

# **GOVERNMENT ARTS COLLEGE (AUTONOMOUS)**

**KUMBAKONAM 612 002**

**Re - accredited With 'A' Grade by NAAC & Affiliated to Bharathidasan University**

## **DEPARTMENT OF HISTORY**

**(Effective for those admitted from 2017-2018 onwards)**



**SYLLABI**

**M.A., HISTORY**

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM.**

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**M.A., HISTORY**

(Effective for those admitted from 2017-2018 onwards)

**SEMESTER - I**

**CC 1 - SOCIETY AND ECONOMY IN ANCIENT INDIA UPTO 1206 C.E.**

<b>Subject Code: 17P1H1</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*The course seeks to impart to the students a comprehensive knowledge and understanding of historical change in early Indian society and economy. It deals with the structure of early Indian society and the nature of economic transformation. It will trace the emergence of political institutions and ideas in Early India. Focus is also placed on analysis and explanation of ancient India's cultural achievements*

**Unit I:** Sources up to 1206 A.D.-- The Indus Civilization : The Major cities – The distinctive features: Trade and Commerce – Cultural Contacts – Causes of decline- The Vedic Age: Vedic Literature – Difference and similarities between Indus and the Vedic Culture – Socio-economic patterns – Major Religious Ideals and Rituals; The later developments – Aryanisation of India – Growth of Towns – Socio – economic patterns.

**Unit II:** The Pre – Mauryan India: Social background of Buddhism and Jainism – Impact of Foreign invasions – Socio – economic conditions under Magadhan imperialism. The Mauryan Epoch: The varied sources – Socio – economic and cultural activity – Asoka's Dharma and reforms - The Post- Mauryan period (200 B.C.300 A.D.): Society and Economy of the period – Brahmanical revival under the Sungas – Rise of Mahayana sect – Gandhara, Mathura and other Schools of Art.

**Unit III:** The Gupta Age: Sources – Society and Economy – Development of Art and Literature – Development of Hindu sects of Vaishnavism and Saivism-- Contacts with Southeast Asia – Development of Science and Technology.

**Unit IV:** North India from 7<sup>th</sup> to 12<sup>th</sup> centuries: Sources– Hiuen Tsang – Religious development – Social structure of the Rajputs -.Trade and Commerce– Maritime activities – The contacts with the Arabs-- Indian society on the eve of Mahmud of Ghazni's campaigns.

**Unit V:** The Deccan: The Satavahanas: Society and Economy – Religion, Literature and Art; The early Chalukyas of Badami: Polity – Religion – Art and Architecture; The Rashtrakutas: Cultural contributions.

**Reference Books:**

1. Bharatiya Vidya Bhavan, **History and Culture of the Indian People**, Vol – I and II, Bombay, 1951.
2. R.C. Majumdar, Ray Choudry and Dutt, **Advanced History of India**, New Delhi.
3. K.S.Sardesai and others, **History of Ancient and Medieval India**, Unique publishers, New Delhi, 2003.
4. Romila Thaper, **Asoka**, Oxford University press, Bombay 1961.
5. K.A.N.Sastri and Srinivasachari, **Advanced History of India**, Calcutta, 1965.

6. R.Sathianatheier, **Political and Cultural History of India**, Vol.-I, Madras, 1985  
 7. R.S.Tripathy, **History of Ancient India**, Bombay, 1942.

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**SEMESTER - I**

**CC 2 - STATE AND SOCIETY IN TAMILNADU UPTO 900 C.E.**

<b>Subject Code: 17P1H2</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- \* To acquire knowledge about the culture of Sangam people.*
- \* To bring to light the glory of the cultural past of the Tamils*
- \* To acquire knowledge about the social and cultural aspects of the Tamil Society from the Sangam Age to British Period.*

- Unit I:** Sources for the History of the period – Archaeological and Literary sources – Land, Races – Pre-History and Proto-History–Tribal beliefs and practices.
- Unit II:** Evolution of State (B.C.400 – A.D.300): Tribalism to Culturalism: Kinship and Kingship – Political expansion: Three crowned monarchs –Concept of territoriality– Chieftainship – Administrative institutions.
- Unit III:** Social formation in Tamil Nadu in the Sangam Age: Sangam Literature – Nature and Chronology – Physiographic divisions – Society and Economy – Religion and Art. Post-Sangam Age: The Kalabhras – Origin and spread – Political expansion – The question of Dark Age – Dominance of Jainism and Buddhism – Effects of the Kalabhra rule on the Tamil country.
- Unit IV:** State in the Pallava-Pandya Age (500 – 900A.D) : Origin of the Pallavas – Nature of the Pallava State – Nature of the I Pandya State – Concept of Territoriality– Issue of Legitimization – Royal Courts – Royal Titles–Dharma, Dhana and Dhanda–Devadanas – Brahmadeyas – Administrative divisions – Emergence of Local Institutions – State and Bhakti Concept.
- Unit V:** Society in the Pallava and Pandya Age (500 – 900 A.D) : Agriculture and Irrigation – Land based Economy – Trade and Commerce – Reaction to Jainism and Buddhism – Rise of Brahmanism – Emergence of Bhakti Movement – Temples and Monasteries – Philosophical trends – Learning and Education – Evolution of Art and Architecture under the Pallavas and Pandyas.

