

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 2020-2021 onwards)



SYLLABI

M.A., HISTORY

GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

KUMBAKONAM - 612002

PG & RESEARCH DEPARTMENT OF HISTORY

P.G. SYLLABUS (2020-2021 ONWARDS)



GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

KUMBAKONAM – 612 002

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

DEPARTMENT OF HISTORY

Name of the Programme: **M.A. HISTORY**

Academic Year : **2020-2021**

Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others.

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

Programme Outcomes:

After the completion of this programme, the students will be able to

PO1: pursue higher studies in the disciplines like education, History, Archaeology, Tourism studies and also human rights values. History, it is roots of entire social science subjects and others are its branches.

PO2: suggest measure to understand the historical events to enhance the knowledge of ancient India

PO3: become archaeologist, entrepreneurs, administrators, teachers

PO4: get employed into private and public sector enterprises

PO5: carry out research in history

Programme Specific Outcomes:

After the completion of this programme, the students will be able to

PSO1: study B.Ed., M.Phil. Ph.D.

PSO2; get historical knowledge and ancillary papers supported become good citizenship in future

PSO3; face boldly complete examinations and eligibility tests like UPSC, TNPSC, NET, SLET., etc.

PSO4: analyse the recent archeological remains and predict the past glorious with new interpretation

PSO5: analyse the socio economic problems scientifically and interpret them with new sights

Course Outcomes of all the courses of M.A. History

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

After the completion of this course, the students will be able to

CO1: Understand the background of Indus civilization, its religion, customs institutions and administration of Asoka.

CO2: Analyze relationship between the past and the present.

CO3: They will develop practical skills helpful in the study and understanding of historical events.

CO4: Draw historical maps, charts, diagrams etc.

CO5: Prepare historical models, tools etc

2. STATE AND SOCIETY IN TAMIL NADU UPTO 900 C.E

After the completion of this course, the students will be able to

CO1: acquire knowledge about the culture of Sangam people.

CO2: bring to light the glory of the cultural past of the Tamils

CO3: understand the Sangam literature

CO4: get the knowledge of the position of women society

CO5: acquire knowledge about the social and cultural aspects of the Tamil Society from the Sangam Age to British Period.

3. WORLD HISTORY FROM 1789 to 1919 C.E (EXCLUDING INDIA)

After the completion of this course, the students will be able to

CO1: make the students understand the features of modern world.

CO2: facilitate the students to develop a critical look on modern world.

CO3: equip the students acquire knowledge about developments of modern World.

CO4: acquire the knowledge of world organizations and its functions for preparing competitive examinations

CO5: 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.

4. PRINCIPLES AND METHODS OF ARCHAEOLOGY

After the completion of this course, the students will be able to

CO1: understand the techniques, excavation and exploration

CO2: avail to see the archaeological sites

CO3: get a chance read the newly explored copper plates and inscription

CO4: get the employment opportunities in archaeological department

CO5: acquire to join research in archaeology

5. TOURISM AND TRAVEL MANAGEMENT

After the completion of this course, the students will be able to

CO1: grasp knowledge about the basic characteristics of Indian Tourism

CO2: critically evaluate the objectives, strategies and achievement of Indian tourism Planning

CO3: assess the importance of travel agencies for the development of Indian tourism economy

CO4: acquire major employment opportunities,

CO5: evaluate the tourism reforms undertaken in Indian Tourism Department

6. SOCIETY AND ECONOMY IN MEDIEVAL INDIA (A.D. 1206- 1707)

After the completion of this course, the students will be able to

CO1: identify and explain major people, themes, and events in the history of ancient India.

CO2: develop written communication skills through tests and an assignment.

CO3: develop the skills to locate and critically evaluate primary and secondary sources.

CO4: learn the practices of the historian and an understanding of academic integrity as applied to the responsible use of historical sources and the ethical presentation of one's work.

CO5: engage with current global events through an understanding of their historical context.

7. STATE AND SOCIETY IN TAMIL NADU (A.D 900 – 1565)

After the completion of this course, the students will be able to

CO1: identify and explain major people, themes, and events in the history of Cholas.

CO2: develop written communication skills through tests and an assignment.

CO3: develop the skills to locate and critically evaluate primary and secondary sources of Cholas

CO4: critically assess the cultural contribution of Chola Rulers

CO5: acquire the knowledge of Chola's foreign trade and expansion of tamil culture in foreign countries

8. STATE AND SOCIETY OF TAMILNADU FROM C.E 1565 to 1987

After the completion of this course, the students will be able to

CO1: understand the social and political background for the emergence of

Nayaks, Marathas, Nawabs and the British.

CO2:analyse the relevance of socio-religious movements of the 19th & 20th centuries.

CO3: appraise the works of the Congress and Dravidian Parties in Tamil Nadu.

CO4: evaluate the Dravidian movement and the growth of Tamil consciousness

CO5:comments the role of Christian Missionaries in education and social awakening in modern Tamil Nadu

9. HISTORY OF NATIONAL MOVEMENT IN INDIA FROM 1805 to 1947 C.E

After the completion of this course, the students will be able to

CO1: understand the need of freedom movement

CO2: know the people's conditions of the British rule in India

CO3: understand the development of nonviolent mass action, and Indian movement for independence.

