rights*  
Wisdom Press, New Delhi, 2012
- MadhusudanPandit *Human Rights and Social Justice*  
Swastik Publications, Delhi, 2011
- ParasDiwan&PeeyushiDiwan *Human Rights and the Law: Universal & Indian*  
Deep and Deep Publications, New Delhi, 1998.
- Rajeev, N.Pradhan *Human Rights and Civil Liberties*  
Navyug Books International, Delhi, 2011

- Robertson, A.H & Merrills, J.G      *Human Rights in the World*,  
Universal, Delhi, 2005.
- Satya P Kanan      *Human Rights and Social Justice*  
*Concept and Perception*  
Wisdom Press, Delhi, 2012
- Satya P Kanan      *Human Rights Dimensions*  
Wisdom Press, Delhi, 2012
- Shireesh Pal Singh      *Peace and Human Rights Education*  
APH Publishing Corporation, New Delhi, 2010
- Varun Naik, Mukesh Sahni      *Human Rights and Law*  
Crescent Publishing Corporation, New Delhi, 2011
- Velan, G      *Human Rights Theory and Practice*,  
Muralilal & Sons, New Delhi, 2008
- Vijayakumar,      *Human Rights Dimensions and Issues*,  
Anmol Publications, New Delhi, 2003
- Vishwanathan, V.N.      *Human Rights 21<sup>st</sup> Century Challenges*,  
Kalpaz Publication, New Delhi, 2008

**Text Books:**

- Indian Institute of Human Rights, *ABC of Human Rights – Study Materials*, New Delhi.  
Krishna Iyer, V.R.,      *Human Rights*,  
BR. Publications Corporation, New Delhi, 1995.

**Course Outcome:**

- On studying the course entitled “Human Rights”, the students have understood historical significance of Human Rights.
- The course has provided basic knowledge to the students to understand about efforts of International organisations to safeguard Human Rights.

**Museology**

Programme	: M.A History	Subject Code	:
Semester	: II	No. of Hours allotted	: 6 / week
Paper	: Elective Subject– Paper II (b)	No. of Credits	: 5

**Objective:**

- The paper has been designed to help the students to acquire knowledge on different types of museums.

**Unit I**

Museum: Its definition – Museum movement – classification of Museums – National museums and private museums – society museums, trustee museums – temple museums – palace museums – museums of business organisations – growth of Indian Museums – Antiquarian Laws in India.

## Unit II

Museum Architecture, collection of Museum objects – collection of Archaeological objects – surface collection – Excavation – Art purchase Committee – Collection of zoological and Botanical Materials – Ethnographic materials documentation – day book – general accession register – section wise accession registers – catalogues card indices – Museum exhibition: Designing showcases – exhibits – space – lighting – method of presentation – principles of preservation – Natural History objects – Archaeological Objects – Labeling – Temporary Exhibition.

## Unit III

Conservation and preservation - care of museum objects: Nature of materials – causes of deterioration – climatic and environmental conditions – humidity – temperature – pollution – light – chemical agencies of deteriorating – Human neglect and ignorance – vandalism – biological agencies of deterioration – care in handling the museum objects, care in shifting and transportation – storing care of individual materials: painting – textiles – bone and ivory – leather objects and archival materials.

## Unit IV

Museum Administration: National Museums – State museums – Director or Commissioner – Curator – staff: Technicians, artists, modelers, technical assistants, taxidermists, electrician, electronics experts, computer personnel, gallery guards, masons, carpenters, sanitation workers, etc.,

## Unit V

Educational Programmes and museum Research: Guided tours – museum school services – museum loan or extension service – gallery lectures – training to college students on reading epigraphy, taxidermy and conservation – training on different types of painting – summer camps – museum publication; news bulletin, research journals, guide books, catalogues, handbooks, brochures, pictures, books, etc.,

## Books for Reference:

- |                                   |  |
|-----------------------------------|--|
| Agarwal, O.P                      | <i>Preservation of Art Object and Library Materials</i> ,<br>National Book Trust, New Delhi, 1993  |
| .....                             | <i>Care and Preservation of Museum object</i> ,<br>National Research Laboratory for conservation of cultural<br>property, New Delhi, 1977. |
| .....                             | <i>Conservation of cultural property in India</i> , Vol.3,   |
| .....                             | <i>Conservation in the Tropics</i> , International Center for<br><i>Conservation</i> , Rome, 1947.   |
| Aiyappan, A &<br>Satyamurthi, S.T | <i>Handbook of museum Technique</i> ,<br>Government Museum, Chennai, 1998.   |



Baxi, J. Smith & Vinod P. Dwivedi, *Modern Museum: organisation and Practice in India*, Abhinav Publications, New Delhi, 1973

Ghoseh Arun, *Conservation and Restoration of Cultural Heritage*, Agam Kala prakashan, Delhi, 1989.

Grace Morely, *Art in Museums*, M.S. University, Baroda, 1962.

..... *Museums to day*, M.S. University, Baroda, 1967.

..... *A Brief Guide to National Museum*, National Museum, New Delhi, 1973

Jeyaraj, V *Care of Archival Material (Tamil)* Government Museum, Chennai, 1997

Nigam, M.L *Fundamental of Museology*, Deva Publication, Hyderabad

Sethuraman, G *Museology, Museum and its techniques*, Sastha Publications, Madurai, 1996.

### Course Outcome

- On studying the course entitled “Museology” the students have understood the significance of Museums.
- The course has induced the students to protect the monuments of India thereby to be proud of Indian Cultural Heritage.
- The course has created employment opportunities to the students as guides in the department of Tourism.

## III SEMESTER

### 1. Historiography

Programme	: M.A History	Subject Code	:
Semester	: III	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper IX	No. of Credits	: 5

### OBJECTIVES:

- To make the students understand the recent trends in Historical writing.
- To equip the students with computer knowledge in preparing Dissertation and Thesis.
- To acquire detailed knowledge in Research Methodology.

### Unit I

Meaning of History – Definition – Scope and Purpose of History – History Science or Art – Causation – Role of Individuals – Role of Ideas – Concept of progress and Theory of Reputation.

## Unit II

Modern and Contemporary trends in Historical writing – Anglist Historiography, Nationalist Historiography, Marxists Historiography, Subaltern Studies, Annals School and Post Modernism.