**Books for Reference:**

1. Chopra, P.N - **History of South India** Vol.I,  
 Ravinthiran T.K. and S.Chand AL co,  
 Subramanian.N New Delhi, 1979.

2. Krishaswami Pillai.A - **Topics in South Indian History**, Annamalai Nagar, 1974
3. Minakshi.C - **Administration and Social Life under the Pallavas**, University of Madras, 1971.
4. Nilakanta Sastri, K.A - **The Pandyan kingdom**, Swathi Publications, Madras , 1972
5. Krishnamoorthy V.M - **History of South India**, Vijayalakshmi Publications, Neyyur, 1983.
6. Subramanian.N - **History of Tamil Nadu Upto 1336 AD**, Koodal publications Madras, 1972
7. Subramanian - **Social History of Tamils** Vol- I and II, Asian Institute of Tamil Nadu studies, chemmancehry, Madras, 1992.

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**SEMESTER – I**

**CC 3 - WORLD HISTORY FROM 1789 TO 1919 C.E.**

<b>Subject Code: 17P1H3</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*To make the students understand the features of modern world.*

*To facilitate the students to develop a critical look on modern world.*

*To equip the students acquire knowledge about developments of modern world*

*To let the students learn much about revolutions .The students get a lot of information about liberty, equality and fraternity. They learn about different features of democracy and dictatorship.*

**Unit I:** Condition of France on the eve of the French Revolution – The French Revolution – Napoleon Bonaparte – The Vienna Settlement and the Concert of Europe – The Revolutions of 1830 and 1848.

**Unit II:** Growth of Liberalism in Western Europe – Industrial Revolution – The Rise of Socialism – Labour Movement in Europe – France under Napoleon III – Unification of Italy and Germany-- Liberation of Latin America – The American Civil War.

**Unit III:** Colonialism and Imperialism in China, Japan and South Africa in the 19<sup>th</sup> and 20<sup>th</sup> centuries: The Rise of Japan and Modernization – Meiji Restoration – China under the Manchus and Western Powers- Opium Wars – Taiping Rebellion-- Boxer Rebellion -- 1911 Revolution.

**Unit IV:** Russia under the Tsars – Alexander II – Nicholas I – Russian Revolution: Causes, Courses and Results.

**Unit V:** The Eastern Question – The Diplomatic Alliance in Europe – The First World War – The Peace of Paris.

**Text Books:**

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| 1. B.R.Gokhale | – <b>A History of Western Civilization</b> |
| 2. J.E.Swain   | – <b>A History of World Civilization</b>   |

**Books For References:**

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| 1. Eoston.C.Steward | – <b>The Heritage of the Past.</b> |
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2. H.S.Lucay – **A Short History of Civilization**  
 3. H.G.Wells – **A Short History of the World.**

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**SEMESTER – I**

**CC 4 - PRINCIPLES AND METHODS OF ARCHAEOLOGY**

<b>Subject Code: 17P1H4</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*The course is designed to introduce various exploration and excavation techniques practiced in India. It focuses on the principles and methods followed in archaeological exploration, excavation, and documentation of archaeological materials.*

**Unit I:** Archaeology: Meaning – Definition- Scope- Kinds of Archaeology – Archeology and other sciences – History of Archaeology in India.

**Unit II:** Field method-I: Exploration – Surveying – Aerial survey – Mapping – Photography – Aerial Photography – Surface indications – Scientific Instruments in explorations.

**Unit III:** Field method II: Archaeological Excavation--Equipments – Method of Excavations–Principle of Stereography–Kinds of Excavations – Under water Archaeology.

**Unit IV:** Recording of excavations: Three Dimensional Measurement – Recording of Antiquities and Pottery–Interpretation of Archaeological Data – Scientific Dating Methods – Pottery and its types in India.

**Unit V:** Archaeological Reporting and Publications: Reporting Excavation – Archaeological Publications – Conservation of Monuments – Preservation of antiquities, their importance and techniques.

**Books for Reference:**

Atkinson, R.J.C	:	<b>Field Archaeology</b>
Brothwell and Higs	:	<b>Science in Archaeology</b>
Dikshit, S.K	:	<b>An Introduction to Archaeology</b>
Gorder Childe	:	<b>An Introduction to Archaeology</b>
Kenyon	:	<b>Beginnings in Archaeology</b>
Lourier, F.E	:	<b>Dating the Past</b>
Marshall, J	:	<b>Conservation Manual</b>
Raman, K.V	:	<b>Principles and methods of</b>

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**SEMESTER – I**

**EC 1 - TOURISM AND TRAVEL MANAGEMENT**

<b>Subject Code: 17P1H5EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- 1. To understand the concepts of tourism*
- 2. To know the importance of accomodation*
- 3. To study about the various travel agencies*
- 4.To assess the importance of travel agencies for the development of Indian economy*

**Unit I:** Definition – Scope and Purpose--Types of Tourism – Aims and Reasons – Leisure, Pilgrimage, Educational and Business.

**Unit II:** Growth and Development of Tourism in India – A Land of Pluralism: Land and People – Geography and Climate – Art and Architecture – Music and Dance.

**Unit III:** Tourism as an Industry – Types of Transport- Travel Formalities like Passport, Visa and other Documents-- Types of Tour Operators – Importance of Accommodation--Tourism and Economic factors – International Tourism – Travel Agencies – ITDC and TTDC.