CO4: retain strong mental images of Gandhi and the origins of nonviolent mass action.

CO5: know the reality while partition of India before independence

10. SOCIAL REFORMERS OF MODERN INDIA

After the completion of this course, the students will be able to

CO1: understood the meaning and concept of reform.

CO2: understood the historical review of social movement in India

CO3: learn the contribution of social reformer in India.

CO4: know the Government and Non-Government institutions in policy implementation

CO5: understood role of contemporary social reformer in India

11. INDIA SINCE 1947 C.E

After the completion of this course, the students will be able to

CO1: comprehend wide ranging topics of contemporary interest in the context of India from the 1950's to the 2010's.

CO2: Know the significance of parliamentary democracy

CO3: Know the importance of Nehru Era

CO4: Understand the origin of the various political ideas

CO5: analyse the relevance of various ideas to the current scenario

12. HISTORY OF THE U.S.A. SINCE 1900 C.E

After the completion of this course, the students will be able to

CO1: explain the evolving and changing contours of USA and its position in world politics

CO2: the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.

CO3: rigorous conceptualization in international studies.

CO4: analysis of the progressive era, American expansionism and foreign policy

CO5: know 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.

13. INTERNATIONAL RELATIONS SINCE 1945

After the completion of this course, the students will be able to

CO1: describe the different types of International theories

CO2: identify the post World War II scenario in International relations.

CO3: think critically about political concepts and systems. It is our goal that International Relations students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in Comparative Politics and International Relations.

CO4: demonstrate interdisciplinary knowledge and critical thinking related to global issues, policies, processes and trends.

CO5: engage in multi-disciplinary study in order to appreciate the politics, history, economy, language and culture of a particular region of the world.

14. INDIAN ADMINISTRATION

After the completion of this course, the students will be able to

CO1: Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors.

CO2: understand the meaning and the uses of the various functions in administrators

CO3: integrative knowledge, skills, and ethics necessary for responsible administrative, management and leadership positions.

CO4: know the management, legal, ethical, and behavioral skills for effective job performance and career mobility.

CO5: develop skills in participating Panchayat Raj institutions

15. JOURNALISM

After the completion of this course, the students will be able to

CO1: ability to think critically, creatively and independently

CO2: ability to express oneself clearly, both in writing and orally

CO3: ability to prepare content for news media outlets and understand the importance of the institution of editor, and aspects related to editorial policy.

CO4: ability to competently use technology appropriate to the medium

CO5: learn to use internet services like email, web resources etc.

16. HISTORIOGRAPHY

After the completion of this course, the students will be able to

CO1: apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.

CO2: acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

CO3: organize and express their thoughts clearly and coherently both in writing and orally.

CO4: critique the historical schools of thought that have shaped scholarly understanding of their fields of study.

CO5: a high-quality research paper, well-written and meeting professional standards typical for conference presentation or academic publication.

17. HUMAN RESOURCE DEVELOPMENT

After the completion of this course, the students will be able to

CO1: Critically assess existing theory and practice in the field of HRD

CO2: Identify and apply new ideas, methods and ways of thinking

CO3: Demonstrate competence in communicating and exchanging ideas in a group context

CO4: Work effectively with colleagues with diverse skills, experience levels and way of thinking

CO5: evaluate HRD related social, cultural, ethical and environmental responsibilities and issues in a global context

18. GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

After the completion of this course, the students will be able to

CO1: Knowledge and mental stimulation play a huge role in sharpening the gears of graduates

CO2: understand the basic specific studies on general knowledge for preparing competitive examinations

CO3: acquire knowledge of solar system and geography

CO4: understand the basic science for competitive examinations

CO5: utilize the other subject areas other than history for well being in economics, politics, environmental studies definitely which are helping to young graduates

19: HUMAN RIGHTS

After the completion of this course, the students will be able to

CO1: identify issues and problems relating to the realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems

CO2: develops investigative and analytical skills on Human Rights identify and assess primary sources as well scholarly literature about human rights

CO3: critically appraise source material, including cases from human rights committees and tribunals and reports and summary records from treaty bodies

CO4: analyse a country's situation or an international situation in terms of human rights and formulate human rights-based initiatives and policies

CO5: participate in legal, political and other debates involving human rights in a knowledgeable and constructive way

20. Project work

After the completion of this course, the students will be able to

CO1: identify the local history

CO2: understand the basic research activities with engaging field collection of data

CO3: acquire the knowledge of interest in research field

CO4: motivate to join research courses

CO5: interpret the data and finding conclusions and present the report

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

PG & RESEARCH DEPARTMENT OF HISTORY

Course structure under CBCS for M.A HISTORY students (2020-2021 onwards)