## Unit III

Eminent Contemporary Indian Historians and their contributions – Romila Thapper, R.S. Sharma, D.N. Jha, A.L. Basham, Irfan Habib, Satish Chandra, K.A. Nilakanda Sastri, K.A. Nizami, Sanjay Subramanian, Bibin Chandra and Sumit Sarkar.

## Unit IV

Computer and Historical Research – Sources – Primary and Secondary sources- Computer and Collection of sources- Browsing- DELNET, Internet Archive, Academia.edu, JSTOR, ResearchGate, National Digital Library of India, INFLIBNET Centre, Shodhganga, Google Scholar- Typing- use of Microsoft Excel and Microsoft Word- Preparation of PowerPoint

## Unit V

Research Methodology – Pre requisite of a Research Scholar - Selection of Topic for Research – Collection of Data – Analysis of Data – External and Internal Criticism – Formation of Hypothesis – Writing of History – Objectivity and Subjectivity – Objectives Scope and period of the Thesis – Limitations – Review of Literature – Chapterisation – Foot Notes and Endnotes - Documentation – Bibliography – Appendix – End Notes.

### Books for Reference:

Sheik Ali, B.,	<i>History: Its theory and Method</i>
Collingwood, R.G.,	<i>The Idea of History</i>
Carr, E.H.,	<i>What is History?</i>
Rowse, AL.,	<i>The Uses of History</i>
Stephen Usher,	<i>The Historians of Greece and Rome</i>
Thomps, J.W.,	<i>History of Historical Writing, Vol.I&amp;II</i>
Robert V. Daniet's	<i>Studying History – How and Why?</i>
Bury, J.B.,	<i>The Ancient Greek Historians &amp; Progress</i>
Philips, C.H., (ed.)	<i>Historians of India, Pakistan and Ceylon</i>
Subramanian. N.	<i>Tamilian Historiography</i>
Hocket, H.c.,	<i>Critical Method in Historical Writing</i>
Sen. S.P.	<i>Historians and Historiography in Modern India</i>
Filey, S.P.,	<i>The Uses and Abuse of history</i>
Momegliano, Arnaldo	<i>Ancient Historians Essays in Ancient and Modern Historiography</i>
Widgery, Allan, G.,	<i>Interpretation of History from Confucius</i>
Baries, H.E,	<i>History of Historical Writings</i>
Brasher, MH,	<i>The Young Historian</i>
David Thompon,	<i>The Aims of history</i>

Sastri, K.A.N.,	<i>Historical Method with reference to India</i>
Arthus Marwick.,	<i>The Nature of History</i>
John, C.B. Webster(ed)	<i>An Introduction to History</i>
Manickam,	<i>Research and Methodology</i>

### **Proceedings of the History Congress**

1. Proceedings of the Indian History Congress – Historiography Session
2. Proceedings of the South Indian History Congress - Historiography Session.

### **Text Books:**

Rajayyan, K.,	<i>History in Theory and Method</i>
Venkatesan, G.,	<i>Historiography</i>
Kadhirvel, S.,	<i>Research methodology- History</i>
Manickam, V,	<i>On History and Historiography,</i>
Gomathinayagam,P	<i>Historiography (Tamil)</i>
Dharmaraj , J	<i>Historiography (Tamil)</i>

### **Course Outcome :**

1. After the completion of the course the students have made themselves capable of writing thesis in historical perspective.
2. Having understood the life and contribution of Contemporary Indian historians the students have understood the current status of Modern Indian Historiography.
3. The students can make use of computers for the collection of Library and Archival Materials.

## **2. Freedom Struggle in India A.D 1800 – 1947**

Programme	: M.A History	Subject Code	:
Semester	: III	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper IX	No. of Credits	: 5

### **Objectives:**

- To make the student understand the consistent efforts of the Indians to overthrow the British Rule from India.

### **Unit-I**

Early Resistance to the Colonial Rule – Political consolidation of the India English East India Company – South Indian Rebellion, 1800-1801 – causes, course and Vellore Mutiny of 1806 – Resistance Movements 1807 – 1856 – The Revolt of 1857 –causes , Courses and results. Emergence of Nationalism – Impact of Western Education – reaction exploitation – socio – religious reform movements of the 19<sup>th</sup> Century – role Pre – Congress Associations .

## **Unit-II**

Indian National Congress – Origin of the Congress – its objective conferences – Moderate phase – Moderate ideology – Emergence of Extremist ideology – Prominent leaders of both the schools of thought. Gathering of Storm – Lord Curzon and the partition of Bengal and its effects – Swadeshi Movement – Nation wide impacts of the Emergence of revolutionary movement – prominent leaders of the revolutionaries abroad – The Gadder Party – Revolutionary movement in Pondicherry.

## **Unit-III**

Formation of the Muslim League – Simla Deputation - |Formation – first world war and Freedom Struggle - Home Rule Movement of B.G.Tilak and Annie Besant – Congress – League scheme – Rowlaat Act – JalianWalabagh Massacre.

The Gandian Era : The Formative Phase – Advent of Gandhi on the Political scene of India – His ideology – congress – League Scheme – reaction of Towlett Act and early satyagraha's launched by Gandhi – the Khiafat and the Non – Co-operation Movements, 1920-22 – The Swarajaya Party – Constructive Programme of Gandhi – Simon Commission – Nehru Committee Report and Jinnah's Fourteen Points – PurnaSwaraj resolution - Civil – Disobedience Movement, 1930-34 – Salt Satyagraha – Dandi Salt Satyagraha – Gandhi – Irwin Pact – Round Table Conferences – Communal Award – Poona Pact .

## **Unit-IV**

Gandhian Era: The Second Phase – Impact of Second World War – Struggle in Princely States – August Declaration of 1940 – Individual Satyagraha – Cripps Proposals – Quit India Movement of 1942 – Rise and Growth of Leftist Movement – Muslim League and demand for Pakistan – Liaquat Pact – C.R. Formula – Indian National Army – NetajiSubash Chandra Bose – Naval Mutiny of 1946.

Towards Transfer of Power – Wavell Plan – Simla conference, 1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.

## **Unit-V**

Role of Press, Theatre and Cinema in the national movement.