**Unit IV:** Tourist Centres of India other than Tamil Nadu- Kashmir, Delhi, Agra, Mathura, Jaipur, Varanasi, Ajantha and Ellora, Elephanta, Goa, Konarak and Khajuraho, Belur and Haleped, Mysore, Kovalam, Hyderabad.

**Unit V:** Tamil Nadu as a Tourist Destination – Its historical significance. Its Temples, Churches, Mosques, Beach resorts, Hill resorts.

**Reference:**

1. Ram Acharya, – **Tourism in India**
2. A.K.Bhatia, – **Tourism in India**
3. Sethi, P.N. – **Successful Tourism Planning and Management.**
4. Krishnala and Gupta, S.P., – **Tourism, Museums and Monuments in India.**

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**SEMESTER – II**

**CC 5 - SOCIETY AND ECONOMY IN MEDIEVAL INDIA FROM 1206 TO 1707 C.E.**

<b>Subject Code: 17P2H6</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*This course is designed to create awareness among the students about women's agency in historical change especially in the nineteenth and twentieth centuries in India. It looks at the woman question which loomed large in India in the nineteenth century; examines the role of women in India's struggle for freedom; reviews women's legal status in pre and post independent India; discusses women's participation in politics; focuses on women's contribution to social and environmental movements and analyses women centered issues in contemporary India.*

**Unit I:** The Period of the Delhi Sultanate: Sources – Society and Culture-- Economic policy of the Sultans – Agrarian Structure and Relations--Trade and Commerce--Crafts, Industry and Technology.

**Unit II:** Deccan: Society under the Chalukyas and Hoysalas – Temple Architecture under the Chalukyas, the Hoysalas and the Kakatiyas-- Bahmani Kingdom: Literature – Education and Architecture: Vijayanagar Empire: Socio-Economic life –Changes in the Society, Religion and Art and Literature.

**Unit III:** Sources for the study of Socio – Economic history of the Mughal Empire-- Society- Hindu–Muslim relations- Religious Policy and experiments of the Great Mughals- Sikhism.

**Unit IV:** Economic structure of the Mughal period: Land and Agrarian system--Peasant protests. (Jats and Satnamis)-- Growth of Urban Centers – Industry and Economy – Revenue Administration – Trade and Commerce – The Mughals and the European companies – Economy under the Marathas.

**Unit V:** Culture under the Delhi Sultanate and the Mughals: Literature and Education in Medieval India; Influence of Islam on Hinduism – Muslim Mystic Movements – Bhakti Movement: Development of Art and Architecture.

**Books for Reference:**

Fergusson James	:	<b>History of Indian Eastern Architecture</b>
Gupta. N.S	:	<b>Industrial Structure of India during the Medieval period</b>
Habib.M.D	:	<b>Politic and Society in Early Medieval India.</b>
Havel, E.I.,	:	<b>Indian Architecture</b>
Irfran Habib	:	<b>Land Revenue system during Mughal India</b>



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**M.A., HISTORY****(Effective for those admitted from 2017-2018 onwards)****SEMESTER – II****CC 6 - STATE AND SOCIETY IN TAMILNADU FROM 900 TO 1565 C.E.**

<b>Subject Code: 17P2H7</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- \* To analyse the Culture of Ancient Tamilagam
- \* To study the skills of Pallava Architecture
- \* To compare and contrast the achievement of the Pandyas and Cholas

**Unit I:** The Chola State system (A.D 900-1200) Sources: Literary Epigraphical and Archaeological- Imperial Wars--Moykirtis- Inter and Intra-state relations- Matrimonial diplomacy – Colonization of South East Asia

**Unit II:** Society in the Chola Imperial Age Economic Development – The Village self-governing institution: Social structure: Caste system Valangai and Idangai Divisions- Slavery – Position of women- Social life-- Religion: Saivism and Vaishnavism, Jainism and Buddhism Bhakthi Movements and Temple Culture–Literature–Art and Architecture.

**Unit III:** State in the Pandya Imperial Age: Decline of the Cholas – Emergence of Imperial Pandyas: Imperial Wars--Consolidation of power – Administration-- Decline of Sabhas – Civil wars-- Muslim Invasions.

**Unit IV:** Society during II Pandya: Social Structure – Caste System – Valangai – Idangai Problem – Slavery – Position of women – Economic Development-- Revenue System and Tax – Trade and Guilds – Development of Religion and Religious institutions – Arts and Architecture.

**Unit V:** State and Society in the age of invasion and after – (C.E. 1325-1565) Imperial decline-- Muslim Invasions and their Impact – Madurai Sultanate – Vijayanagar rule in the Tamil country – Revival of Caste system – Revival of Hinduism.

**References:**

1. Chopra N and others - **History of South India**, Vol – I .Chand & Co New Delhi, 1979.
2. Krishnamoorthy, V.M - **History of South India upto 1672**, Vijayalakshmi publications, Neyyur, 1983.
3. Krishnasami pillai.A - **Topics in South Indian History**, Annamalai Nagar, 1974.
4. Nilakanta Sastri, K.A - **The Pandyan Kingdom**, Swathi Publications, Madras , 1972
5. Pillai K.K. - **Social History of the Tamils**.
6. Rajayyan.K - **History of Tamil Nadu**, Raj Publishers, Tamilnadu, Madras.
7. Kalidoss.R - **History and Culture of Tamils**, Vijaya Publications, Dindugal.
8. Subramanian .N - **Social History of the Tamils**, Vol I and

9. Subramanian .P

II Tamils, Asian Institute of Tamil Studies,  
Chemmanchery, Chennai.