SEM	COURSE	INST. Hours/ week	credit	Exam Hours	Marks		Total
					Int.	Ext	

	Core Course 1-Society and Economy in Ancient India Up to 1206 C.E	6	4	3	25	75	100
	CC-II State and Society in Tamil Nadu Up to 900 C.E	6	4	3	25	75	100
I	CC III World History(1789-1919)	6	4	3	25	75	100
	CC IV Principles and Methods of Archaeology	6	4	3	25	75	100
	EC 1 Tourism and Travel Management	6	4	3	25	75	100
	TOTAL	30	20	--	--	--	500
	CC V Society and Economy in Medieval India(1206-1707)	6	5	3	25	75	100
	CC VI State and Society in Tamil Nadu(900-1565 C.E)	6	5	3	25	75	100
II	CC VII State and Society in Tamil Nadu(1565-1987)	6	5	3	25	75	100
	CC VIII History of National Movement in India(1885-1947)	6	5	3	25	75	100
	EC 2 Social Reformers of Modern India	6	4	3	25	75	100
	TOTAL	30	24	--	--	--	500
	CC IX India since 1947 C.E	6	5	3	25	75	100
	CC X History of USA since 1900 C.E	6	5	3	25	75	100
III	CC XI International Relations since 1945 C.E	6	5	3	25	75	100
	CC XII Indian Administration	6	5	3	25	75	100
	EC III Journalism	6	4	3	25	75	100
	TOTAL	30	24	--	--		500
	CC XIII Historiography	5	5	3	25	75	100
	CC XIV Human Resource Development	5	5	3	25	75	100
IV	EC IV General Studies for Competitive Examinations	5	4	3	25	75	100
	EC V Human Rights	5	4	3	25	75	100
	Project	10	4	--	--	--	100
	TOTAL	30	22	--	--	--	500

CORE COURSES : 14

ELECTIVE COURSES : 05

PROJECT : 01

TOTAL : 20

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SEMESTER – I

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

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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Course objectives

1. In this course Student will Learn After studying this lesson understand historical construction of India's ancient past; 2. In this course Student will Learn about various types of source material used by ancient historians and identify changing traditions of history writing. 3. In this course Student will Learn The student Identify and define the world's earliest civilizations, including the Neolithic Revolution, and describe how it shaped the development of these early civilizations. 4. In this course Student will Learn The student Identify, describe, and compare/contrast the first advanced civilizations in the world—Mesopotamia and Egypt.

OUT COME

The students will be able to

CO1: Understand the background of Indus civilization, its religion,

customs institutions and administration of Asoka.

CO2: Analyze relationship between the past and the present.

CO3: They will develop practical skills helpful in the study and understanding of historical events.

CO4: Draw historical maps, charts, diagrams etc.

CO5: Prepare historical models, tools etc

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 – Brahminical 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 7th to 12th 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.

BOOKS FOR REFERENCES

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, NewDelhi, 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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M.A., HISTORY

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SEMESTER – I

CC II - STATE AND SOCIETY IN TAMIL NADU UPTO 900 C.E

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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OBJECTIVES

The students will

1. learn about knowledge about the culture of Sangam age.
2. learn to light the glory of the cultural past of the Tamils
3. getting knowledge about the social and cultural aspects of the Tamil Society from the Sangam Age to 900 C.E.

OUTCOME

After the completion of this course, the students will be able to

CO1: acquire knowledge about the culture of Sangam people.

CO2: bring to light the glory of the cultural past of the Tamils

CO3: understand the Sangam literature

CO4: get the knowledge of the position of women society

CO5: acquire knowledge about the social and cultural aspects of the Tamil Society from the Sangam Age to end of medieval time

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, Ravinthiran T.K. and Subramanian.N **History of South India**, Vol.I, S.Chand & co, New Delhi, 1979.
2. Krishaswami Pillai.A, **Topics in South IndianHistory**, 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**, VijayalakshmiPublications, Neyyur, 1983.

6. Subramanian.N, **History of Tamil Nadu Up to 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 III - WORLD HISTORY FROM 1789 to 1919 C.E (EXCLUDING INDIA)

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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OBJECTIVES

Students will Learn Evaluate the historical importance of the pre-modern European past 4. Students will Learn Appraise the historical significance of modern Europe in the global 5. Students will Learn Examine the historical significance of pre-modern 'non-western' cultures.

OUT COME

The students will

CO1: make the students understand the features of modern world.

CO2: facilitate the students to develop a critical look on modern world.

CO3: equip the students acquire knowledge about developments of modern World.

CO4: acquire the knowledge of world organizations and its functions for preparing competitive examinations

CO5: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 Concept 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 19th and 20th 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.

BOOKS FOR REFERENCES

1. Davis Blount, H. A., ***An Outline History of the World***, Read Books, New Delhi, 2007.
2. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn, ***World History***, Vol. I & II, Atlantic Publishers, New Delhi, 1994.
3. Swain, J. E., ***A History of World Civilization***, Eurasia, Publishers, New Delhi, 1970.
4. Charles Holcombe, ***A Histroy of East Asia: From the Origins of***

