



THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE-632115

M.A. HISTORY

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024



THIRUVALLUVAR UNIVERSITY
M.A. HISTORY
SYLLABUS
UNDER CBCS
(With effect from 2023-2024)
Graduate Attributes

The M.A., History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

PO No.	Characteristic Attributes	Programme Outcomes <i>On completion of the M.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Develop comprehensive knowledge and understanding of the discipline of History at the postgraduate level. Understand the various concepts and theories.
PO 2	Communication Skills	Communicate with clarity and fluency their in-depth understanding of the subject; express their ideas and views coherently.
PO 3	Critical Thinking, Analytical Reasoning and Problem Solving	Critically analyse, examine and evaluate the issues based on facts and evidences; apply one's learning to real life situations and generate new knowledge; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	Information/digital literacy and Research-related skills	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes <i>The students on completion of M.A., History programme will be able to:</i>
PSO – 1 Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes, the various concepts and theoretical approaches.
PSO – 2 Communication, Entrepreneurial and Employable Skills	Communicate effectively and use ICT tools. Acquisition of entrepreneurial and employability skills

PSO – 3 Critical Thinking, Analytical Reasoning and Problem Solving	Approach various issues with a critical and analytical mind for viable solutions. Evaluate the historical debates and issues.
PSO – 4 Contribution to Higher Learning	Acquire the knowledge and skills to pursue higher studies in the domain.
PSO – 5 Contribution to Society	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

Courses with Credit Distribution

The M.A., History programme shall consist of the following courses:

Part	Category of Courses	Number of Courses	Credits for Each Course	Total Credits
Core	Core Courses	13	4/5	61
Elective	Elective Courses	6	3	18
Skill Enhancement Course	Skill Enhancement Courses	3	2	6
Human Rights	Human Rights	1	2	2
MOOC Course	MOOC Course	1	2	2
Field Study	Field Study	1	2	2
Project with Viva	Project with Viva	1	3	3
Extension Activity	Extension Activity	-	1	1
	Total Credits			95



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The Course of Study and the Scheme of Examination

M.A., HISTORY CURRICULUM						
COURSE TYPE	COURSES	HO UR S	CR EDI TS	EXA M DUR ATIO N	MAX. MARKS	
					CIA	EXT
SEMESTER I						
Core 1	Socio Cultural History of India Upto 1526 CE	7	5	3	25	75
Core 2	Socio Cultural History of Tamil Nadu Upto 1565 CE	7	5	3	25	75
Core 3	History of World Civilizations (Excluding India) – Ancient Period	6	4	3	25	75
Elective – I	1. Freedom Struggle in Tamil Nadu 2. Indian Art and Architecture 3. Studies on Museology	5	3	3	25	75
Elective – II	4. Administrative History of Tamil Nadu 5. Cultural Heritage of India 6. Studies on Numismatics	5	3	3	25	75
	Total	30	20			
SEMESTER II						
Core 4	Socio Cultural History of India From 1526 to 1773 CE	6	5	3	25	75
Core 5	Socio Cultural History of Tamil Nadu From 1565 to 2000 CE	5	5	3	25	75
Core 6	History of World Civilizations (Excluding India) – Medieval and Modern Period	5	4	3	25	75
Elective – III	7. History of Journalism 8. International Migrations and Diasporic Studies 9. Panchayat Raj Institutions in India	4	3	3	25	75
Elective - IV	10. Military History of India Upto 1947 CE 11. Environmental History of India 12. Achievements of Dravidian Movement	4	3	3	25	75
Skill Enhancement Course 1	Research and Report Writing	4	2	3	25	75
	Human Rights	2	2	3	25	75
	MOOC Course	-	2	-	-	100
	Total	30	26			

SEMESTER III						
Core 7	Colonialism and Nationalism in India	6	5	3	25	75
Core 8	Historiography and Historical Methods	6	5	3	25	75
Core 9	Economic History of India since 1857 CE	6	5	3	25	75
Core (Industry Module) 10	Tourism in Tamil Nadu	4	4	3	25	75
Elective - V	13. Principles and Techniques of Archaeology					
	14. Constitutional History of India from 1773 CE to 1950 CE					
	15. Intellectual History of India	4	3	3	25	75
Skill Enhancement Course 2	Introduction to Epigraphy	4	2	3	25	75
Field Study	Field Study	-	2	-	100	-
	Total	30	26			
SEMESTER IV						
Core 11	Contemporary India	6	5	3	25	75
Core 12	Peasant and Labour Movements in India	6	5	3	25	75
Core 13	International Relations since 1945 CE	6	4	3	25	75
Elective - VI	16. Women in India through the Ages					
	17. Science and Technology in India since 1947 CE					
	18. Subaltern Studies	4	3	3	25	75
Project with Viva	PROJECT with VIVA VOCE	4	3	3	25	75
Skill Enhancement Course 3	Archives Keeping	4	2	3	25	75
Extension Activity	Extension Activity	-	1	-	100	-
	Total	30	23			
	Grand Total	120	95			

Marks : Internal -25, External -75 = Total - 100

SEMESTER - I**Core 1**

Course Title	Socio Cultural History of India Upto 1526 CE						
Course Type	Core Course 1	Course Code	CC 1				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	2	0	0	7

Learning Objectives

1. Explain the sources and the features of Pre and Proto history at the national and regional level.
2. Understanding of the social, political and economic life in the Vedic age and the post-Vedic polity and religion.
3. An account of Mauryan and Post- Mauryan period.
4. The chief features of the Age of Guptas and its legacy.
5. Knowledge of the history of the Peninsular India under various dynasties.

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Books for Study

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009

Chakravorthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

Suggested Readings

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Chandra, Satish, *Essays on Medieval Indian History*, Oxford University press, New Delhi 2004

Chandra, Satish, *Medieval India from Sultanate to Mughal Part1 1206 to 1526*, Murnad publications New Delhi 1975.

Majumdar R.C. *An Advanced History of India*, Macmeillan India.

Rizvi S.A. *The Wonder that was India Vol.II* Penguin Books New Delhi 2000.