**Social History of the Tamils,**

D.K. Print World, New Delhi.

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**SEMESTER – II**

**CC 7 - STATE AND SOCIETY IN TAMILNADU FROM 1565 TO 1987 C.E.**

<b>Subject Code: 17P2H8</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- \* *To study the social and political background for the emergence of Nayakas, Marathas, Nawabs and the British.*
- \* *To analyse the relevance of socio-religious movements of the 19th & 20th Centuries.*
- \* *To appraise the works of the Congress and Dravidian Parties in Tamil Nadu.*
- \* *To study the Dravidian movement and the growth of Tamil consciousness*
- \* *To discuss the role of Christian Missionaries in education*

**Unit I:** Sources for the History of Tamil Nadu (1565 – 1987): Nayakas of Madurai and Thanjavur: Their polity—Socio-cultural conditions--The Marathas of Thanjavur: Polity--Socio-cultural contributions-- Carnatic Nawabs.

**Unit II:** The coming of the Europeans – Carnatic wars – British acquisition of Tamilnadu – Poligari Rebellion – South Indian Rebellion; Relations with Pudukkottai and Ramnadu – British diplomacy in Tanjore and its acquisition in 1799--Annexation of Carnatic--Vellore Mutiny of 1806.

**Unit III:** Madras Presidency: Colonial Economy – Revenue settlements from Poligars to Zamindari – Ryotwari experiments--British Administration: Judiciary and Police.

**Unit IV:** Instruments of Social change – Beginning of Western Education --Hindu Social Reform Movements – Vaikunda Swamy, Ramalinga Adigal-- The role of the Press-- Political and Social Awakenings – Early Political Institutions – National Movement.

**Unit V:** Tamil Renaissance – Struggle for social equality – Justice Party – Self -Respect Movement – Depressed Class Movement--Emancipation of Women--Tamilnadu in the 20<sup>th</sup> Century – Peasant and Trade Union Movements – Agricultural and Industrial development-- Education and Social Welfare Legislations--Administrative and Social changes up to 1987 AD.

**Books For Reference:**

Basker.C.J : **The Politics of South India 1920 – 1937**  
Burton Stein : **Thomas Munroe**  
Chopra .P.N.Ravindran

T.K and Subramania.N : **History of South India**  
David Arnold : **The Congress in Tamilnadu**  
Hardgrave.R.L : **The Political career of C.Rajagopalachari**  
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**M.A., HISTORY**

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**SEMESTER – II**

**CC 8 - HISTORY OF NATIONAL MOVEMENT IN INDIA  
FROM 1885 TO 1947 C.E.**

<b>Subject Code: 17P2H9</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- 1. To understand the need of freedom movement*
- 2. To know the courses of freedom movement*
- 3. To know and feel the people's conditions of the British rule in India*
- 4. To know the history of Swaraj and non cooperation movement during the period*
- 5. To know the reality while partition of India before independence*
- 6. To understand, how we won our independence*

**Unit I:** Genesis of Nationalism: Factors -- Colonial Economy and its impact --Socio-cultural background of Indian Nationalism and their impacts-- Political impact of the colonial rule--Relations with Princely States

**Unit II:** Genesis of Indian National Congress--Congress Policies: Moderate and Extremist policies – Partition of Bengal--Swadeshi Movement—Surat Congress Split-- Rise of Extremism-- Annie Besant and Home Rule Movement – Growth of Representative Institutions: The Acts of 1861, 1892 and 1909.

**Unit III:** Mass Nationalism: Gandhian Era--Muslim League--Khilafat Movement--Non-Cooperation Movement--Peasant Movement--Constructive Programme--Civil-Disobedience Movement –Simon Commission – Round Table Conferences – Gandhi-Irwin Pact – Government of India Acts of 1919 and 1935.

**Unit IV:** Nationalist Advances and towards Freedom – Second World War and Indian Politics – Quit India Movement – Subhash Chandra Bose and Indian National Army – Cabinet Mission – Communal problems – Mountbatten Plan – Partition of India – The Role of Press in National Movement.

**Unit V:** Transfer of Power: Indian Independence Act of 1947, the Dawn of Independence, Factors responsible for Independence--Integration of Indian States.

**Books For Reference:**

Amold.D.A : **Congress in Tamil Nadu Nationalist Politics.**

Brown Judith : **Gandhi's Rise to Power – Indian Politics**

Desai.A.R. : **Social Background of Indian Nationalism  
Peasant Struggles in India**

Gopal.S : **British Policy in India 1858 – 1905**

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**SEMESTER – II**

**EC 2 - SOCIAL REFORMERS OF MODERN INDIA**

<b>Subject Code: 17P2H10EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*\* To understand the various movements started in India*