- Civilization to the Twenty First Century***, Cambridge University Press, New York, 2001
5. Jayati Ghosh and C.P. Chnadrasekar, ***Crisis as Conquest: Learning from East Asia***, Orient Longman Limited, Hyderabad, 2001.
 6. Nicolas Tarling (ed.), ***The Cambridge History of Southeast Asia: From early times to c.1800***, Vol.1, Cambridge University Press, Cambridge, 1992.
 7. Rao, B.V., ***History of Asia from Early Times to the Present***, New Dawn Press, Delhi,
 8. Eric Hobsbawn, ***The Age of Revolution: Europe 1789-1848***, Phoenix Press, London, 1977.
 9. Ketelbey, C.D.M., ***A History of Modern Times [from 1789]***, V Edition, Oxford University Press, London, 1973.
 10. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn, ***World History***, Vol. I & II, Atlantic Publishers, New Delhi, 1994.
 11. Swain, J.E., ***A History of World Civilization***, Eurasia, Publishers, New Delhi, 1970.
 12. Thomson David, ***Europe Since Napoleon***, Penguin, London, 1966.
 13. Rao, B.V., ***History of Modern Europe AD 1789 – 2002***, III Edition, New Dawn Press INC., India, 2006.
 14. Mahajan, V.D., ***History of Modern Europe***, S. Chand & Company Ltd, New Delhi, 2011.

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SEMESTER – I

CC IV - . PRINCIPLES AND METHODS OF ARCHAEOLOGY

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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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.

OUT COME

After the completion of this course, the students will be able to

CO1: understand the techniques, excavation and exploration

CO2: avail to see the archaeological sites

CO3: get a chance read the newly explored copper plates and inscription

CO4: get the employment opportunities in archaeological department

CO5: acquire to join research in archaeology

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:

1. Brown, C., ***The Coins of India***, Oxford University Press, Calcutta, 1922.
2. Cunningham, A., ***Coins of Ancient India from Earliest Times to the 7th Century A.D.***
3. Basham, A.L., ***The Wonder that Was India***, Fontana Books in association with Rupa & Co., Delhi, London, 1967.
4. Colin Renfrew and Paul G. Bahn, ***Archaeology: Theories, Methods and Practice***, Thames & Hudson, London, 2004.
5. Dilip. K. Chakrabarti, ***India: An Archaeological History Palaeolithic Beginnings to Early Historic Foundations***, Oxford University Press, New Delhi, 1999.
6. Paddaya, K., ***Theoretical Perspectives in Indian Archaeology – An Historical view, In Theory in Archaeology – A world perspective***, (ed.) Peter J. Ucko, Routledge, London, 1995.
7. Surindranath Roy, ***The Story of Indian Archaeology: 1784-1947***, New Delhi, 1961.
8. Kathelen Kenyon, ***Beginning Archaeology***, London, 1952.
9. Ramachandran, K.S., ***A Bibliography of South Indian Megalithic***, The State Department of Archaeology, Government of Tamilnadu, 1971.
10. Aiyappan, A., and Satyamurthi, S.T., ***Handbook A Museum Technique***, Madras, 1971.
11. Sivaramamorthy, C., ***Indian Epigraphy and South Indian Scripts***, Madras, 1957.
12. Lal, B.B., ***Archaeology***, Motilal Babarsidas, Delhi, 1964.
13. Rajan, K., ***Archaeology: Principles and Methods***, Manoo Pathippakam, Thnjavur, 2002.
14. Raman, K.V., ***Principles and Methods of Archaeology***.

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M.A., HISTORY

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SEMESTER – I

EC I - TOURISM AND TRAVEL MANAGEMENT

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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OBJECTIVES

This course aims at developing the knowledge of Tourism Products, Assets and Resources of India. The module aims at creating a systematized method of classifying the various products and resources and examining them. The course also studies the culture, people and heritage, other ancillary activities such as arts, crafts, The course will also examine the location, importance, popularity and accessibility through various modes of transport, facilities available with each type of location in perspective.

OUT COME

The students will

After the completion of this course, the students will be able to

CO1: grasp knowledge about the basic characteristics of Indian Tourism

CO2: critically evaluate the objectives, strategies and achievement of Indian tourism Planning

CO3: assess the importance of travel agencies for the development of Indian tourism economy

CO4: acquire major employment opportunities,

CO5: evaluate the tourism reforms undertaken in Indian Tourism Department

- 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.

BOOKS FOR REFERENCE:

1. Bhatia, A.K. **Tourism Development principles and Practice**, Sterling publisher's private limited, New Delhi, 1994.
2. Devanesan, A. **Travel Management**, Renu Publications, Marthandam, 2004.
3. Devanesan, A. **Tourism Product of India**, Renu Publications, Marthandam, 2006.
4. Selvaraj, C. **Principles of Tourism**, C S R Publication, Udayamarthandam, 1994.
5. Lawrance, C. **Tourism Products in India**, Ideal Publication, Mangarai, 2006.
6. Bhatia A.K., **Tourism in India-History and Development**, Sterling, New Delhi, 1978.
7. Seth, P.N. **Successful Tourism Planning and Management**, Cross Section Publications, New Delhi, 1978.
8. Medlik, S. **Economic Importance of Tourism**, University of Surrey, Surrey, 1972.
9. Ram Acharya, Civil Aviation and **Tourism Administration in India**,

National Publishing House, New Delhi, 1978.

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M.A., HISTORY

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SEMESTER – II

CC V - SOCIETY AND ECONOMY IN MEDIEVAL INDIA (A.D. 1206- 1707)

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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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 century's 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.