Role of Tamilnadu in the Freedom Movement- First session of Indian National Congress and delegates from TamilNadu – Third session of Indian National Congress at Madras – Role of moderates, Extremists and Terrorists in Tamilnadu – Swarajist Party and Tamilnadu – Role of Tamilnadu in the Mass Movements of Mahatma Gandhi – Salt Satyagraha at Vedaranyam – Role of Rajaji in the last Phase of freedom Struggle – Role of Tamils in the Indian National Army.

## **Books for Reference**

Agarwal, R.C.,

*National Movement and Constitutional India.*

Ahulwalia, M.M.,

*Freedom Struggle in India, 1857-1909.*

Bipin Chandra & Others

*India's Struggle for Independence, 1857*

Daniel, D.,	<i>Struggle for Responsible Government in 1938-1947.</i>
Desai, A.R.,	<i>Peasant Struggles in India.</i>
.....	<i>Recent Trends in Indian Nationalism</i>
Ghose, K.K.,	<i>The Indian National Army</i>
Gopal. S.,	<i>The British Policy in India, 1858-1905</i>
Gopalakrishnan, P.B.,	<i>Extremist Movement in Trinaveli, (1908-1911)</i>
Gupta, D.C.,	<i>Indian National Movement</i>
Mujumdar, R.C.,	<i>History of the Freedom Movement in India</i>
Mammathanath Gupta,	<i>History of the Indian Revolutionary Movement</i>
Mehrotra, S.R.,	<i>The Emergence of the Indian National</i>
Menon, V.P.,	<i>The Story of the Integration of the Indian States</i>
Pattabhisitaramayya,	<i>History of the Indian National congress, Vol. I &amp; II</i>
Rajayyan, K.,	<i>South Indian Rebellion: First War of Independence 1800 – 1801</i>
.....	<i>Freedom Struggle in India</i>
SukhlirChoudhari	<i>Growth of Nationalism in India, Vol. I &amp; II</i>
SumitSarkar	<i>Modern India 1885-1947</i>

#### **Text Books:**

Tara Chand	<i>History of the Freedom Movement in India</i>
Venkatesan, G.,	<i>History of Freedom Struggle in India.</i>

#### **Course Outcome:**

- On studying this subject the students have understood the fact that all the people of India irrespective of Religion, Caste, Gender, status, Languages and Regions fought for the freedom of India.
- By studying this subject the students have realized the value of freedom which has induced them to be the patriotic citizens of Independent India.

### **3. Constitutional History of England from A.D 1603 – 2000**

Programme	: M.A History	Subject Code	:
Semester	: III	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper XI	No. of Credits	: 4

#### **Objectives:**

- To make the student understand the constitutional development in England.
- To understand main features of Parliamentary form of government.

#### **Unit I**

Brief history of Constitutional development up to 1603 A.D – Charter of Liberties (1100) – Magna Carta and its importance – Provisions of Oxford – Parliament of 1265 –

Model Parliament of 1295 and its importance – York Parliament – Tudors and Parliament – Salient features of the British Constitution.

## **Unit II**

The Stuart period – James I and his Parliaments – Charles I and his Parliaments – the Eleven Years Tyranny – the Long Parliament – The Commonwealth – the Constitutional experiments of Oliver Cromwell – the end of the Commonwealth

## **Unit III**

Restoration – the rule of Charles II – James II – the Glorious Revolution of 1688 – Bill of Rights – Act of Settlement – George I – George II – emergence of the office of the Prime Minister – Robert Walpole – George III- his Personal Rule – origin and growth of Cabinet.

## **Unit IV**

Reform Acts of 1832, 1867, 1884-1885- the Chartist Movement – the Parliament Act of 1911 – the Representation of People's Act of 1918 and 1928 – Reduction of voting age in 1970

## **Unit V**

Constitutional changes due to the two World Wars – the Statute of Westminster – the Abdication of Edward VIII and its constitutional significance – Elizabeth II – Recent Development in the political and constitutional institution – the Judiciary – the Local Government.

## **Books for Reference**

- |  |   |
|--|---|
| Adams.G.B                                | <i>Constitutional History of England</i>  |
| Carter, E.H&Mears, RAF                   | <i>A History of Britain 1485 to Present Day</i><br>Surjeet Publications, Delhi, 1981.   |
| Hall                                     | <i>A Brief Survey of English Constitutional History</i>                                 |
| Hearushow                                | <i>A Brief survey of English Constitutional History</i>                                 |
| John Thorn, Roger Lockyer<br>David Smith | <i>A History of England,</i><br>The English Language Book Society, London, 1961.        |
| JaganathPatnaik,                         | <i>History of England, (1485 -1815)</i><br>S. Chand & Company Ltd., New Delhi, 1983.    |
| Keir, D.I.                               | <i>Constitutional History of Britain since 1485</i>                                     |
| Kiran Chandra Chaudhuri                  | <i>British History (1485-1714)</i><br>New Central Book Agency Pvt Ltd., Calcutta, 1995. |
| Kunjikuttan, K.R                         | <i>Main Streams of British Constitution History</i>                                     |

Mahajan, V.D	<i>A History of Great Britain,</i> S.Chand&Company Ltd., New Delhi, 1982.
Maitland	<i>Constitutional History of England</i> Cambridge University Press, London, 1977.
Pollard	<i>Evolution of Parliament</i>
Prosser and Sharp	<i>A Short Constitutional History of England</i>
Sir David Lindsay Keir	<i>The Constitutional History of Modern Britain Since 1485</i> English Language Book Society, London, 1975.
Srivastva, L.N	<i>Constitutional History of England</i> Surjeet book Depot, Delhi, 1983.
Wishan Das	<i>History of Great Britain, 1485 – 1952</i> S Chand &Company Ltd., New Delhi, 1984.
Venkatraman, B	<i>Constitutional History of Britain Vol.II</i>

### **Text Books:**

Dharmaraj, J	<i>England Constitutional History, (1603 to Present day)</i> (Tamil), Tensy Publications, Sivakasi, 2006.
Hanumanthan, K.R	<i>British History, (Tamil)</i> Tamil Nadu Text Book Society, Madras, 1972.
Gandhidasan, M.	
Ganapathi, A&Gunasekar,	<i>England Constitutional History, (Tamil)</i> Indira Pathippagam, Madurai, 1982.
Gopalan, P.S	<i>Constitutional History of England (1603 to Present Day)</i> (Tamil) Madurai Publishing House, Madurai, 1972
Rukmani, Dr.K.	<i>Constitutional History of England up to 1603 A.D</i> Vignesh Publications, Madurai, 1990.
„	<i>Constitutional History of England since 1603 A.D</i> Vignesh Publications, Madurai, 1990.
Suresh Chandra Pant,	<i>Constitutional History of England,</i> Prakashan Kendra, Lucknow, 1980,

### **Course Outcome:**

- On studying this subject the students have understood Historical significance of British parliament.
- By studying this subject the students have to understand the main features of Parliamentary form of government and how it was developed in England.