Sathyanathaiyer.R. *A Political and Cultural History of India Vol.1*, S.Viswanathan Printers and Publishers Chennai.

Web sources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

Core - 2

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	2	0	0	7

Learning Objectives

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Cholarulers's administration
4. Give an account of the history of Pandyas of Madurai
5. Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

UNIT - I

Physical features of Tamilaham – Location – Areas and boundaries – Climate - Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Nadukal

UNIT - II

The Kalabhra Interregnum - Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

UNIT - III

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact

UNIT - IV

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture– Religion: Mathas – Saivasiddhantam and Virsaivism

UNIT - V

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya
– Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

Books for Study

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

Subramanian, N., *Social and Cultural History of Tamilnad(upto 1336 A.D.)*, 2011

Suggested Readings:

Kanakasabhai, V., *The Tamils Eighteen Hundred Years Ago*, The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.

Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008

Sastri, K.A.Nilakanta, *The Colas*, University of Madras, Madras, 1955

Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997

Web sources

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>

Core - 3

Course Title	History of World Civilizations (Excluding India) – Ancient Period						
Course Type	Core Course 3	Course Code	CC 3				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Explain the concepts of civilization and culture and brief history of pre- historic period
2. Present different features of various ancient civilizations
3. Explain the main West Asian civilizations
4. Compare the features of Chinese and Japanese civilizations
5. Study and compare Greek and Roman Civilizations

UNIT - I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT - II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT - III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire.

UNIT - IV

China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

UNIT - V

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus

LEARNING RESOURCES**Text Books**

- 1 Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
- 2 Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
- 3 Gokale, B.K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.
- 4 Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
- 5 Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books

- 1 Judd, G.P, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

ELECTIVE - I**Elective paper 1**

Course Title	Freedom Struggle in Tamil Nadu							
Course Type	Elective Course - I	Course Code	EC 1					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			3	2	0	0	5	

Course Objectives

1. To present the early resistance to colonial rule
2. To detail the factors for the emergence of national consciousness and the role of socio-political organisations
3. To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
4. To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
5. To point out the role of Tamil Nadu in the latter phase of the freedom struggle

UNIT - I

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT - II

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – Madras Mahajana Sabha- Impact of Gandhi Visit Tamilnadu

UNIT - III

Press and Nationalism -- The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan - Sooryodhayam- - Vijaya-Chakravardhini - BalaBharatham - Nava Sakthi- Swantira Sangu-

UNIT - IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalier-V.O. Chidambaram – Subramania Bharathi – Kadalur Anjaliammal-Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari

UNIT - V

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi

Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

Learning Resources**Recommended Books for Study**

Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion

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

Rajayyan, K.: Tamil Nadu: A Real History

Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

G. Venkatesan, History of Indian Freedom Struggle

Reference

Narasimhan V.K. : Kamaraj – A Study

Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.

Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.

Web Sources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youeducationportal.com/freedom-fighters-of-tamil-nadu/>

Elective Paper - 2

Course Title	Indian Art and Architecture							
Course Type	Elective Course - I	Course Code	EC 2					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			3	2	0	0	5	

Learning Objectives

1. Detail the art and architectural forms during the Harappan and Mauryan periods
2. Explain the impact of Buddhism on art forms
3. Discuss the evolution of art and architecture under Pallavas and the Cholas
4. Highlight the features of Islamic architecture particularly under Mughlas
5. To point out the salient features of colonial architecture

UNIT - I

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

UNIT - II

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art - Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT - III

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

UNIT - IV

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque – Qutub Minar - Mughal Art and Architecture: Humayun's Tomb – Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings

UNIT - V

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Learning Resources**Recommended Books for Study**

Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976

Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

Tomory, Edith, A History of Fine Art in India and the West, Orient Black Swan; Reprinted edition (1989)

References

Banerjee. J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002

Coomaraswamy. A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003

Deva, Krishna, Temples of North India, National Book Trust, 2002

Gupta. R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition, 1980

Sivaramamurthy. C., South Indian Bronzes, Lalit Kala Akademi, 1981

Srinivasan. K.R., Temples of South India, National Book Trust; Fourth edition, 2010

Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Elective Paper - 3

Course Title	Studies on Museology							
Course Type	Elective Course - I	Course Code	EC 3					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			3	2	0	0	5	

Learning Objectives

1. Detail the definitions of Museology
2. Acquire the various knowledge of Museum
3. Discuss the functions of Museum
4. Know the administrative techniques in Museum.
5. Discuss the Museums in the Promotion of Tourism

UNIT -I

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

UNIT – II

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

UNIT - III

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

UNIT – IV

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

UNIT -V

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

Reference Books:

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

ELECTIVE - II**Elective Paper - 4**

Course Title	Administrative History of Tamil Nadu							
Course Type	Elective Course - II	Course Code	EC 4					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			3	2	0	0	5	

Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of governments after 1967
4. To point out working of governments under AIADMK party
5. To highlight the cumulative impact since independence

Unit I

Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

Unit II

Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth

Unit – III

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant .Manu Neethi Thittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

Unit- IV

AIADMK administration under MGR - Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa University at Kodaikkanal

Unit V

AIADMK administration under J.Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting Policies and programmes– economic- social and demographic impact

LEARNING RESOURCES**Recommended Books**

Rajaram .P The justice Party:A Historical Perspective,1916-1937

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K., Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference

Subramanian.N History of Tamilnadu Vol.2

Web Source

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

Elective Paper - 5

Course Title	Cultural Heritage of India						
Course Type	Elective Course - II	Course Code	EC 5				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			3	2	0	0	5

Learning Objectives:

1. explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. throw light on the importance of Royalty and its patronage on cultural transformation
4. analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5. critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

UNIT I

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages

UNIT II

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

UNIT III

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

UNIT IV

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

UNIT V

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms.
Education and the enduring legacy of the colonial rule – Impact of Western Literature

LEARNING RESOURCES

- Luniya, B.N. : Evolution of Indian Culture
Wolport, S. : Introduction to India
Hussain, S.A. : The National Culture of India
Tomery, E. : History of Fine Arts in India and West
Basham, A.L. : The Wonder that was India
Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
Coomaraswamy, A.K.: History of Indian and Indonesian Art
Kramrish, Stella : Art of India
Poande, Susmita : Medieval Bhakti Movement