OUT COME

After the completion of this course, the students will be able to

CO1: identify and explain major people, themes, and events in the history of ancient India.

CO2: develop written communication skills through tests and an assignment.

CO3: develop the skills to locate and critically evaluate primary and secondary sources.

CO4: learn the practices of the historian and an understanding of academic integrity as applied to the responsible use of historical sources and the ethical presentation of one's work.

CO5: engage with current global events through an understanding of their historical context.

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:

1. Majumdar, R. C.(ed), ***History and culture of Indian People***, Bharatiya Vidya Bhavan, Bombay, 1960.
2. Edwards, S. M., ***The History of India as Told by its Own Historians***, Vol. 8, Trubner, London, 1877.
3. Irfan Habib, (ed.), ***Researches in the History of India 1200-1750***, Oxford University Press, Delhi, 1992.
4. Lane-pool, ***Babur***, Oxford University Press, London, 1899.
5. Moreland, W. H., ***From Akbar to Aurangzeb***, Macmillan, London, 1923.
6. Naqui, H. K., ***History of Mughal Government and Administration***, Kanishka, Delhi, 1990.
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8. Ray, H. C., ***The Dynastic History of Northern India***, Vol. II, Munshiram Manoharlal, New Delhi, 1973.
9. Sharma, S. R., ***Mughal Empire in India*** Lakshmi Narain Agarwal, Agra.
10. Srivastava, N. D., ***The Sultanate of Delhi [711-1526 A.D.]***, Shiva Lal Agarwala, Agra, 1976.
11. Noboru karashima, ***A concise History of South India: Issues and Interpretations***, Oxford University Press, Chennai, 2014.
12. Fergusson James, ***History of Indian Eastern Architecture***

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SEMESTER – II

CC VI - STATE AND SOCIETY IN TAMIL NADU (A.D 900 – 1565)

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTIVES

1. analyse the Culture of Ancient Tamilagam
2. study the skills of Pallava Architecture
3. compare and contrast the achievement of the Pandyas and Cholas

OUT COME

After the completion of this course, the students will be able to

CO1: identify and explain major people, themes, and events in the history of Cholas.

CO2: develop written communication skills through tests and an assignment.

CO3: develop the skills to locate and critically evaluate primary and secondary sources of Cholas

CO4: critically assess the cultural contribution of Chola Rulers

CO5: acquire the knowledge of Chola's foreign trade and expansion of tamil culture in foreign countries

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.

BOOKS FOR REFERENCE

1. Chopra N and others, **History of South India**, Vol. – I, S.Chand & Co, New Delhi, 1979.
2. Krishnamoorthy, V.M, **History of South India up to 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 II (Tamils), Asian Institute of Tamil Studies, Chennai, 1994.
9. Subramanian P., **Social History of the Tamils**, D.K. Print World, New Delhi.

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M.A., HISTORY

(Effective for those admitted from 2020-2021 onwards)

SEMESTER – II

CC VII - STATE AND SOCIETY OF TAMILNADU FROM C.E 1565 to 1987

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTIVES

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

OUT COME

After the completion of this course, the students will be able to

CO1: understand the social and political background for the emergence of Nayaks, Marathas, Nawabs and the British.

CO2: analyse the relevance of socio-religious movements of the 19th & 20th centuries.

CO3: appraise the works of the Congress and Dravidian Parties in Tamil Nadu.

CO4: evaluate the Dravidian movement and the growth of Tamil consciousness

CO5: comments the role of Christian Missionaries in education and social awakening in modern Tamil Nadu

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

UNIT – II The coming of the Europeans – Carnatic wars – British acquisition of Tamilnadu – Poligar 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 20th 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

1. Subramanian, P., **Social History of the Tamils**, New Delhi B.K. Publishers, 1999.
2. Ravindran, T. K., *History of South India* Vol. III, Chand & Co., New Delhi.
3. Sivagnanam, M. P., *Viduthalai Poril Tamilagam*, Poonkodi Publishers, 1983.

4. Rajendran, N., *National Movement in Tamilnadu*, OUP, Madras, 1994.
5. Thandavan, R., *The Dravidian Movement, The Academy of Public Affairs*, Chennai, 1984.
6. Chellam, V. T., *History of Tamilnadu and Culture*, Thirumalai Book House, Chennai, 1984.
7. Subramanian, N., *Social and Cultural History of Tamil Nadu* (A.D.1336-1984), Ennes Publications, Udumalpet, 2007.
8. Krishnamoorthy, V.M, *History of South India up to 1672*, Vijayalakshmi publications, Neyyur, 1983.
9. Krishnasami pillai.A, *Topics in South Indian History*, Annamalai Nagar, 1974.
10. Subramanian N., *Social History of the Tamils*, Vol. I and II (Tamils), Asian Institute of Tamil Studies, Chennai. 1994

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SEMESTER – II

**CC VIII - HISTORY OF NATIONAL MOVEMENT IN INDIA
FROM 1805 to 1947 C.E**

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTIVE

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

OUTCOME

After the completion of this course, the students will be able to

CO1: understand the need of freedom movement

CO2: know the people's conditions of the British rule in India

CO3: understand the development of nonviolent mass action, and Indian movement for independence.