### **Principles and Methods of Archaeology**

Programme	: M.A History	Subject Code	: Semester	: III
No. of Hours allotted	: 6 / week			
Paper	: Elective Subject– Paper III(a)	No. of Credits	: 5	

**Objectives:**

- To make the student understand the importance of Archaeology.
- To understand various methods involved in Archaeological excavations.

**Unit I**

Definition and scope – Archaeology and History – Archaeology and culture and Environment and Natural Sciences – Kinds of Archaeology – Economic Archaeology – Ethno Archaeology – Underwater Archaeology – Aerial Archaeology – Salvage Archaeology – Functions of an Archaeologists – Value of Archaeology.

**Unit II**

History of Archaeology – Geological revolution – Antiquarian revolution and the theory of evolution. Henry Schlegelmann – Pitt. Rivers – Flinders Petrie. 20<sup>th</sup> century developments. Archaeology in India – Sir William Jones - Alexander Cunningham – Fleet and Hultzsch – Meadows Taylor – Robert Bruce Foote – James Burgess – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler – Development since Independence.

**Unit III**

Surface Exploration – Methods, Equipment and Record Objectives – Survey of Prehistoric, Proto – Historic and Historical sites. Methods of site survey - Topographical feature – State of preservation – Possibilities of Excavation – ownership of site – Published references – Illustrations.

**Unit IV**

Excavation – Staff and Equipment – Excavation staff and their functions – Director Assistant Director – Excavation Assistant – Site Supervisors or Trench Recorders – Pottery Assistant – Antiquity Assistant – cum – Curator – photographer surveyor – Draftsman – foreman – Field chemist – Labourers. Tools and Equipment – Camp equipment – Tent equipment – water facilities – camp kitchen – Transport – Draftsman equipment – Surveyor's equipment – photo equipment – Excavation equipment – Important sites – Keeladi – Alagankulam – Adichanallur – Kodumanal – Pulimankombai.

**Unit - V**

Archaeology and other sciences – Dating methods Archaeology and Geology – Radio – Carbon Dating – Thermoluminescence dating – Archaeo – magnetism – Potassium – Argon dating – Archaeology and chemistry – Fluorine dating – Pollen analysis – Dendro – chronology – Archaeology – and Anthropology - Statistical methods – computer science.

**Books for Reference:**

Chakrabarti, Dilip. K,

*India: An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations,*  
OUP, New Delhi, 1999.



Childe, V. Gordon, *A Short Introduction to Archaeology*, Collier, New York, 1960.  
 Daniel, E. Glyn, *A Hundred and Fifty Years of Archaeology*, Pelican Books, London, 1975.  
 Rajan. K, *Understanding Archaeology, Field Methods: Theories and Practices*, ManooPathippakam, Thanjavur, 2016.  
 Wheeler. R.E.M, *Archaeology from the Earth*, Clarendon Press, Oxford, 1954.

**Text Books:**

Raman. K.V, *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986.  
 Venkatraman. R, *Indian Archaeology: A Survey*, Ennes Publication, Udumalpet, 1985.

**Course Outcome:**

- On studying this subject the students have understood Archaeological evidences and its importance.
- By studying this subject the students have to understand various methods of Archaeological excavation.

**Archives Keeping**

Programme	: M.A History	Subject Code	:
Semester	: III	No. of Hours allotted	: 6 / week
Paper	: Elective Subject– Paper III (b)	No. of Credits	: 5

**Objectives:**

- To highlight the facts pertaining to the nature and importance of Archives.
- To learn the preservation of records and records management.
- To understand the functions and administration of National Archives and Tamilnadu archives.

**Unit - I**

Definition - Archives and Records - Types of Archives- Types of Records - History of Archives in India.

## **Unit - II**

Creation of Archives - Ancient, Medieval and Modern periods - Materials for Records - recent developments - organisation and functions Archives - uses of archives.

## **Unit - III**

Administration of Archives - Microfilming - accession - checking and arrangement - compilation of reference media - inspection and advisory work - Research Laboratory publications.

## **Unit - IV**

Preservation of Archives - Record Room and Equipment - control of Insects and Mould - Dust removal - Thymol fumigation - control of Acidity - Tissue Repair - Shiffon Repair - Lamination - Repair of Maps and Charts - Parchment and Palm leaf Manuscripts.

## **Unit - V**

Indian Historical Record Commission - the National Archives, Delhi - The Tamilnadu State Archives - Private Archives - Regional Archives.

### **Books for Reference:**

Baliga B.S.	<i>Guide to Records Preservation in the Madras Record Office</i>
Bharbaga K.D.	<i>An Introduction to National Archives.</i>
Dodwell H	<i>Report on the Madras records</i>
Harinarayana	<i>The Science of Archives keeping</i>
Hilary Jenkinson	<i>A Manual of Archives Administration</i>
Longwell W.H	<i>The Conservation of Books and Documents</i>
Salian Ghose	<i>Archives Keeping</i>
Ralph De Sola	<i>Microfilming</i>
Sundara Raj (Ed.)	<i>A Manual of Archival Systems and the World of Archives,</i> Siva Publications, Chennai, 1999.

### **Text Books:**

Thiagarajan, J.	<i>Archives Keeping</i>
Dharmaraj.J	<i>Archives Keeping (Tamil)</i>

### **Course Outcome:**

- On studying this subject the students have understood Archives and its importance.
- By studying this subject the students have to understand role of Archives in historical research.