Web sources:

<https://indiaculture.gov.in>

<https://www.india.gov.in>

<http://www.intach.org>

<https://www.exoticindiaart.com>

Elective Paper - 6

Course Title	Studies on Numismatics						
Course Type	Elective Course - II	Course Code	EC 6				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	2	0	0	5

Learning Objectives:

1. Explain the evolution of Numismatics.
2. Highlight the types of coins
3. Throw light on the various kinds of Coins of Sangam period
4. Analyse the impact of coins of Vijayanagar and East India Company
5. Critically evaluate the coins of free India

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Books Recommended:

1. Chattopadhyaya, Brajadulal, Coins and Currency Systems in South India New Delhi, 1977.
2. Desikachari, T., "Numismatics with special relation to South India," QJMS., III, I, 1913.
3. Desikachari, T., "The Cholas and their Coinage", TA, Vol. II, No.2, 1914, pp. 1 - 19.

4. Desikachari, T., "South Indian Epigraphy and Numismatics", Proceedings of the Madras Literary Society, 1916.
5. Desikachari, T., South Indian Coins, Trichinopoly, 1933.
6. Ganesh, K., The Coins of Tamilnadu, Bangalore, 2002.
7. Hultzsch, E., "South Indian Copper Coins", IA., xxi, 1892.
8. Irfan Habib, "Hoards and History", JNSI, 50, 1988.
9. Kosambi, D.D., "Indian Numismatics, New Delhi, 1981.
10. Krishnamurthy, R., "Sangam Period Pandya Coins with Tamil Brahmi Legends", JNSI, 47, 1985.
11. Krishnamurthy, R., "Kalabhra Coin with a Legend", JNSI, 48, 1986.
12. Krishnamurthy, R., "Sangam Period Chera Coins", JNSI, 49, 1987.
13. Krishnamurthy, R., "Some Unpublished Silver Punch Marked Coins of the Pandyas", JNSI., Vol. 50., 1988.
14. Krishnamurthy, R., "Coins of the Pallava King Mahendravarman I", JNSI., 50, 1988.
15. Krishnamurthy, R., "Selucid Coins from Karur", SSIC, Vol., 3, 1993.
16. Krishnamurthy, R., Late Roman Copper Coins from South India, Karur and Madurai, Chennai, 1994.
17. Krishnamurthy, R., "Coins from Phoenicia found at Karur", SSIC., Vol., 4, 1994.
18. Krishnamurthy, R., Non Roman Ancient Foreign Coins from Karur in India, Chennai, 2000.
19. Krishnamurthy, R., "Some Unknown Ancient Greek Coins from Karur", SSIC, Vol. 11, 2001.
20. Rangachariar, T.M., and Desikachari, T., "Indo - Danish Coins", MJLS., 1888 - 89.
21. Sircar, D.C., "Silver Coins of Vasistiputra Satakarni", Epigraphia Indica, 35, 1965.
22. Vanaja, R., "The Madras Museum Collection of Punch - Marked coins, A Study", M. Litt Thesis (unpublished), University of Madras, Chennai, 1955. 28. Wheeler, R.E.M., "Roman Coins, first century B.C. to fourth century\
23. Champakalakshmi, R., Trade Ideology and Urbanization - South India 300 BC to AD 1300, Oxford, 1996.

SEMESTER – II
Core 4

Course Title	Socio Cultural History of India From 1526 to 1773 CE						
Course Type	Core Course 4	Course Code	CC 4				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Elaborates the insight of the Mughals regarding their contribution
2. To enlighten about the rich contribution of the Mughals
3. To understand the contribution of religious leaders
4. To explain the advent of Europeans changed the course of Indian History
5. To highlight the contributions of Christian Missionaries in the field education, literature and health.

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Books for Reference:

1. Chandra, Satish: Essays on Medieval Indian History, Oxford University Press, New Delhi, 2004.
2. Chandra, Satish: Medieval India from Sultanate to Mughal - Part - I, 1206-1526, Haranand Publications, New Delhi, 1975.
3. Habib and Nizami: Delhi Sultanate, Indian History Congress Publications, New Delhi, 1970.
4. Luniya, B.N: Indian History and Culture, New Delhi, 1980.
5. Mahajan, V.D: History of Delhi Sultanate, Sultan Chand, New Delhi, 2000.
6. Majumdar R.C: An Advanced History of India, Macmillan India, Ray Choudari, H.C & Datta, K.K. New Delhi, 1970.
7. Qureshi Ishtiaque Hussain: Administration under the Delhi Sultanate, Kitab Bhavan, New Delhi, 1980.
8. Rizvi, S.A.A: The Wonder that was India, Vol-II, Penguin Books, New Delhi, 2000.
9. Sharma, L.P: History of Medieval India 1000-1740, Konark Publishers Pvt Ltd, New Delhi, 1994.
10. Sherwani, H.K: The Bahmanis, New Delhi, 1972.

Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.						
Course Type	Core Course 5	Course Code	CC 5				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

- 1 –Narrate the social condition during the Nayak period
- 2 –Describe the contributions of Marathas to the culture of the Tamil region
- 3 –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- 4 –Appreciate the Growth of Western Education
- 5 –Examine the contribution of Dravidian movement to social transformation

UNIT I

The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – Contribution of Nayaks to Art and Architecture and Tamil culture.

UNIT II

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas –

UNIT III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalingam - Vaishnavism: the Schism

UNIT IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.

UNIT V

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

LEARNING RESOURCES

Recommended Books

Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986

Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990

Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981

Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988

Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006

Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002

Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur

Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996

Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

K.A.N.Sastri : The Pandyan Kingdom (London.1929)

Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)

KrishnaswamyDr.A. : The Tamil country under Vijayanagar

Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.