*\* To analyze the background of the each movements*

*\* To apply the concept to the present scenario*

**Unit I:** Rajaram Mohan Rai – Dayanand Saraswathi – Sir Syed Ahmed Khan

**Unit II:** Jothiba Phule – Dr.Ambedkar – Pandit Aythyadas

**Unit III:** Ranade – Dadabai Nauroji – RC.Dutt.

**Unit IV:** Ramalingar – Vaikuntasamy – Narayana Guru – Ayyankali--Swami Sahajananda

**Unit V:** Periyar EVR – Vinoba Bhave – Jayaprakash Narayan.

**Reference Books:**

1. B.Sobhanan, **Temple Entry Movement and the Sivakasi Riots**, Madurai, 1985
2. Dr.R.Ponnu, **Sri Vaikuntaswamigal and the Struggle for Social Equality in South India**, Ram Publishers, Madurai, 2000.
3. T.P.Kamalanathan, **Scheduled Castes Struggle for Emancipation, in South India**, Tirupattur, 1985.
4. V.R.Krishna Ayyar, **Social Democracy and Dalit Egalite**, University of Madras, 1989.
5. B.S.Chandrababu, **Social Protest and its Impact in Tamil Nadu with reference to Self Respect Movement**, 1920 – 1940, Madras, 1993.
6. K.R.Hanumantan, **Untouchability – A Historical Study up to 1500 A.D.**, Madras, 1972.
7. Guru, Nataraja, P, **Life and Teaching of Narayanaguru, Ernakulam**, 1968.

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**SEMESTER – III**

**CC 9 - INDIA SINCE 1947 C.E.**

<b>Subject Code: 17P3H11</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- 1. To know the significance of parliamentary democracy*
- 2. To know the importance of Nehru Era*
- 3. To understand the origin of the various political ideas.*
- 4. To assess the relevance of various ideas to the current scenario*

**Unit I:** India on the eve of Independence – Constitution making: Assembly & Drafting Committee – Salient features of Indian Constitution – Integration of Princely States and Foreign possessions – The Nehruvian Era: Democratic Socialism – Re-Organisation of States, Social Transformation: Social justice, Social Welfare – Social Change – Emancipation of women.

**Unit II:** Prime Minister Shastri: Prime Minister's office (PMO) – Food crisis in 1964 – Anti – Hindi Agitation – Indo-Pak war – Indira Gandhi: First Woman Indian Prime Minister: Kitchen Cabinet – 1966, the year of Turmoil – General Elections of 1967 – Second Term Prime Minister in 1967 – Indo-Pak war of 1971 – Simla Agreement – Constitutional Amendments – Green Revolution – India During Emergency – The Janata Rule – Indira Gandhi as Prime Minister in the third term and her assassination--Rajiv Gandhi and his internal policy.

**Unit III:** India's Foreign Policy: Basic Elements – Determinants - Non-Align Movement – Pancha Sheel – India's Relations with Foreign countries: India and USA, - India and USSR – India and Third world countries – India and UNO – India and Neighbours: India and Pakistan – India and China – India and SAARC – India and Common Wealth of Nations upto 1989.

**Unit IV:** The Evolution of Economy since 1947: Planning for progress – Planning Commission – National Development Council – Objectives of Planning – Five-year Plans – Achievements – Agricultural and Industrial Development – New Economic policy – New Education policy – Atomic Research and Development – Space Research.

**Unit V:** The Era of Coalition: Prime Minister P.V. Narasimha Rao: Internal and External Policies. United Front Government(1996-1998)–Gowda Government – Gujral Government – Gujral Doctrine – The National Democratic Alliance Government (1998-2004) Kargil war – Communal violence – Its Foreign policy – The United Progressive Alliance Government – I (2004-2009) – ManMohan as Prime Minister – UPA's Common Minimum Programme – Right to Information Act – Mahatma Gandhi National Rural Employment Guarantee Scheme – Nuclear policy – Congress – Left conflict – Foreign Policy of UPA – I—Niti Ayog.

**Reference:**

A.Appadurai - **Studies in Social and Political Developments.**

- A.N.Agarwal - **Indian Economy:Problems of Development and planning.**
- Alexander P.C  
Adaikkalam  
Subbaiyan - **My years with Indira Gandhi**, New Delhi, 1991.  
- **Nehru Epoch:1947-1964** (Tryst with Destiny)
- Bhamhiri, C.P - **Indian Politics Since Independence**, New Delhi, 1999.
- Bimal Prasad  
Studies - **Ghandhi, Nehru and Jaya prakash Nazayan:**  
in Leadership Delhi,1985.
- Dutt V.P - **India's Foreign Policy in a changing world**, New  
Delhi 1999.
- Edwards M - **Last Years of British Rule**, London 1963.
- Ela sen - **Indira Gandhi: A Biography**, Culcutta, 1973.
- Naik J.A - **The Great Janatha Revolution**, New Delhi, 1977.
- R.S. Kapoor - **Failing the Promise:** Irrelavance of the Vajpayee  
Government, New Delhi, 2003.