## IV SEMESTER

### 1. Contemporary India from A.D 1947 – 2010

Programme	: M.A History	Subject Code	:
Semester	: IV	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper XIII	No. of Credits	: 5

#### Objective:

- To Provide historical background of the contemporary Indian History.
- To bring to lime light the importance of developments of India in various fields.

#### Unit I

Post Independence Consolidation and Reorganisation of India-Integration of Indian Princely States of Kashmir, Junagadh, and Hyderabad- Linguistic Reorganisation of Indian States - Dhar Commission- JVP Committee-Creation of Andhra State- Fazl Ali Commission-Concept of Zonal council- Further Formation of States upto 2014.Economic Development of India since 1947- Planning in India-Agriculture Development- Manufacturing Sector- Service Sector- New Economic Policy and its impact.

#### Unit II

Prime ministers and their policies and Programmes-Jawaharlal Nehru-Mixed Economy-Social policies-All India Institute of Medical sciences, IIT's and IIM's-Special Marriage Act of 1954-Lal BahadurShastri- Food Crisis-Green and White Revolution- Anti- Hindi Agitation of 1965- Indira Gandhi- Nationalisation of Banks- Abolition of Privy Purse-Split of Indian National Congress- GaribiHatao Programmes- Pokran Nuclear Test Allahabad High Court Verdict on Electoral Malpractice- - Jayaprakash Narayanan's Total Revolution- Proclamation of Emergency- Operation Blue Star-Assasination- Janatha Government- Morarji Desai-Shah Commission- Rolling Plan —Charan Singh –fall of Jantha rule- Rajiv Gandhi - Anti Defection Law- New Education Policy-

#### Unit III

Coalition Era1989 -National Front Government under ViswanathPratap Singh-implementation of Mandal Commission Report and its reaction-Ayodhya Ram Temple issue – Chandra Shekar Government- Congress regains under P.V. NarashimmaRao- Economic crisis and initiation of liberalisation in Indian economy-Babri Mosque riots-Corruption charges and acquittal-United Front government under Devagowda and I.K Gujaral- National Democratic Alliance Government under AtalBihari Vajpayee- Nuclear Tests-Highway projects-SarvaShikshaAbhiyan-United Progressive Alliance Government under Manmohan Singh- His legislations – Domestic Violence Act of 2005-National Rural Employment Gurantee Act and Right to Information Act, Right to Education Act – End of the Coaliaton Era-2014.

#### Unit IV

The foreign Policy of India- Panchsheel, Non-Aligned Movement- Cold War era in India- Indo China War of 1962- Indo-Pak War of 1966- Bangladesh war of 1971 India's policy towards Neighbouring countries- SAARC- Post 1990 scenario- the Gujral Doctrine, Nuclear Doctrine- Global Terrorism-Parliament Attack of 2001- Mumbai Terrorist Attacks of 2008 - Disarmament- CTBT- Indian Diaspora- Migration of professional workers to developed countries

#### Unit V

Reservation and Social Justice in India- Commission for SC and ST- Ilayaperumal Commission- Commission for Backward Classes- Kaka Kalelkar Commission of 1953 and Mandal Commission of 1979- Cultural development in India- Promotion of arts and letters -Academies for Fine Arts- Awards Civilian- Bravery- Sports- Growth and Development of Press and Indian Cinema-Recent Indian Sports achievements- Science and Technology in India- Space Science- ISRO- Nuclear Science- Nuclear Reactors- Development of Transport and Communication in India.

#### Books for Reference:

Bipan Chandra	<i>India Since Independence</i>
Bipan Chandra,	<i>In the Name of Democracy: JP Movement and the Emergency</i>
Panikkar, K.N	<i>Communal Threat, secular Challenge</i>
Panikkar, K.N.	<i>Before the Night Falls: Forebodings of Fascism in India</i>
Panikkar, K.N	<i>The Concerned India's Guide to Communalism</i>
RamachandraGuha,	<i>India after Gandhi: The History of World's Largest democracy</i>
RamachandraGuha,	<i>The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya</i>
RamachandraGuha & MadhavGadgil,	<i>This Fissured Land</i>
Vandana Shiva,	<i>Staying Alive: Women, Ecology and Survival in India</i>
Vandana Shiva,	<i>The Violence of Green Revolution</i>
Uma Chakravarti and NanditaHaksar,	<i>The Delhi Riots: Three Days in the life of a Nation</i>
NatarajanS ;	<i>A History of the Press in India</i>
Katherine Adeney and Andrew Wyatt	<i>Contemporary India,</i>

#### Text Books:

Venkatesan, G	<i>Contemporary History of India,</i> VC Publications Rajapalayam
.....	<i>History of Contemporary India (Tamil)</i>
Gomathinaygam,P.	<i>History of India,</i>

### Course Outcome:

- On studying this subject the students have understood modern trends of Indian History.
- By studying this subject the students have to understand development of India in the field of science and technology especially in space research.

### 2. Constitutional History of India from A.D 1773 -1947

Programme	: M.A History	Subject Code	:
Semester	: IV	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper XIV	No. of Credits	: 5

#### Objectives:

- To know the constitutional developments in India
- To enrich the knowledge of the students with the form of Government by which they are governed.
- To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

#### Unit - I

The East India Company - the Regulating Act, 1773 - Provisions - Defects of the Act - Bengal Judicature Act, 1781 - Pitt's India Act, 1784 - Provisions and significance.

#### Unit - II

Constitutional development between 1784 and 1857 - the Charter Acts 1793, 1813, 1833 and 1853 - Provisions - significance. Queen's Proclamation, 1858 - significance - Indian Councils Act 1861 and 1892 - Provisions - importance - Minto-Morley Reforms, 1909 - Provisions - significance.

#### Unit - III

Government of India Act, 1919 –circumstances to introduce the Act -Provisions - Nature & working of Dyarchy in the Provinces - importance - Government of India Act 1935 - circumstances to introduce the Act - Provinces - All India federation - Provincial Autonomy.

#### Unit - IV

The constitutional development between 1935 and 1947 - the August offer - Cripps Proposal - Wavell Plan - The Cabinet Mission Plan - Mountbatten Plan - The Indian Independence Act, 1947.

## Unit - V

Formation of Constituent Assembly – its works -The salient features of the Indian Constitution - the Sources - Federation - Fundamental Rights - Fundamental Duties - The Directive Principles of State Policy - the party system - Emergency Provisions - Amendments.