RajayyanDr.K : History of Tamil Nadu (1565 – 1982)

Sathianathair.R. : History of Nayaks of Madurai

Subramanian N : History of Tamil Nadu Vol.II

The culture and History of the Tamils , 1964

Varghese JeyarajS : Socio Economic History of Tamil Nadu

Web Sources:

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

Core 6

Course Title	History of World Civilizations(Excluding India) Medieval and Modern Period						
Course Type	Core Course 6	Course Code	CC 6				
Year	II	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives:

1. To understand the rise and spread of Christianity and Islam.
2. The feudalism and its merits and demerits and the causes and courses of Crusades. The rise of Universities .
3. Renaissance and reformation and geographical discoveries and entering modern era.
4. The causes, course and results of French Revolution alongwith Industrial and Agrarian Revolutions.
5. the efforts of the countries to bring peace.

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Books of Reference

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

ELECTIVE – III**Elective Paper - 7**

Course Title	History of Journalism						
Course Type	Elective Course - III	Course Code	EC 7				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	

Learning objectives:

1. To explain the origins and the role of press in social awakening
2. To present the role of the press in the freedom movement
3. To explain the government reaction to the role of the press
4. To present the role of prominent personalities for the growth of journalism
5. To explain the contribution of various newspapers

UNIT I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

Unit II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

Unit III

Government and the press: reaction and regulation – Press laws

Unit IV

Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhar Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer - Peiryar – Aditanar - Kalaignar

Unit V

Contribution of Important News Papers: AmritBazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil - Dinamani - Dhina Thanthi – Dinamalar – Dinakaran - Viduthalai - Murasoli

LEARNING RESOURCES

Recommended Books

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.
5. J. Natarajan: History of Indian Journalism; Publication Division
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150

https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf

<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

Elective Paper - - 8

Course Title	International Migrations and Diasporic Studies							
Course Type	Elective Course - III	Course Code	EC 8					
Year	I	Semester	II					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

Learning Objectives:

- 1 –Explain the theories of international migrations and diaspora
- 2 –Outline the position of Indian diaspora worldwide
- 3 –Examine the issues of identity among the Indian diaspora
- 4 –Evaluate the policies towards diaspora
- 5 –present the perspectives of sending and receiving countries

UNIT I: International Migrations

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT II: Theories of Diaspora

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT III: The Indian Diaspora: A Survey

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

UNIT IV: Issues of Identity in the Indian Diaspora

Religion and Caste – Language and Culture – Institutions and Associations

UNIT V: Indian Diaspora and Policy Perspective

Sending Country's Perspective – Receiving Country's Perspective

LEARNING RESOURCES

Recommended Books

Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.

Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.

Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.

EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London:Routledge.

Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar. [Introduction]

Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.

Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.

Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.

Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.

Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1,3,5]

Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.

Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

1. www.iom.int
2. https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

Elective Paper – 9

Course Title	Panchayat Raj Institutions in India						
Course Type	Elective Course - III	Course Code	EC 9				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. To educate about the role of PRIs in India
2. To trace the history and evolution of Grass Root democratic institutions
3. To high light the Comprehensive Framework of the PRIs
4. To enlighten about the People’s Participation in PRIs.

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

References :

1. Sanyal, B.M. India: decentralised planning, themes and issues Sanyal;
2. New Delhi: Concept, 2001.
3. Ray, C.N. Politics of Rural Development

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

ELECTIVE – IV**Elective Paper – 10**

Course Title	Military History of India upto C.E. 1947						
Course Type	Elective Course - IV	Course Code	EC 10				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	

Learning Objectives

1. Acquire knowledge in Military organisation
2. To deal intelligently with problems of war and peace
3. Appreciate evolutionary changes in the art of science of war
4. Involving students in the practice of developing force
5. Preparation and strengthening of Army

Unit I :

Definition – Nature and Scope of Military science – Concept of War – Evolution – Causes - Types of War – Principles of War – Military System in Vedic and Epic period – Indo-Greek Art of War – Military Oraganisation - Maurya Military System – by Greek Historians

Unit II:

Hindu Military System under Gupta and Harsha – Decline of Chariots and raise of Cavalry upto 7th Century A.D. – Rajputs Military System – Turks pattern of warfare in battle of under Sultanate period – Their Military reforms.

Unit III:

Babur's Arts of Warfare – First Battle of Panipat and Khanwa – Muhals Military System under Akbar – Maratha Military System and Shivaji – Military System and Pattern of War – under Hyder Ali and Tipudsultan

Unit IV:

Sikhs Military System under Dalkhasa and Ranjith Singh – Development of Presidency Army – under East India Company – War Techniques in Battle of Assaya 1803 A.D.

Unit V:

Sepoy Mutiny 1857 A.D. – Amalgamation of Presidency Armies – Reforms of Kitcher – Reforms Cornwallhs – Recognition of India Army under Crown – Indianisation and Partition of India Armed Forces.

Course Outcomes

1. The students will be able to get an idea about nature and concept of war and ancient system of Military in India.
2. The students will understand the Military system of Guptas, Rajputs, Turks and Sultans.
3. The students will be able to know the Military Systems of Mughals, Marathas, Shivaji, and Mysoreans.
4. The students will know about Military System of Sikhs and Presidency Army under East India Company.
5. The students will understand the Amalgamation of Presidency and recognition of Indian Army.

Text Books (In API Style)

1. Mahendra Kumar, Theoretical Aspects of International politics.
2. Majundar, B.K., Military System in Ancient India.
3. Sen, S.N., Military System of Marathas.

Supplementary Readings

1. Devid Alfred, Indian Art of War.
2. Singh, S.D., Ancient India Warfare with Special reference o to the Vedic Period 3. Srakar, J.N., Military History of India
4. Wright, Quincy, Study of War.

Elective Paper – 11

Course Title	Environmental History of India						
Course Type	Elective Course - IV	Course Code	EC 11				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

- 1 –Examine the various schools of thought in ecological studies.
- 2 –Trace the impact of eco systems from a historical perspective.
- 3 –Evaluate the impact of British ecological imperialism.
- 4 –Detail India’s environmental policy
- 5- Examine the role and impact of various movements

Unit I

Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

Unit II

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals and Hunting.