CO4: retain strong mental images of Gandhi and the origins of nonviolent mass action.

CO5: know the reality while partition of India before 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

1. Thomas George Perivale Spear, ***The Oxford History of Modern India 1740-1947***, ClarendonPress, Oxford, 1965.
2. Sumit Sarkar, ***Modern India 1885-1947***, Pearson, Delhi, 2014.
3. Aggarwal, R. C., ***Constitutional Development and Nationalist Movement in India***, S.Chand Publication, 1995.
4. Mahajan, V. D., ***The Nationalist Movement in India***, S. Chand Publication, 1995.
5. Venkatesan, N., ***History of Freedom Struggle***, V.C. Publications, Rajapalayam, 2001.
6. Bipin Chandra, ***India's struggle for Independence***, PenguinIndia, Delhi, 2000.
7. Sharma, L. P., ***Indian National Movement and Constitutional Development***, Sterling Book House, Mumbai, 2010.
8. Jeyapalan, N., ***History of the Freedom Movement 1857 to 1947***, Atlantic Publishers & Distributors Limited, 2000.
9. Desai, A. R., ***Social Back ground of Indian Nationalism***, Popular prakashan, Mumbai, 2010.
10. Maurmdar, Hemchandra Ray Chaudhari and Kalikikar Datta, ***An Advanced History of India***, Macmillan, India, 1973.

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M.A., HISTORY

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SEMESTER – II

EC II - SOCIAL REFORMERS OF MODERN INDIA

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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OBJECTIVES

1. understand the various movements started in India.
2. analyze the background of the each movements.
3. apply the concept to the present scenario.
4. know the social reforms in South India.
5. understand the social activities of Periyar EVR.

OUT COME

After the completion of this course, the students will be able to

CO1: understood the meaning and concept of reform.

CO2: understood the historical review of social movement in India

CO3: learn the contribution of social reformer in India.

CO4: know the Government and Non-Government institutions in policy implementation

CO5: understood role of contemporary social reformer in India

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 SelfRespect 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 IX - INDIA SINCE 1947 C.E

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTIVES

1. Know the significance of parliamentary democracy
2. Know the importance of Nehru Era
3. Understand the origin of the various political ideas.
4. Assess the relevance of various ideas to the current scenario

OUT COME

After the completion of this course, the students will be able to

CO1: comprehend wide ranging topics of contemporary interest in the context of India from the 1950's to the 2010's.

CO2: Know the significance of parliamentary democracy

CO3: Know the importance of Nehru Era

CO4: Understand the origin of the various political ideas

CO5: analyse 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 Nehru 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) – Man Mohan 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:

1. Alexander, P.C, **My years with Indira Gandhi**, New Delhi, 1991.
2. Bhamhiri, C.P,**Indian Politics since Independence**, New Delhi, 1999.
3. Bimal Prasad, **Ghandhi, Nehru and Jaya prakash Nazayan**: Studies in

Leadership, Delhi, 1985.

4. Dutt, V.P., **India's Foreign Policy in a changing world**, New Delhi, 1999.
5. Edwards, M., **Last Years of British Rule**, London 1963.
6. Ela sen, **Indira Gandhi: A Biography**, Culcutta, 1973.
7. Naik, J.A., **The Great Janatha Revolution**, New Delhi, 1977.
8. Kapoor, R.S., **Failing the Promise: Irrelevances of the Vajpayee Government**, New Delhi, 2003.
9. Appadurai, A., **India: Studies in Social and Political Development 1917 – 1967**, Himalaya Publishing House, Bombay, 1963.
10. Deshmukh, C. D., **Economic Development of India 1946-56**, Asia Publishing House, Bombay, 1957.
11. Drierberg and Sarla Jagmohan, **Emergency in India**, Delhi, 1975.
12. Kuldip Nayar, **India After Nehru**, Vikas Publishing House, New Delhi, 2000.
13. John Gilbert, G. **Contemporary History of India**, Anmol Publication, New Delhi, 2006.
14. Venkatesan, G., **History of Contemporary India 1947-2007**, V.C. Publication, Sivakasi, 2010.
15. Bipan Chandra, **History of Modern India**, Orient Blackswan, First Edition, 2009.

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SEMESTER – III

CC X - HISTORY OF THE U.S.A. SINCE 1900 C.E

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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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.

OUTCOMES

After the completion of this course, the students will be able to

CO1: explain the evolving and changing contours of USA and its position in world politics

CO2: the evolution of American democracy, capitalism and its limitations along with USA's quest for dominance in world politics.

CO3: rigorous conceptualization in international studies.