### Books for Reference:

Agarwal R.C	<i>Constitutional development and National movement in India</i>
Desikachari S.V	<i>Readings in the constitutional history of India</i>
Gangules N	<i>Constitutional development in India</i>
Gupta D.G	<i>Indian National Movement and Constitutional Development.</i>
Joshi G.N	<i>Constitutional History of India</i>
Kapoor A.C	<i>Select Constitutions</i>
Mahajan V.D	<i>Constitutional History of ndia</i>
Pylee M.V	<i>Constitutional History of India</i>
Sikri S.L	<i>A Constitutional History of India</i>

### Text Books:

Dharmaraj, J	<i>Constitutional History of India, (Tamil)</i>
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### Course Outcome:

- On studying this subject the students have understood constitutional development of India during the British rule.
- By studying this subject the students have to understand development of democratic institutions in India.

### 3. History of Far East from A.D 1840 – 1964

Programme	: M.A History	Subject Code	:
Semester	: III	No. of Hours allotted	: 6 / week
Paper	: Core Subject– Paper XII	No. of Credits	: 4

#### Objective:

- To Provide historical background of the China and Japan.
- To bring to lime light the importance of emergence of China and Japan as important countries in Asia

## Unit I

China: A Brief early history of China – The Manchu Dynasty – the opening of China – The First Opium War – The Taiping Rebellion – The Second Opium War – China 1860 - 1890 – Frontier relations between China and its neighbouring countries – Sino Japanese War 1894-1895.

## Unit II

The Battle of Concessions – USA and the Open Door Policy – Hundred Days Reforms – The Boxer Rebellion – Manchu Reforms – Dr.SunYatSen and Revolution of 1911 – Yuan Shi Kai – China and First World War –

## Unit III

Birth and growth of Communism in China – Kuomintang – Chiang Kai Shek – - Manchurian Crisis - conflict between the CCP and KMT – Sino Japanese War 1937 –Civil War 1945-1949-The establishment of People’s Republic of China - Mao Tse Tung – The People’s Government at Peking – The Cultural Revolution – Economic Development .

## Unit IV

Japan: The Opening of Japan – Perry and Harris Mission – Meiji Restoration- Meiji Reforms – Constitution of 1889 – Anglo Japanese Alliance 1902 – Russo-Japanese War 1904-1905 – Japan and First World War.

## Unit V

Japan and Second World War – defeat and surrender of Japan – Post War Japan – Disarmament and demilitarisation – Democratisation – New political system – Economic and Industrial Remodelling up to 1950

### Books for Reference:

- |                    |  |
|--------------------|--|
| Alalasundaram, R   | <i>History of Japn (Tamil)</i><br>GRS Pathippagam, Pondicherry, 1984   |
| Allen, George.C    | <i>Modern Japan and its problems</i>   |
| Andrew Gordon,     | <i>A Modern History of Japan,</i><br>NewYork, OUP, 2003.   |
| Bakmann, George, M | <i>The Making of the Meiji Constitution</i>  |
| Backmann           | <i>The Modernisation of China and Japan</i><br>Harper & Row, New York, 1965                                      |
| Ballard, J.G       | <i>Empire of the Sun</i>   |
| Beasley, W.G       | <i>The Modern History of Japan</i><br>Weidenfeld, London,1967  |
| BodoWeiethoff      | <i>Introduction to Chinese History –</i><br><i>From Ancient Times to 1912</i><br>Westview Press, Colorado, 1975. |
| Bush, C.A          | <i>China in the Modern World</i>   |
| ChitshiYamaga      | <i>Japan since Perry</i>   |
| Clubbe, O.E        | <i>Twentieth Century China,</i><br>Columbia, U.P. 1964   |
| Clyde and Beers    | <i>The Far East</i><br>Prentice Hall of India Pvt Ltd., New Delhi, 1974.   |

- Crafts and Buchanan  
DaljitSen Adel
- David, M.D
- Dharam Singh
- Fitzgerald  
Gupte, R.S
- Immanuel C.V Hsu
- Jack Gray
- James Murdock  
June Grasso, Jay Corrin,  
and Michael Kort.
- John King Fairhank and  
Merle Goldman
- Khurana, K.L
- Latourette, K.S
- Manjeet Singh
- Peffer  
Roy, S.L.
- RadheyShyamChaurasia,
- Roy, M.N
- Sansom,
- Storry, R
- Vinacke, H.M
- A History of China*  
*China and Her Neighbours*,  
Deep and Deep Publications, New Delhi, 1984.
- Rise and Growth of Modern China*,  
Himalayan Publishing House, Bombay, 1986,  
*History of Modern China and Japan, 1840-1951*  
Sonali Publications, New Delhi, 2005.
- Birth of Communist China*  
*History of Modern China*,  
Sterling Publishers, New Delhi, 1978.
- The Rise of Modern China*  
Oxford University Press, Hong Kong, 1982
- Rebellions and Revolutions in China From 1800s to 1980s*  
Oxford University Press, London, 1990
- History of Japan*  
  
*Modernization and Revolution in China*  
New York: M.E. Share, 1991.
- China A New History*,  
PHI Learning Pvt Ltd., New Delhi, 2009.
- History of China and Japan (1839-1949)*  
Lakshmi Narain Agarwal, Agra, 2007
- A Short History of the Far East*  
Macmillan, New York, 1964
- Glimpses of Chinese History*,  
Sublime Publications, Jaipur, 2010.
- Far East: A Modern History*  
*History of Far East in Modern Times*,  
Charu Publishing Company, Calcutta, 1977.
- History of Modern China*,  
Atlantic Publishers, New Delhi, 2004.
- Revolution and Counter Revolutions in China*,  
Ajanta Publications, Delhi, 1986.
- Japan A Short cultural History*,  
The Cresset Library, London, 1987.
- A History of Modern Japan*  
Penguin, 1964
- History of Far East in Modern Times*  
Allen & Unwin, London, 1959



### Text Books:

Kadhirvel, S	<i>Modern China,</i> Madurai Publishing House, Madurai, 1978
Majumdar, R.K. & Srivastva, A.N	<i>History of China,</i> Surjeet Book Depot, New Delhi, 1983.
Shive Kumar and Jain.S	<i>History of Modern China,</i> S.Chand& Company Ltd., New Delhi, 1985
Shive Kumar and Jain.S	<i>History of Modern Japan,</i> S.Chand& Company Ltd., New Delhi, 1982.
Dharmaraj,J	<i>History of China (Tamil)</i>
Dharmaraj, Ebi James	<i>History of China and Japan,</i>

### Course Outcome:

- On studying this subject the students have understood History of Far East.
- By studying this subject the students have to understand development of China and Japan in Asian region.