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**SEMESTER – III**

**CC 10 - HISTORY OF USA SINCE 1900 C.E.**

<b>Subject Code: 17P3H12</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

*The course examines the growth of the United States of America as a world power during the twentieth century. It makes a detailed analysis of the progressive era, American expansionism and foreign policy, USA and the First World War, the growth of a business civilization and consumer society, the Great Depression, USA in the Second World War, the Cold War era, the end of the Cold War and after.*

- Unit I:** The Presidential Election of 1900 – Theodore Roosevelt – His Progressive Era – Square Deal – His foreign policy – Howard Taft’s administration – Dollar Diplomacy – Woodrow Wilson – Domestic Policy – New Freedom-- Foreign affairs.
- Unit II:** U.S. and World War I – Fourteen points--The Treaty of Versailles – The League of Nations and the U.S.A. – Conditions of U.S.A. between the World Wars – Warren G.Hardinge – Colvin Coolidge – Herbert Hoover – The Great Depression.
- Unit III:** F.D.Roosevelt and New Deal – His foreign policy – U.S.and the II World War – Harry Truman – The Fair Deal – The Truman Doctrine. The Marshall Plan. The Korean war.
- Unit IV:** Eisenhower and John F.Kennedy – Super Power Rivalry – Civil Rights Movement – Lyndon B.Johnson: Domestic policy – The Great Society – Foreign policy – The Vietnam war.
- Unit V:** Richard Nixon : Domestic policy – New Federalism – Foreign affairs – Watergate scandal – Presidencies of Gerald Ford, Jimmy Carter, Ronald Reagan ,George W.Bush and Bill Clinton.

**Books For Reference:**

- Allan Nevins and Henry State Commager, **A Pocket History of United States** Newyork, 1968.
- Banford Parker, **A History of United States of America**
- Canfield, H, **The Making of Modern America**, Massachusetts, 1970.
- Hill C.P, **History of the United States of America**

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**M.A., HISTORY**

**(Effective for those admitted from 2017-2018 onwards)**

**SEMESTER – III**

**CC 11 - INTERNATIONAL RELATIONS SINCE 1945 C.E.**

<b>Subject Code: 17P3H13</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

1. To understand the definition and scope of the International Politics.
2. To familiar with the various theories of International politics.
3. To analyses the post World War II scenario in International relations.
4. To know the impact of World War II in the Global Economy.
5. To understand the role of world organizations in peace making process

**Unit I:** International Relations – Definition and Scope – Theories: Realism and Idealism – Collective Security – Communalism – Leninism – Marxism

**Unit II:** Cold war: Meaning, Patterns and Dimensions, Backdrop of Cold War, End of World War II- Wartime Conferences-Beginnings of the Cold War(1947-53) – Military Alliances – NATO SEATO, CENTO and Warsaw Pact – Korean and Vietnam Wars – The Middle East: Suez Canal Affair-- Cuban Crisis

**Unit III:** World Governments –UNO and its Achievements – European Economic Community (E.E.C) – The Organization of American States – The Arab League – OPEC – The Organization of African Unity (OAU) – The Common Wealth-- Third World Countries-- SAARC – Human Rights-- India's Foreign policy— Non-Alignment

**Unit IV:** Second Cold War (1979-85); Soviet War in Afghanistan- Reagan and Thatcher- Soviet and U.S Military and Economic Issues-Detente and Disarmament- Gorbachev Reforms-Thaw in Relations-Soviet Republic Break-Soviet Dissolution and Aftermath

**Unit V:** The Gulf War: Background; Invasion of Kuwait; Creating a Coalition; Air Campaign; Iraqi strikes on Saudi Arabia and Israel; Ground Campaign; Kuwait's Liberation; Initial Moves into Iraq; Coalition Forces Enter Iraq; The End of Active Hostilities.

**Books for Reference:**

- Carr, E.H. : **International Relations between the Two World Wars**
- Dr.Dilip S Pawar & Dr.Suhas R. Morale** : **International Relations and World Politics**
- Charles P. Schleisher : **International Relations Co-Operation and conflict**
- Louis Henkin : **The Rights of Man Today**
- Ogg.B. Zink : **Theory of International Relations**
- Palmer & Perkins : **International Relations**
- Panikkar, K.M : **The Theory and Practice of Diplomacy**



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**M.A., HISTORY****(Effective for those admitted from 2017-2018 onwards)****SEMESTER – III****CC 12 - INDIAN ADMINISTRATION**

<b>Subject Code: 17P3H14</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives:**

- \* *To examine the evolution of Indian administration.*
- \* *To understand the importance of planning.*
- \* *To develop skills in participating Panchayat Raj institutions.*

- Unit I:** The evolution of Indian administration: Structure and Functions – Mauryan and Mughal legacy; British Indian system: Company's experiments – Warren Hastings, Lord Cornwallis, Lord Hastings and Lord Dalhousie; Administrative consolidation since 1861 during the period of the Crown – Financial, Police and Judicial administration – Famine policy.
- Unit II:** Central Administration: Parliamentary Democracy – Federation – Executives at the Union level – Structure of Central Administration – Central Secretariat – Cabinet Secretariat, Ministries – Department Boards
- Unit III:** State Administration: State legislature and its function-- Executives: Governor of a State, his powers and function-Chief Minister of a State, his powers and function- Chief Secretary, his duties and responsibilities- State Judiciary and its function.
- Unit IV:** District Administration: Powers and functions of a Collector—Talk and Village Administration—District Rural Development Agency—Role of Block Development Officer (BDO)—special Development programmers—Role of Panchayat President
- Unit V:** Centre – State relations – Public services – Police and Judicial administration– Lok Pal-- Lok Ayukt — Issues on Indian administration – Integrity in Administration – Administrative Reforms.