Unit III

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit IV

Independent India’s Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan –

LEARNING RESOURCES

Recommended Books

Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011

Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.

Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012

Modern Environmental History, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.

Ramachandra, Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989

Donald Worster .“*Doing Environmental History.*” In *The Ends of the Earth: Perspectives on*

References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008

Crosby, Alfred. “*Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.*” In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.

David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Joakim, Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web sources:

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

Elective -12

Course Title	ACHIEVEMENTS OF DRAVIDIAN MOVEMENT						
Course Type	Elective Course - IV	Course Code	EC 12				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning objectives

- To understand the importance of Dravidian Movement
- To know the Achievements of Dravidian Movement
- To know the performances of justice party and Dravidian Governments
- To know the leaders of Dravidian movements

UNIT- I

History of Justice Party- Performance of Justice Party Governments- Introduction of Mid day meals scheme in Schools- Implementing Reservation Policy - Contribution to Education, Establishment of Universities, Tamil Studies, Women's rights , Voting rights to women- Establishment of Co-operation and Hindu Religious Endowment Board

UNIT -II

Origin of Drivada Kazhagam 1944 (Salem conference) - History of Dravida Munnetra Kazhagam- Achievements of Aringnar C. N. Annadurai Government - (1967-1969)Self Respect Marriages Act - Naming Madras State as Tamil Nadu - Enacting Two Languages Formula Act

UNIT III

Life History of Kalaignar M. Karunanithi - Achievements of Kalaignar's Governments (1969-1976) & (1989-1991)- Social Welfare schemes- Free Electricity, drinking water, Road facility to villages- Establishment of SIPCOT and TIDCO - Reservation policy - Lepers rehabilitations and mercy home schemes (Karunai Illam) - Abolition of hand pulled rickshaws - free eye camp - starting new colleges and Tamil Nadu Agriculture University – Established New Towns

UNIT-IV

Achievements of Kalaignar's Governments (1996-2001) & (2006-2011)- Free electricity to farmers , Industrial development - Renaming Madras as Chennai - Establishing Dr. Ambedkar Law University - Periyarnainavu SamuthuvapuramThitam – Promoting Industries in Tamil Nadu – Krishna water under Telugu ganga scheme – waiving of loans of farmers - Improving Midday Meal Scheme by providing two eggs a day – appointing

qualified persons as archagars irrespective of caste and creed - Making Tamil as compulsory language in schools – Women Welfare Schemes – Promoting Higher Education.

UNIT V

History of A.I.A.D.M.K., M G R, Jayalalitha, Governments - Midday meals scheme- Cauvery water tribunal, Reservation policy- promoting Education, Agriculture establishment of Universities – cradle baby scheme -- Rain water harvesting scheme – Priceless Laptops to school students

Course outcomes

- Evaluated the performances of Dravidian Governments
- Measured the progress of Tamil Nadu during Dravidian Governments
- Assessed the values and contributions of Dravidian movement
- Comparing Dravidian movement and other movements

Reference Books:

Kalaignar M. Karunanithi, *Sadhanai Sarathiram*, Dravida MunnetraKazham Publication, Anna Arivalayam, Chennai-18

K. Veeramani, *Achievements DMK Government*, DiravidarKazhaga Publication, Chennai.

K. Veeramani, *Dravida Eyakkanootranderuvaralatruchuvadukal*, DiravidarKazhaga Publication, Chennai

Kalaignar M. Karunanithi, *Nenjukku Neethi, Six volumes* :Thirumagal Nelaiyam.

Murasuli Maran, *History of Dravidian Moments Part -I*

P.S Elango, *Sir p. Thiyagarayar to Dr. Kalaignar- malai malar pathippagam*, Chennai -10.

Dr. K. Rajaram, *Justice Party*,

A. Ramasamy *DMK Rice and contribution*, puthuvasanthampathippagam, Madurai

A.Ramasamy *Struggle for Freedom of Languages in India*, puthuvasanthampathippagam, Madurai

Dr. Pu. Rajadurai, *Achievements of Justice Party Ministry* - DiravidarKazhagam Publications.

Ka. Thirunavukarasu-*History of Justice Party*, Two Volumes. Nakiranpathippagam, Manthaiveli , Chennai 28

Pulavar. VaaVaa Si. *KalaignarSethukiaTamilagam. Achievements of DMK Government* - Kittukamatchipathippagam, maangudivalaiyarpettai, Tharasuram, Kumbakonnam .

M.P. Balasubramaniam, *Dravida IyakkamValartha Tamil* , Pari Nelaiyam, Chennai 104.

K.G. Radha Manaalan- *History Dravidian Movement*, Pari Nelaiyam, Chennai 104

Skill Enhancement Course – 1

Course Title	Research and Report Writing							
Course Type	Professional Competency Skill	Course Code	PCS					
Year	I	Semester	I					
Credits	2	Hours	L	T	P	F	S	Total
			2	1	1	0	4	

Learning objectives:

1. Explain the importance of report Writing
2. Point out the method of research writing
3. Explain the methods of writing research proposals
4. Point out the importance of ethics in research
5. Highlight the best practices

Unit - I**Introduction:**

Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations. - Characteristics of Academic and Research Reports / Presentations.

Unit - II**Research Writing**

Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.

Unit - III**Report Writing**

Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library

Unit - IV

.Ethics and research- fabrication- plagiarism- misrepresentation

Unit – V

Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

LEARNING RESOURCES**Recommended Books**

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>
2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

Human Rights

Course Title	Human Rights						
Course Type	HR	Course Code	HR				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F	Total
			2	0	0	0	

MOOC Course

Course Title	MOOC Course						
Course Type	MOOC	Course Code	MOOC				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F	Total
			0		0	0	

SEMESTER – III**Core - 7**

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	CC 7				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning objectives

- 1 – to trace the process of colonization
- 2 – to explain the rise of nationalism
- 3 – To highlight the transition to self-rule
- 4 – to examine the role of masses in the freedom struggle
- 5 – to detail the process of transfer of power and the attainment of independence

UNIT I

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states – British imperialism and its impact.