### Project Work

Programme	: M.A History	Subject Code	:
Semester	: IV	No. of Hours allotted:	6 / week
Paper	: Core Subject- Paper XVI	No. of Credits	: 5

### Title of the Paper: PROJECT WORK

**Objective: To evaluate the historical research aptitude, critical analysis of human past, logical reasoning and scholarly composition of the students at the end of the M.A. Programme.**

#### Project

To be submitted on or before the last working day of the semester. It should not be less than 50 pages. The project should be submitted in triplicate in the fourth semester for evaluation.

#### Allotment of Marks:

Internal

Project Proposal	– 10 Marks
Proposal Presentation	– 10 Marks
Progressive Report	– 10 Marks
Pre- Submission Presentation	– 10 Marks
External	– 60 Marks

Evaluation Method for Project:

	Maximum Marks		Credits
	Internal	External	
<b>Project Report</b>	40	40	
<b>Viva voce</b>		20	
<b>Total</b>	100		4

### **Elective Subjects**

#### **Women Empowerment**

Programme : M.A History  
Semester : IV  
Paper : Elective Subject – Paper IV (a)

Subject Code :  
No. of Hours allotted : 6 / week  
No. of Credits : 5

### **Objectives**

- ❖ To Provide an understanding of various dimensions of women empowerment
- ❖ To understand the role of students towards empowerment of women
- ❖ To educate the students of women development measures.
- ❖ To introduces women's studies & its specific purpose & perspectives

### **Unit – I**

Women Empowerment: Meaning, Concept, Nature, Objective & target of women Empowerment- Reality of women empowerment in the era of globalization - Women empowerment through Panchayati Raj- Organization of National Commission for Women, Central Social Welfare Board, State Social Welfare Board for Women Empowerment.

### **Unit – II**

Women and Development: Welfare approach - Women in development (WID), women and development (WAD), Gender and development (GAD)- The efficiency approach - GED, Main Streaming Gender Equality, and Millennium Development goals- Women Empowerment year 2001.

### **Unit – III**

Social Empowerment of Women : Education, Health, Nutrition – Drinking water and Sanitation – Alleviation of poverty – Women agricultural workers – Efforts for women empowerment- Constitutional and other legal provisions for women empowerment: Legal rights of women, Convention on Elimination of All From Discrimination against Women (CEDAW), Dowry Prohibition Act 1961-Equal Remuneration Act – 1976 (ERA), Maternity Benefit Act -1961, National Policy for women empowerment – 2001, Domestic Violence Act – 2005

## Unit – IV

Economic empowerment for Women : support service for women – Self–wage employment schemes - employment generations schemes – Swa-shakti project –Micro finance revolution – NABARD – Grameen Bank & other state policy & Programmes..

## Unit – V

Development Measures: Women Development Index – Gender Related development Index – Gender Empowerment Measures – ICT and Women in the informal sector - Women Empowerment through participation in social, political & economical participation in the community - decision making process-• Role of Information and Communication Technology in women empowerment.

### Books for Reference:

- |                                |  |
|--------------------------------|--|
| AjitKumarSinha,                | <i>New Dimensions of Women Empowerment,</i><br>Deep and Deep Publications. 2008  |
| Kalpagam.U .                   | <i>Gender and Development In India Current Issues,</i><br>Rawat Publications. 2011   |
| Kalai H.L.                     | <i>Women Work and Family,</i><br>Rawat Publications, Jaipur. 2005  |
| IAWS,                          | <i>Feminist Approaches to Economic Theories A Report,</i><br>1995,   |
| PromillaKapur (ed),            | <i>Empowering Indian Women,</i><br>Publication Divisions, Government of India,<br>New Delhi, 2000.                             |
| Sheela Varghese,               | <i>Employment of Women in the unorganized<br/>manufacturing sector,</i><br>University Book House Private limited, Jaipur. 2003 |
| Singh, D.P., and Manjit Singh, | <i>Women Empowerment : Experiences from Some Asian<br/>Countries,</i><br>Chandigarh : Unistar , 2005,                          |
| Yadav C.P. (ed)                | <i>Empowerment of Women.</i><br>Anmol Publications, New Delhi, 2000.   |

### Journals

*Economic Political Weekly*  
*Manushi*  
*Vikasini*  
*Women's Link*

### Course Outcome:

- On studying the course entitled “Women Empowerment”, the students have understood recent development of women in various fields.

- The course has provided basic knowledge to the students to understand about Government efforts to develop welfare of women.

### **Epigraphy**

Programme	: M.A History	Subject Code	:
Semester	: IV	No. of Hours allotted	: 6 / week
Paper	: Elective Subject– Paper IV (b)	No. of Credits	: 5

#### **Unit I**

Evolution of Scripts – Pictographic – Ideographic – Photographic – Cuneiform – Graffiti – Brahmi – Kharosthi – Dating system and Eras – Nature of dating – Day, month and year – Numbers and words expressed in symbols and letters – regional years – Saka Era – Kali Era – Harsha Era – Chalukya Era – Kollam Era – Hajiritra – Fasli Era, etc.,

#### **Unit II**

Inscription as main source of history – meaning – forms and contents – various Inscriptions – materials other than stone – Tamil Palaeography – Tamil Script – Grantha Script – Vetteluttu Script – Mixed Scripts.

#### **Unit III**

Inscriptions – some case studies – Pallankoyil Copper Plates – Parthiphasekarapuum Copper Plates – Rajarajeswaram Inscription of Rajaraja ( S.I.I. Vol. II.No.66) – Mangulam Tamil Brahmi Inscription – Velvikudi Copper Plates – Uttiramerur Inscription.