**Books For Reference:**

- Agarwal.S.P, **India Since Independence** New Delhi, 1975.
- Altekar.A.S, **State and Government in Ancient India**, Delhi, 1958.
- Bhambri.C.H., **Public Administration in India.**
- Meheswari.S.R, **The Evolution of Indian Administration**, Mecomillan,1950.
- Vidya Bhushan, **Indian Administration**, Delhi, 2000.

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**SEMESTER – III**

**EC 3 - JOURNALISM**

<b>Subject Code: 17P3H15EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Objectives :**

1. *To understand the concepts of journalism*
2. *To know the importance of press*
3. *To analyze importance of mass media to the society*
4. *To study the various press Acts*

**Unit I:** Introduction to Journalism, Impact of Mass Media – Development of Journalism – From Hicky to 1947 – Post independent India – Role of Press in Freedom Movement – History of Tamil Journalism – Some leading Newspapers of India (the Hindu, India – Express, Thinathanthi, Dhina malar)

**Unit II:** Reporting – News value – Kinds of news – Reporter – Press Meet – Press Release – News Agencies – Interview – Public meeting – Beat – Reporting of Crime Sports News – Part of News – Inverted Pyramid form of writing.

**Unit III:** Editing – Headline – Lead – Use of Editing Marks – Role of Editors – Sub Editors – Proof and Reading – Page Make up – Features – Editorial-Letters to the Editor – Photo Journalism.

**Unit IV:** Letter Press – Rotary – Offset Printing – Web offset – Plate-making – News Print Paper – Role of computers and Communication techniques – Structure and functioning of a newspaper office.

**Unit V:** Press Laws – Defamation – Contempt of Court – Press Council – Prachar Bharathi – Investigative Journalism – Advertisement – Its necessity and Kinds.

**Books Recommended:**

1. Ahjuja - **Introduction of Journalism**
2. Kamath, M.R. - **Professional Journalism**
3. Natarajan.S - **A History of the Press in India**
4. Rangasamy Parthasarthy - **Journalism in India**

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**SEMESTER – IV**

**CC 13 - HISTORIOGRAPHY**

<b>Subject Code: 17P4H16</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 5</b>
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**Objectives:** *The course attempts to impart comprehensive knowledge and understanding of the nature and scope of historical knowledge, theories of history and the various schools of historical thought spread over the ancient, medieval and modern periods. In recent years, the study of history has become multi-disciplinary and hence the course will endeavour to equip students with the varieties of history in practice today.*

**Unit I:** Definition, Nature, Scope, Value and uses of History – Philosophy of History – Causation – Historicism.

**Unit II:** History as Social Science – History and its ancillary fields Archaeology, Epigraphy, Numismatics and Manuscriptology.

**Unit III:** Church Historiography – Medieval, Arab Historiography--Ibn-Kaldum – Ancient and Roman Historiography--Western Historiography:Herodotus, Thucidides, Livy, Thomas Aquinas – Voltaire, Ranke, Marx--French Historiography: Marc Bloch, Fernard Braudel--English Historiography: Habbsbawn, E.P.Thomson--The Subaltern School- Ranajit Guha--Origin and debate with Marxian School: Cliometrics – Quantitative History in U.S.A, R.W.Fogel.

**Unit IV:** Indian Historiography: Kalhana, Alberuni, Barani, James Mill, Vincent Smith, K.P.Jayaswal, J.N.Sarkar, A.L.Basham, D.D.Kosambi, K.A.N.Sastri, K.K.Pillai.

**Unit V:** Methodology : Selection of topic – Bibliography – Primary and Secondary sources – Internal and external criticism – objectivity – computation – Quantification in History – Chapterisation – Footnotes – Charts – Tables – Appendices – Presentation.

**Books for Reference :**

- Barsun, Jacques and Graff Hendry, F : **The Modern Researcher**, Sen Dleua, New York, 1985.
- Bloc, Marc : **The Historian's Craft**, Village Books, New York, 1964
- Butterfield Herbert : **Man on his past: The study of history and Historical Scholarship**, Cambridge, 1969.
- Dunning, William, A : **Truth in History and other Essays**, Port Washington, Newyork, 1965.
- Eton, G.R., : **The Practice of History**, London1965
- Hexton,, J.H. : **The History Primer**, Basuic Books, New York, 1971
- Stern Fritz (ed) : **The Varieties of History**:

- Sheik Ali, B. : **From Voltaire to the present**, Newyork, 1973.  
: **History: Its Theory and Methods.**
- Subramanian, N : **Historiography**  
Rajayyan, K. : **History – Its Theory and Methods.**
- Philipps C.H.(ed.,) : **Historians of India, Pakistan and Ceylon**

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**SEMESTER – IV**

**CC 14 - HUMAN RESOURCE DEVELOPMENT**

<b>Subject Code: 17P4H17</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 5</b>
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**Objectives:** *To Know about Human Resource management.  
To study different theories related to HRD.  
To enrich the mind with knowledge and information.  
To get more and more information about the importance of empowerment and participation in Management*

**Unit 1:** Human Resource Development- Definition-Characteristics, Need, HRD Methods, Processes, Outcomes, Is HRD a profession?- Difference between the Traditional Personnel management Function and HRD.

**Unit II:** Planning and Organising the HRD system-Individual behavior- Personality-Meaning, Definition, Importance—Determinants.