UNIT II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

UNIT III

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms - Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

UNIT IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

Unit V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

LEARNING RESOURCES**Recommended Readings**

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006

Chandra, Bipan, et. al., ed., *India’s Struggle for Independence*, Penguin Random House India, New Delhi, 2016

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018

Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005

Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

References

Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017

Dutt, R.P., *India Today*, Read Books, 2008

Hasan, Mushirul, ed., *India’s Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa& Co., 2007

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947

Web sources

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>

Core 8

Course Title	Historiography and Historical Methods						
Course Type	Core Course 8	Course Code	CC 8				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

UNIT I

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History - Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

UNIT II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

UNIT III

Historical Research: Pre-requisites of a Researcher – Selection of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Uses of Footnotes - Preparation of Bibliography

UNIT IV

Development of Historical writing in the West – Herodotus, Thucydides, Livy, Tacitus, St. Augustine, Alberuni, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm.

UNIT V

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

LEARNING RESOURCES

Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.

Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai

Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

References

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017

Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994

Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

Web sources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

Core - 9

Course Title	Economic History of India since 1857 CE						
Course Type	Core Course 9	Course Code	CC 9				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

- 1 –Examine the agrarian condition and the impact of commercialization of agriculture.
- 2 –Assess the impact of international linkages on the growth of industries in colonial India.
- 3 – Explain the trade and monetary policy of colonial India.
- 4 – Examine the development of various transport infrastructure and the growth of cities
- 5- Critique the ideas of the economic nationalists

UNIT I:

Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy

UNIT II:

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class

UNIT III:

Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank

UNIT IV:

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai

UNIT V:

Nationalist Critique: DadabhaiNaoroji – AmartyaSen- Raja Chelliah– C. Rangarajan

LEARNING RESOURCES**Recommended Books**

Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010

Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006

Dutt, R.P., *India Today*, Read Books, 2008

Roy, Tirthankar, *The Economic History of India, 1857-1947*, OUP India, New Delhi, 2010

Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

Reference:

Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, 1993.

Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II*, Cambridge University Press, Cambridge, 2008

Web sources

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

<https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Core (Industry Module) - 10

Course Title	Tourism in Tamil Nadu						
Course Type	Core Industry	Course Code	CI				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives:

- 1 –Explain the types of tourism in Tamil Nadu.
- 2 –Describe the role of Tamil Nadu government in the promotion of Tourism.
- 3 –List out the various training facilities.
- 4 –Describe the tourist attractions in Tamil Nadu.
- 5 –Examine the employment and entrepreneurial opportunities in Tamil Nadu.

UNIT I

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals

UNIT II

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions – Tour packages – Tourism Circuits

UNIT III

Hospitality Industry – Components - Hotel Management and Catering – Technological Centres at Chennai and Tiruchirappalli

UNIT IV

UNESCO Heritage sites – Pilgrim Centres – Rivers – Beaches – Waterfalls – Hill Stations – Mangroove Forest – Wild Life Sanctuaries – Zoological Park – Botanical Garden – Theme Parks

UNIT V

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

LEARNING RESOURCES

Recommended Books

Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

References

Citizen's Charter, Tourism Department, Government of Tamil Nadu, 2002

Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005

Selvam, M., *Tourism Industry in India*, Himalaya Publishing House, Bombay, 1989

Web Sources

1. <https://www.tamilnadutourism.tn.gov.in>

2. <https://www.e-unwto.org/>

ELECTIVE - V**Elective Paper – 13**

Course Title	Principles and Techniques of Archaeology						
Course Type	Elective Course 13	Course Code	EC 13				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	

Learning Objectives:

- 1 –Explain the meaning of archaeology and the importance of its relations with allied disciplines.
- 2 –Describe the development of archaeology in India and the West.
- 3 –Describe the methods and techniques of excavation.
- 4 –List the Archaeological study centres
- 5 –Classify the excavated materials and explain the methods of interpretation

UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology ,New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact)

UNIT II

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,

UNIT III

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

UNIT IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore - Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D. Sankalia.

UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

LEARNING RESOURCES

Recommended Books

- Raman, K.V. : Principles and Methods of Archaeology
 Rajan.K : Archaeology: Principles and Methods

References

- Atkinson.R.J.C : Field Archaeology, 2nd edn
 Barker Philip : Understanding Archaeological Excavation
 Fleming.S. : Dating in Archaeology
 Renfrew, C and Bahn : “Archaeology”
 Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological
 Method and Interpretation
 Roy.Sourindranath :The Story of Indian Archaeology
 Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Sources

- 1.<https://www.britannica.com/science/archaeology>
- 2.<https://asi.nic.in>

Elective Paper - 14

Course Title	Constitutional History of India from 1773 CE to 1950 CE							
Course Type	Elective Course 14	Course Code	EC 14					
Year	II	Semester	III					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

Learning Outcomes

Understand the historical background for Regulating act, 1773 Charter acts of 1793, 1833
 Queens Victoria proclamation, Minto-Morley reforms of 1909
 Montague-chelmsford reform 1919 & Round table conferences
 Provincial autonomy Government of India act 1935 and Indian Independence act of
 1947 and Indian constitution of 1950

UNIT - I

Historical Background - Regulating Act of 1773 - Pitt's India Act of 1784.

UNIT - II

Charter Act of 1793 - Charter Act of 1813 - Charter Act of 1833 - Charter Act of 1853.

UNIT - III

Queen Victoria's Proclamation - Government of India Act of 1858 – Indian Council's Act of
 1861 - Indian Council's Act of 1892 - Minto-Morley Reforms of 1909.

UNIT - IV

Montague-Chelmsford Reforms 1919 - Dyarchy of System- Simon Commission - Round
 Table Conferences.

UNIT - V

Government of India Act of 1935 - Provincial Autonomy – Indian Independence Act of 1947
 - Indian Constitution of 1950.

Reference Books:

1. Pylee. M.V. - India's Constitution, New Delhi: S. Chand & Co, 2005.
2. Pylee, M. V. - Constitutional History of India, New Delhi: S. Chand & Co. 2003.
3. R.C. Agarwal, Constitutional Development and National Movement in India, New Delhi: S. Chand & Co., 2005.
4. A.C. Kapur& K.K. Mishra. - Select Constitutions, New Delhi: S. Chand & Co, 2005.
5. R.C. Agarwal, Indian Political System. New Delhi: S. Chand & Co, 2003.