#### **Unit IV**

Editing and Preservation – Inscriptions – Palm Leaves – Estampages – Fascimile – Eye Copy – Photocopy – Comparison – Editing and publications – methods of Conservation and Preservation – Using Paper Mess – Chemical Treatment.

#### **Unit V**

Epigraphists – Hultzech – James Prinsep – Buhler – Venkayya – Rao – T.V.Mahalingam – K.V.Subrahmanya Iyer – D.C.Sircar – R.Nagaswamy – Y.Subbarayalu – Field Study.

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

Buhler, G	<i>Indian Palaeography,</i>
Burnell,A.C	<i>Elements of South Indian Palaeography, (From 4<sup>th</sup> Century to 14<sup>th</sup> Century)</i>
	Motilal Bansidass, New Delhi, 1965.
Chandrasekharan, T (Ed.)	<i>South Indian Temple Inscriptions,</i>
Dani, A.H	<i>Indian Palaeography</i>
Iravatham Mahadevan,	<i>Tamil Brahmi Inscriptions,</i>
	State Dept. of Archaeology, Madras, 1970.

Mahalingam, T.V

*South Indian Palaeography,*  
Madras, 1968

**Text Book:**

Rajendran, P & Santhalingam, S. *Art of Epigraphy, (Tamil)*  
New Century Book House, Chennai, 2017.

**For Non-Major Students**

Freedom Struggle in India A.D1800 -1947

**Objectives:**

- To make the student understand the consistent efforts of the Indians to overthrow the British Rule from India.

**Unit-I**

Early Resistance to the Colonial Rule – Political consolidation of the India English East India Company – South Indian Rebellion, 1800-1801 – causes, course and Mutiny of 1806 – Resistance Movements 1807 – 1856 – The Revolt of 1857 –causes , Courses and results. Emergence of Nationalism – Impact of Western Education – reaction exploitation – socio – religious reform movements of the 19<sup>th</sup> Century – role Pre – Congress Associations .

**Unit-II**

Indian National Congress – Origin of the Congress – its objective conferences – Moderate phase – Moderate ideology – Emergence of Extremist ideology – Prominent leaders of both the schools of thought. Gathering of Storm – Lord Curzon and the partition of Bengal and its effects – Swadeshi Movement – Nation wide impacts of the Emergence of revolutionary movement – prominent leaders of the revolutionaries abroad – The Gadder Party – Revolutionary movement in Pondicherry.

**Unit-III**

Formation of the Muslim League – Simla Deputation - First World War and Freedom Struggle - Home Rule Movement of B.G.Tilak and Annie Besant – Congress – League scheme – Rowlet Act – JallianWalabagh Massacre.

The Gandian Era : The Formative Phase – Advent of Gandhi on the Political scene of India – His ideology – congress – League Scheme – reaction of Towlett Act and early satyagraha's launched by Gandhi – the Khiafat and the Non – Co-operation Movements, 1920-22 – The Swarajaya Party – Constructive Programme of Gandhi – Simon Commission – Nehru Committee Report and Jinnah's Fourteen Points – Purna Swaraj resolution - Civil – Disobedience Movement, 1930-34 – Salt Satyagraha – Dandi Salt Satyagraha – Gandhi – Irwin Pact – Round Table Conferences – Communal Award – Poona Pact .

**Unit-IV**

Gandhian Era: The Second Phase – Impact of Second World War – Struggle in Princely States – August Declaration of 1940 – Individual Satyagraha – Cripps Proposals – Quit India Movement of 1942 – Rise and Growth of Leftist Movement – Muslim League and demand for Pakistan – Liaquat Pact – C.R. Formula – Indian National Army – Netaji Subash Chandra Bose – Naval Mutiny of 1946.

Towards Transfer of Power – Wavell Plan – Simla Conference, 1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.

## Unit-V

Role of Press, Theatre and Cinema in the national movement.

Role of Tamil Nadu in the Freedom Movement- First session of Indian National Congress and delegates from Tamil Nadu – Third session of Indian National Congress at Madras – Role of moderates, Extremists and Terrorists in Tamil Nadu – Swarajist Party and Tamil Nadu – Role of Tamil Nadu in the Mass Movements of Mahatma Gandhi – Salt Satyagraha at Vedaranyam – Role of Rajaji in the last Phase of freedom Struggle – Role of Tamils in the Indian National Army.

### Books for Reference

Agarwal, R.C.,	<i>National Movement and Constitutional India.</i>
Ahulwalia, M.M.,	<i>Freedom Struggle in India, 1857-1909.</i>
Bipin Chandra & Others	<i>India's Struggle for Independence, 1857</i>
Daniel, D.,	<i>Struggle for Responsible Government in 1938-1947.</i>
Desai, A.R.,	<i>Peasant Struggles in India.</i>
.....	<i>Recent Trends in Indian Nationalism</i>
Ghose, K.K.,	<i>The Indian National Army</i>
Gopal. S.,	<i>The British Policy in India, 1858-1905</i>
Gopalakrishnan, P.B.,	<i>Extremist Movement in Trinaveli, (1908-1911)</i>
Gupta, D.C.,	<i>Indian National Movement</i>
Mujumdar, R.C.,	<i>History of the Freedom Movement in India</i>
Mammathanath Gupta,	<i>History of the Indian Revolutionary Movement</i>
Mehrotra, S.R.,	<i>The Emergence of the Indian National</i>
Menon, V.P.,	<i>The Story of the Integration of the Indian States</i>
Pattabhisitaramayya,	<i>History of the Indian National congress, Vol. I &amp; II</i>
Rajayyan, K.,	<i>South Indian Rebellion: First War of Independence 1800 – 1801</i>
.....	<i>Freedom Struggle in India</i>
SukhlirChoudhari	<i>Growth of Nationalism in India, Vol. I &amp; II</i>
SumitSarkar	<i>Modern India 1885-1947</i>

### Text Books:

Tara Chand	<i>History of the Freedom Movement in India</i>
Venkatesan, G.,	<i>History of Freedom Struggle in India.</i>

### Course Outcome:

- On studying this subject the students have understood the fact that all the people of India irrespective of Religion, Caste, Gender, status, Languages and Regions fought for the freedom of India.
- By studying this subject the students have realized the value of freedom which has induced them to be the patriotic citizens of Independent India.