CO4: analysis of the progressive era, American expansionism and foreign policy

CO5: know 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

1. James Ross-Nazzal, **US History since 1877**, Conations, New York, 2010.
2. Elbert J. Benton and Henry E. Bourne, **Introductory American History**, Project Gutenberg, Gutenberg, 2006.
3. **US. History source Book**, CK – 12 Foundation, 2009.
4. Clark, G., Neely, M.S., and Hamby, A., **Outline of U.S. History**, Nova Science Publishers, NewYork, 2005.
5. Axel Scheneider and Daniel Woolf (eds.), **The Oxford History of Historical Writing**, Vols. 1-5, Oxford University Press, Oxford, 2011.
6. Rajayyan, K., **A History of the United States**, Ratna Publications, Madurai, 1987.
7. William Muller, **A New History of the United States**, Nebu Press, Charleston – USA, 2011 .
8. Nambi Arooran, K., **A History of the United States of America** (Tamil).
9. Majumdar, R.C., and Srivastava, A.N., **History of United States of**

- America**, SBD Publications & Distributors, New Delhi, 2001 .
10. David,A.Shannon, **20th Century America, The Progressive Era** Vol.I, Rand McNolly,1977.
11. Hendry Bamford Parkes, **The United States of America: A History**, Scientific Book Agency, 1975.
12. Gholkar Joshi, P.S., **History of United States of America, 1900-1945 A.D.** S. Chand & Co., New Delhi, 1980.
13. Richard Hofstadler, (ed.), **The American Republic Vol.II , Pentice Hal of India**, New Delhi, 1965.

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M.A., HISTORY

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SEMESTER – III

CC XI - INTERNATIONAL RELATIONS SINCE 1945

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTICES

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

OUTCOMES

After the completion of this course, the students will be able to

CO1: describe the different types of International theories

CO2: identify the post World War II scenario in International relations.

CO3: think critically about political concepts and systems. It is our goal that International Relations students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in Comparative Politics and International Relations.

CO4: demonstrate interdisciplinary knowledge and critical thinking related to global issues, policies, processes and trends.

CO5: engage in multi-disciplinary study in order to appreciate the politics, history, economy, language and culture of a particular region of the world.

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

1. Carr, E.H. **International Relations between the Two World Wars**
2. Dr.Dilip S Pawar &Dr.Suhas R. Morale, **International Relations and World Politics**
3. Charles P. Schleisher, **International Relations Co-Operation and conflict**
4. Louis Henkin, **The Rights of Man Today**
5. Palmer & Perkins, **International Relations**
6. Panikkar, K.M,**The Theory and Practice of Diplomacy**
7. Schumann, **International Politics**

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SEMESTER – III

CC XII - INDIAN ADMINISTRATION

Subject Code:	Credits: 5	External Marks: 75	Hours: 6
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OBJECTIVES

1. examine the evolution of Indian administration.
2. understand the importance of planning.
3. develop skills in participating Panchayat Raj institutions.

OUTCOMES

After the completion of this course, the students will be able to

CO1: Demonstrate critical thinking, research, and communication skills as applied to the public and private sectors.

CO2: understand the meaning and the uses of the various functions in administrators

CO3: integrative knowledge, skills, and ethics necessary for responsible administrative, management and leadership positions.

CO4: know the management, legal, ethical, and behavioral skills for effective job performance and career mobility.

CO5: 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—Taluk and Village Administration—District Rural Development Agency— Role of Block Development Officer (BDO)—special Development programmes—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

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

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M.A., HISTORY

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SEMESTER – III

EC III - JOURNALISM

Subject Code:	Credits: 4	External Marks: 75	Hours: 6
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OBJECTIVES

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

OUTCOMES

After the completion of this course, the students will be able to

CO1: ability to think critically, creatively and independently

CO2: ability to express oneself clearly, both in writing and orally

CO3: ability to prepare content for news media outlets and understand the importance of the institution of editor, and aspects related to editorial policy.

CO4: ability to competently use technology appropriate to the medium

CO5: learn to use internet services like email, web resources etc.

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 FOR REFERENCE

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 XIII – HISTORIOGRAPHY

Subject Code:	Credits: 5	External Marks: 75	Hours: 5
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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.

OUTCOMES

After the completion of this course, the students will be able to

CO1: apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.

CO2: acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

CO3: organize and express their thoughts clearly and coherently both in writing and orally.

CO4: critique the historical schools of thought that have shaped scholarly understanding of their fields of study.

CO5: a high-quality research paper, well-written and meeting professional standards typical for conference presentation or academic publication.

- 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.Sarcar, 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

1. Barsun, Jacques and Graff Hendry, F,**The Modern Researcher**, Sen Dleua, New York, 1985.
2. Bloc, Marc,**The Historian’s Craft**,Village Books, New York, 1964.
3. Butterfield Herbert, **Manon his past: The study of history and Historical Scholarship**, Cambridge, 1969.
4. Dunning, William, A,**Truth in History and other Essays**, PortWashington, Newyork, 1965.
5. Eton, G.R.,**The Practice of History**, London1965.
6. Hexton, J.H.,**The History Primer**, Basuic Books, New York, 1971.
7. Stern Fritz (ed),**The Varieties of History: From Voltaire to the present**, Newyork, 1973.
8. Sheik Ali, B.**History: Its Theory and Methods**, Macmillan India Limited, Visakhapatnam, 2004.

9. Rajayyan,K.,**History in Theory and Methods**, Ratna Publications, Madurai, 2006.

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SEMESTER – IV

CCXIV – HUMAN RESOURCE DEVELOPMENT

Subject Code:	Credits: 5	External Marks: 75	Hours: 5
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OBJECTIVES

1. Know about Human Resource management.
2. Study different theories related to HRD.
3. Enrich the mind with knowledge and information.
4. Get more and more information about the importance of empowerment and participation in Management.