Elective Paper - 15

Course Title	Intellectual History of India						
Course Type	Elective Course 9	Course Code	EC 9				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives:

- 1 – Appreciate the intellectual contribution of socio-religious reformers.
- 2 – Evaluate the contributions of economic nationalists.
- 3 – .Examine the Gandhian views on political movements.
- 4- Appreciate the various contributions of prominent leaders

UNIT - I

Understanding Intellectual History and its impact - Indian Renaissance – Raja Ram Mohan Roy - Daayananda Saraswathi – Vivekananda – Sir Syed Ahmed Khan

UNIT - II

Political Thoughts : Surendranath Banarjee – Gopala Krishana Gokhale – B G Tilak - Mahathma Gandhi - Jawaharlal Nehru – Jaya Prakash Narayanan

UNIT - III

Social Thoughts : Jyothiba Phule – Dr.B.R.Amdekar – E V R Periyar - Veerasalingam Pantulu – Ayothdasa Pandithar - MuthuLakshmi Reddy

UNIT – IV

Economic Thoughts : Dadabai Naoroji – R C Dutt - M G Ranade - M N Roy – S A Dange - E M S Namboodripad

UNIT - V

Literary Thoughts : Rabindranath Tagore – Mohammad Iqbal – Subramaniya Bharathi – Sarojini Naidu – Bharathidasan – Thiru Vi Ka.

LEARNING RESOURCES**Recommended Books**

- Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.
- Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959
- Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

References

C.P.Andrews : The Renaissance in India

P.K.Gopalakrishnan : Development of Economic Ideas in India.

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web sources

1. [https://books.google.com/books/about/Makers_of_Modern_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Course Outcomes.

CO 1 – understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

CO 5- Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

Skill Enhancement Course - 2

Course Title	Introduction to Epigraphy						
Course Type	Skill Enhancement Course 1	Course Code	SEC 1				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F S	Total
			2	2	0	0	4

Learning Objectives:

- 1 –Define epigraphy and explain its significance.
- 2 - Identify the varieties of materials used.
- 3 – Explain the types of inscriptions.
- 4- Trace the origin of writing in South India.
- 5 - Explain the use of inscriptions as historical sources.

UNIT I

Epigraphy-Definition –Importance - Sources for writing history – Format of a Inscription – Authenticity - Estampages

UNIT II

Nature of the material- stones (types) - metal (Copper Plates) – clay – terracotta – pottery – wood - papyrus - parchment - Types of inscriptions – monumental - archival- Incidental – Commemorative – Donative – Religious – Eulogistic

UNIT III

Origin of Writing in India – Indus Script and its decipherment – Brahmi and its variants - Kharosthi

UNIT IV

Origin of Writing in South India – Tamil - Tamil Brahmi – Vattezhuthu – Pallava Grantha

UNIT V

Indus Valley Inscriptions - Asokan inscriptions - Gupta inscriptions – Satavahanas – Pandyas – Pallavas – Cholas - Hero Stones Inscriptions

LEARNING RESOURCES

Recommended Books

Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959

Dani.A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011

Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. [https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf](https://asi.nic.in/Ancient%20India/Ancient%20India_Volume_9/article_9.pdf)

FIELD STUDY

Course Title	Field Study						
Course Type	Field Study	Course Code	FS				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	F S	Total
			0	0	0	0	0

There will be field study which is compulsory in the third semester of PG History course with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the second semester of their study along with the name of a mentor before the end of the second semester. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of third semester. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. Each candidate should write separate Field Study Report. Group work should be avoided.

The following members may be nominated for confirming the topic and evaluating the field study report.

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

SEMESTER - IV
Core - 11

Course Title	Contemporary India						
Course Type	Core Course 11	Course Code	CC 11				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

- 1 –Evaluate the contribution of different governments.
- 2 –Assess the impact of government’s policy on scientific advancements in India.
- 3 –Describe the India’s economic development and foreign policy.
- 4 –Explain the uniqueness of Indian society and culture.
- 5- Examine the culture and Arts in Independent India

UNIT I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.

Political Development – Reorganisation of States on Linguistic basis – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party.

UNIT II

Science and Technology Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes - IITs.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

UNIT III

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

UNIT IV

Indian Society: Rural and Urban context - Constitutional framework for safeguarding the social interest -

Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education - growth of Technical education

UNIT V

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema - Folk Arts

LEARNING RESOURCES**Recommended Books**

- S.C. Dube (Ed) : India since Independence (1947-1977)
S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
M.J.Akbar : The Siege within: Problems of Modern India
A. Appadurai : Foreign policy (Consumer Library)
V.D. Mahajan : History of Modern India up to 1980's

References

- B. Kuppuswamy : Social Change in India
R.N. Sharma : Social problems in India
Ronald Segal : The Crisis of India
Bipan Chandra, et. al. : India After independence, 1947- 2000

Web Sources

- 1.<https://www.ddutkal.ac.in>
- 2.[https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

Core 12

Course Title	Peasant and Labour Movements in India						
Course Type	Core Course 12	Course Code	CC 12				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

- 1 –Explain the impact of the agrarian change brought about by colonial government.
- 2 –Examine the nature of peasant struggles in India.
- 3 –Describe the rise of industries and the emergence of working class in India.
- 4 –Evaluate the contribution of trade unions towards the amelioration of the working class.
- 5- Assess the significance of labour laws and various recommendations

UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour

UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha – Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

UNIT IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector

UNIT V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO’s Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

LEARNING RESOURCES

Recommended Books

- Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
- Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
- Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
- Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
- Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarty, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.
- Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

References

- Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". *Social Scientist* 117. (February, 1983): 43–54.
- Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
- Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
- Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.
- Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
- Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984
- Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.
- Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992

Web Source

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/peasantmovementinindia>
3. <https://www.jstor.org/stable/27768140>

Core-12

Course Title	International Relations since 1945 CE						
Course Type	Core Course 12	Course Code	CC 12				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning objectives