**Unit III:** Group behavior, Group Dynamics, Benefits, types of Groups, Motivation, Meaning, approaches, Theories: Maslow's Need Hierarchy, Herzberg's two factors Theory.

**Unit IV:** Leadership and supervision: Definition-Sources of Power of Leader- functions of Leader—Leader Vs Manager—Approaches to studying leadership.

**Unit V:** Quality of Work life (QWL)- Scope- Quality circle—Advantages—Requisites—Suggestion scheme—Worker Participation in Management—Empowerment—Merits, Demerits, Requisites for the success of Empowerment.

**References:**

1. Biswanath Ghosh, **Human Resource Development and Management**, vikas Publishing House, Pvt Ltd, new Delhi, Edition 1, 2000
2. T.V.Rao, **Future of HRD**, Rajiv Beri for Macmillan Edition 1 India Limited, new Delhi, 2003.
3. C.B Mamoria, S.V.Gankar, **Personnel management**, Himalaya publishing House, Mumbai, 25<sup>th</sup> Edition, 2005
4. P.C. Tripathi, **Human Resource Development**, Sultan Chand and Sons, New Delhi, Ed-V, 2005.

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**SEMESTER – IV**

**EC 4 - GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS**

<b>Subject Code: 17P4H18EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 5</b>
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**Objectives :**

- To understand the functions of solar system
- To understand the significant features of constitution
- To study the importance of Indian economic plan
- To acquire the knowledge of science and technology

**Unit I:** GEOGRAPHY: Solar system – The Earth – Dimensions of Earth – Earth Motions – Earth atmosphere – Types of soils – Minerals – Crops – Forests – Monsoons – Mountain ranges – National Highways – Airports – Rivers – National Wild life sanctuaries – Tribes in India – Dances – Indian Harbours – Environmental Problems.

**Unit II:** INDIAN POLITY: Constitution: Features – Preamble – Citizenship – Fundamental Rights and Duties – Directive Principles of State Policy The President – Vice President – Prime Minister and Council of Ministers – Parliament – The Supreme Court – State Executive – State Legislature – High Court – Constitutional Amendments – Comptroller and Auditor General of India – Attorney General of India – Election Commission – Finance Commission – Official Language – Political Parties.

**Unit III:** INDIAN ECONOMY: Planning: Planning Commission – Objectives of Planning – Merits of Economic Planning – Role of National Development Council – New Economic Policy – Agricultural and Industrial India – Population Growth and its problems – Globalisation – Liberalisation – Privatisation.

**Unit IV:** SCIENCE AND TECHNOLOGY: Everyday Science – Hygiene and Physiology-- AIDS – Biology–Basic Chemistry and Physics – Scientific Inventions – Nuclear Science – Space Research in India – Information Technology.

**Unit V:** GENERAL: U.N.O. and its specialized agencies – Common Wealth. SAARC – Books and Authors – Countries and Capitals – Parliaments – Currencies – Sports and Games – Awards and Prizes – Latest Who's Who – Current events: National and International.

**Reference books:**

1. TATA McGRAW – HILL'S **General Studies Manual**
2. **India Year Book** : (Publication division, Govt., of India)
3. **Manorama Years Book.**
4. **The Hindu**
5. **The New Indian Express**
6. **Competition Success Review**
7. **Competition Master**
8. **Frontline**

9. **India Today**

10. **Science Today.**

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**SEMESTER – IV**

**EC 5 - HUMAN RIGHTS**

<b>Subject Code: 17P4H19EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 5</b>
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**Objectives :**

*To provide information on international human rights organizations.*

*To know about the role of the U.N's efforts to execute its doctrines pertaining to Human rights.*

*To make the students understand their fundamental rights.*

**Unit I:** Historical background: Theories and Human Rights – The origin and development of the Human Rights in western political and other civilizations— Human Rights in Magnacarta and French Revolution.

**Unit II:** Internationalization of Human Rights – The expansion of humanitarian laws (Anti slavery laws, Geneva convention on law of wars) and Institutions (Red cross). The impact of World War-II on International Human Rights concern and international politics.

**Unit III:** International and protection of Human Rights: Human Rights and UNO: Universal declaration of Human Rights, International convention on Civil, Political, Economic, Social and Cultural Rights-- United Nations Human Rights Commission--Human Rights violations and remedies – Empowerment of women.

**Unit IV:** European and Indian efforts: European Convention on Human Rights – Mexican Declaration – Helsinki Charter--Human Rights Commissions in India—National Human Rights Commission's (NHRC) recommendation.

**Unit V:** The International Community: International Governmental Organizations (IGOs) UN – Institutions : Non – Governmental organizations (NGOs) – NEG Strategies and composition – Amnesty International, International commission of Jurists – International League for the Rights of Man--The work of the Red cross, Human Rights and Foreign policy of individual countries (India and the Philippines) --The leadership of the US in the field.

**Books References:**

1. Desai.A.R. - **Violation of Democratic Rights in India**, Sangam Books, 1986.
2. Iyer, Krishnan, V.R. - **Human Rights and Wrongs**
3. Louis Henkin - **The Rights of Man Today**
4. Maurice Cranston - **What are Human Rights**, 1973.

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**SEMESTER – IV**

**PW 1 - PROJECT WORK**

<b>Subject Code: 17P4HPW</b>	<b>Credits: 4</b>	<b>External Marks: 80</b>	<b>Hours: 10</b>
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