OUTCOMES

After the completion of this course, the students will be able to

CO1: Critically assess existing theory and practice in the field of HRD

CO2: Identify and apply new ideas, methods and ways of thinking

CO3: Demonstrate competence in communicating and exchanging ideas in a group context

CO4: Work effectively with colleagues with diverse skills, experience levels and way of thinking

CO5: evaluate HRD related social, cultural, ethical and environmental responsibilities and issues in a global context

- 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.

BOOK FOR 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, 25th 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 IV - GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Subject Code:	Credits: 4	External Marks: 75	Hours: 5
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OBJECTIVES

1. understand the functions of solar system.
2. understand the significant features of constitution.
3. study the importance of Indian economic plan.
4. acquire the knowledge of science and technology.

OUTCOMES

After the completion of this course, the students will be able to

CO1: Knowledge and mental stimulation play a huge role in sharpening the gears of graduates

CO2: understand the basic specific studies on general knowledge for preparing competitive examinations

CO3: acquire knowledge of solar system and geography

CO4: understand the basic science for competitive examinations

CO5: utilize the other subject areas other than history for well being in economics, politics, environmental studies definitely which are helping to young graduates

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.

BOOK FOR REFERENCE

1. Pyle, M.V., ***Constitutional Government in India***, Asia Publishing, Bombay, 1967.
2. ***Indian National Movement and Constitutional Development***, Vikas Publishing House Pvt, Dharam Chand Gupta. Ltd., Noida, 1983.
3. Banerjee, A.C., ***Constitutional History of India***, Vol. I, Mukherjee & Co, Calcutta, 1948.
4. Sibarajan Chatterjee, ***The Governor in the Indian Constitution***, Mittal Publication, Calcutta, 1973.
5. TATA McGRAW – HILL'S **General Studies Manual**
6. **India Year Book** : (Publication division, Govt., of India)
7. **Manorama Years Book.**
8. **The Hindu**
9. **The New Indian Express**
10. **Competition Success Review**

11. **Competition Master**
12. **Frontline**
13. **India Today**
14. **Science Today.**

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SEMESTER – IV

EC V - HUMAN RIGHTS

Subject Code:	Credits: 4	External Marks: 75	Hours: 5
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OBJECTIVES

1. To provide information on international human rights organizations.
2. To know about the role of the U.N's efforts to execute its doctrines pertaining to Human rights.
3. To make the students understand their fundamental rights.

OUTCOMES

After the completion of this course, the students will be able to

CO1: identify issues and problems relating to the realisation of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems

CO2: develops investigative and analytical skills on Human Rights identify and assess primary sources as well scholarly literature about human rights

CO3: critically appraise source material, including cases from human rights committees and tribunals and reports and summary records from treaty bodies

CO4: analyse a country's situation or an international situation in terms of human rights and formulate human rights-based initiatives and policies

CO5: participate in legal, political and other debates involving human rights in a knowledgeable and constructive way

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 Magna Carta 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 FOR REFERENCES

1. Sehgal, B.P. Singh (ed.) ***Human Rights in India, Problems and Perspectives***, Deep and Deep Publication, New Delhi,
2. Desai, A.R., (ed.), ***Violations of Democratic Rights in India***, Popular Prakashan, Bombay, 1986.
3. Alston, Philip (ed.), ***The United Nations and Human Rights: A Critical Appraisal***, Clarendon Press, Oxford.
4. Bach, Peter R., ***Human Rights***, University in Practice, New York, Palgrave.
5. Baxi, Upendra, ***The Future of Human Rights***, Oxford University Press, New Delhi, 2002.
6. Robertson, ***Human Rights in the World Today***, Humanities Press, New York, 1972.
7. Bhagwati, P.N., ***Dimensions of Human Rights, Society for Community Organization Trust***, Madurai, 1987.
8. Subbian, A., ***Manitha Kudumbathin Matramudiyatha Urimaigal***,(Tamil), Annamalai University Press, Annamalai Nagar, 1970.
9. Dube, M.P. and Neeta Bora (ed.), ***Perspective on Human Rights***, Anamika Publishers, New Delhi, 2000.
10. Care John, ***United Nations Protection of Civil and Political Rights, Procedure Aspects of International Law Series***, Syracuse University Press, New York, 1970.
11. Sathe, S.P., ***Judicial Activism in India***, OUP, New Delhi, 2004.
12. Dikshit,, R.C., ***Human Rights and the Law, Universal and Indian***, Deep and Deep Publications, New Delhi, 1998.

PROJECT WORK

OBJECTIVES

Create research knowledge – stressing the students to explore local history(social,economic,political)- motivate the social thoughts to students through research work- students getting knowledge on collecting information and present interpretation

OUTCOMES

After the completion of this course, the students will be able to

CO1: identify the local history

CO2: understand the basic research activities with engaging field collection of data

CO3: acquire the knowledge of interest in research field

CO4: motivate to join research courses

CO5: interpret the data and finding conclusions and present the report