- 1 – Explain the various theories and concepts of International Relations.
- 2 – Evaluate the impact of cold war.
- 3 – Assess the achievements of UNO and other regional organizations.
- 4 – Examine the role of international economic organisations
- 5- Examine the key international issues with special reference to India's concerns

UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

UNIT IV

Brettonwoods Institutions: World Bank and IMF – UNCTAD – North – South Dialogue – NIEO – GATT – WTO

UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

LEARNING RESOURCES

Recommended Books

Palmer and Perkins .,International Relations: World Community in Transition

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations

Rasul B. Rais : The Indian Ocean and the Superpowers

K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

Web Source

1.<https://www.britannica.com/topic/international-relations>

2.<https://www.futurelearn.com/experttracks/global-studies-international-relations>

ELECTIVE - VI

Elective Paper -16

Course Title	Women in India through the Ages						
Course Type	Elective Course - VI	Course Code	EC 16				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Larning Objectives:

- 1 –Explain the various perspectives on women’s issues
- 2 - Appreciate the contribution of social reformers to women’s cause
- 3 –Outline the constitutional safeguards for women
- 4 –Examine the position of women in society
- 5 –Examine the women welfare organisations and its schemes

UNIT I

Perspectives on Women’s Issues: Liberal – Radical – Socialist – Marxist – **Historical Aspects:** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India’s Freedom Struggle.

UNIT II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and SavitribaiPhule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirthamAmmayyar

UNIT III

Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –

UNIT IV

Women’s Welfare Organizations and Schemes: Women’s Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – Women Welfare Schemes of the Government of India

UNIT V

Women and Economy: Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women’s Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups –

Women and Media: Women in Print- Visual and Social Media

LEARNING RESOURCES

Recommended Books

Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.

Nandal Santosh , “Women and Development”, A Mittal Publications, New Delhi, 2012

Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.

References

Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019

Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.

Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.

Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

Web sources

1.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>

2.<https://www.sociologydiscussion.com>

Elective Paper - 17

Course Title	Science and Technology in India since 1947 CE							
Course Type	Elective Course - VI	Course Code	EC 17					
Year	II	Semester	IV					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

Learning Objectives:

- 1 –Describe the evolution of India’s Science & Technology Policy
- 2 –Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- 3 –Examine the advancements in the field of atomic and space research
- 4 –Outline India’s progress in the frontier areas of scientific research
- 5 -Examine the social and economic impact of scientific advancements.

UNIT I

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India’s Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

UNIT II

Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – Verghese Kurien – Blue Revolution

UNIT III

Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I & II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India’s Missile Programmes – A.P.J. Abdul Kalam – India’s Ballistic Missile Defence System

UNIT IV

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

UNIT V

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

LEARNING RESOURCES

Recommended Books

Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.

Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.

Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.

Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.

Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.

Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.

India Year Book, Publications Division, Government of India

References

Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.

Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.

Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black

Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.

Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi

Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy

Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.

Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

1. <https://dst.gov.in/>

2. <https://www.india.gov.in/topics/science-technology>

Elective – 18

Course Title	Subaltern Studies						
Course Type	Elective Course - VI	Course Code	EC 18				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives

1. To acquaint students about Subalterns
2. To develop Comprehensive Understanding of Subaltern studies
3. To educate the various approaches and Paradigms of Subalterns
4. Highlight the role of Subalterns in various Movements

UNIT – I

Meaning – Antonio Gramsci – History from Below – Period of Study (From Mughals to 1970s) – Different approaches – Six paradigms

UNIT – II

Subaltern Historians – Ranajith Guha – Rama Chandra Guha – Dipesh Chakraborty – Sumit Sarkar – Gyanendra Pandey – David Hardiman

UNIT - III

Peasant movement in India – Role of Peasants in freedom movement – Peasant unrest in Tamilnadu – Agrarian Struggle

UNIT – IV

Working class movement in India – Trade Unions – Railway Strikes – Cotton mill workers strike in Coimbatore

UNIT – V

Tribal movement in India – Dalit movement in India – Temple entry movement – Refugees in India – Refugees in Tamilnadu

References:

1. Ranajit Guha : Subaltern studies
2. A.R. Desai : Peasant struggle in India

3. Dhanragare : Peasant Movement in India 1920-1950
4. T.K. Ravindran : Eight furlongs of freedom
5. Vinay Bahl : The making of Indian working class
6. Dr. S. Manickam : Social unrest in Tamilnadu
7. Bipin Chandra : Freedom struggle
8. Sumit Sarkar : Modern India 1885-1947

Project

Course Title	Project						
Course Type	Project with Viva	Course Code	PT				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

Skill Enhancement Course 3

Course Title	Archives Keeping						
Course Type	Skill Enhancement Course 3	Course Code	SEC 3				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	F S	Total
			2	2	0	0	4

Learning Objectives:

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

UNIT – 1

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

UNIT – 2

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

UNIT – 3

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

UNIT – 4

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

UNIT – 5

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

Reference Books

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

Extension Activity

Course Title	Extension Activity							
Course Type	Extension Activity	Course Code	EA					
Year	II	Semester	IV					
Credits	1	Hours	L	T	P	F	S	Total
			0	0	0	0	0	0

“All those activities under NSS/NCC/Sports/YRC programme and other co and extracurricular activities are part of the Extension Activities.

Proper relevant records shall be maintained by the respective departments and if necessary it may be verified by the university authority at any time. The extension activities shall be conducted outside the regular working hours of the college. The mark sheet shall carry the gradation relevant to the marks awarded to the candidates. This grading shall be incorporated in the mark sheet to be issued at the end of the semester for which students shall pay fee for one theory paper.

The marks shall be sent to the Controller of Examinations before the commencement of the final semester examinations.

Marks to be awarded as follows:

- 20% of marks for Regularity of attendance.
- 60% of marks for Active Participation in classes/camps/games/special Camps/programmes in the college/ District / State/ University activities.
- 10% of marks for Exemplary awards/Certificates/Prizes.
- 10% of marks for Other Social components such as Blood Donations, Fine Arts, etc.