

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)**

**KUMBAKONAM - 612002**

**PG & RESEARCH DEPARTMENT OF HISTORY**

**P.G. SYLLABUS (2023-2024 ONWARDS)**



**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)**

**KUMBAKONAM – 612 002**



**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM**  
**PG & RESEARCH DEPARTMENT OF HISTORY**

**Course structure under CBCS for M.A HISTORY students (2023-2024 onwards)**

SEM	COURSE	CREDITS	INST. HOURS /WEEK	Exam Hours	MARKS		TOTAL
					Int.	Ext.	
<b>I</b>	Core Course I (CC1) -History of Ancient and Early Medieval India –Prehistory to 1206 Common Era C.E	5	6	3	25	75	100
	Core Course-II (CC2) Socio Cultural History of Tamil Nadu Up to 1565 C.E	5	6	3	25	75	100
	Core Course – III (CC3) History of World Civilization (Excluding India)	4	6	3	25	75	100
	Elective Course – I (EC1) Principles and Techniques of Archaeology	3	6	3	25	75	100
	Elective Course – II (EC2) Cultural Heritage of India	3	6	3	25	75	100
	<b>TOTAL</b>	<b>20</b>	<b>30</b>	--	--	--	<b>500</b>
<b>II</b>	Core Course – IV (CC4) History of Medieval India - 1206-1707 CE	5	6	3	25	75	100
	Core Course – V (CC5) Socio Cultural History of Tamil Nadu 1565 – 1956 C.E	5	6	3	25	75	100
	Core Course – VI (CC6) Historiography and Historical Methods	4	6	3	25	75	100
	Elective Course – III (EC4) History of Journalism	3	4	3	25	75	100
	Elective Course – IV (EC4) Indian Constitution	3	4	3	25	75	100
	Skill Enhancement Course – I (SEC1) Introduction to Epigraphy	2	4	3	25	75	100
	<b>TOTAL</b>	<b>22</b>	<b>30</b>	--	--	--	<b>600</b>
<b>III</b>	Core Course – VII (CC7) Contemporary India	5	6	3	25	75	100
	Core Course – VIII (CC8) Intellectual History of India	5	6	3	25	75	100
	Core Course – IX (CC9) Economic History of India since 1857 CE	5	6	3	25	75	100
	Core Course – X (CC10) History of USA since 1900 C.E	4	6	3	25	75	100
	Elective Course – V (EC5) Freedom Struggle in Tamil Nadu	4	4	3	25	75	100
	Skill Enhancement Course – II (SEC2) Studies in Human Rights	2	2	3	25	75	100
	Internship / Industrial Activity	2					
	<b>TOTAL</b>	<b>27</b>	<b>30</b>	--	--		<b>600</b>

<b>IV</b>	Core Course – XI (CC11) <b>International Relations since 1945 CE</b>	5	6	3	25	75	100
	Core Course – XII (CC12) <b>Peasant and Labour Movement in India</b>	5	6	3	25	75	100
	Elective Course – IV (EC4) <b>Science and Technology in India since 1947 CE</b>	4	4	3	25	75	100
	Skill Enhancement Course – III (SEC3) – Professional Competency Skill <b>General Studies for Competitive Examinations</b>	2	4	--	25	75	100
	<b>Project with Viva - Voce</b>	7	10	-	25	75	100
	Extension Activities	1	-	-	-	-	-
	<b>TOTAL</b>	<b>27</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>500</b>
	<b>Net Total Credits</b>	<b>93</b>	<b>120</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>2200</b>

<b>Subject</b>	<b>Total Papers</b>	<b>CREDITS</b>
<b>Core Course</b>	<b>12</b>	<b>57</b>
<b>Electives</b>	<b>6</b>	<b>18</b>
<b>Skill Enhancement Course (SEC)</b>	<b>3</b>	<b>8</b>
<b>Project with Viva - Voce</b>	<b>1</b>	<b>7</b>
<b>Internship/Industrial Activity</b>		<b>2</b>
<b>Extension Activity</b>		<b>1</b>
	<b>22</b>	<b>93</b>

#### QUESTION PATTEN

SECTION – A (10 X 2 =20)

SECTION – B (5 X 5 = 25)

SECTION – C (3 X 10 = 30)

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

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**M.A., HISTORY**

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – I**

**CORE COURSE (CC1) - HISTORY OF ANCIENT AND EARLY MEDIEVAL  
INDIA - PREHISTORY TO 1206 COMMON ERA C.E.**

<b>Subject Code: 23P1H1</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives**

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

**UNIT I**

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

**UNIT II**

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander's Invasion and its impact

**UNIT III**

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

**UNIT IV**

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung's account of India

## UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Pratiharas and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

### Books for Study

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

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

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

### Suggested Readings

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

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

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

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

### Web sources:

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

### Course Outcomes: At the end of the course students will be able to:

- CO 1 - Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization
- CO 2 - Know the various theories of origin of Aryans, and their socio-economic life
- CO 3 - Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions
- CO 4 - Give a detailed account of the Age of Guptas and Harsha's administration
- CO 5 - explain the history of Peninsular India under various dynasties

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – I**

**CORE COURSE (CC2) - SOCIO CULTURAL HISTORY OF TAMIL NADU  
UPTO 1565 C.E.**

<b>Subject Code: 23P1H2</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives**

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

**UNIT I**

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

### Books for Study

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

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

### Suggested Readings:

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

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

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

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

### Web sources

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

### Course Outcomes

CO 1 - detail the early history of Tamil Nadu

CO 2 - give an account of the history of Pallavas and their contribution

CO 3 - highlight the impact of the Cholarulers's administration

CO 4 - present an account of the history of Pandyas of Madurai

CO 5 - explain the society and culture under Madurai Sultanate and Vijayanagara

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2) L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

1. S-Strong (3)

2. M-Medium (2)

3. L-Low (1)

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**SEMESTER – I**

**CORE COURSE (CC3) - HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)**

<b>Subject Code: 23P1H3</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## LEARNING RESOURCES

### Text Books

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

### Reference Books

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

### Web sources

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

### Course Outcomes

- 1.compare the concepts of civilization and culture and brief history of pre- historic period
2. understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
3. study about origin and growth of river valley civilizations
- 4.describe the features of Chinese and Japanese civilizations
- 5.explain the contributions of Greek and Roman civilizations

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2) L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2) L-Low (1)

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**M.A., HISTORY**

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**SEMESTER – I**

**ELECTIVE COURSE (EC1) - PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY**

<b>Subject Code: 23P1H4EC</b>	<b>Credits: 3</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

## References

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

## Web Sources

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

## Course Outcomes:

**CO 1** –understand the meaning of archaeology and the importance of its relations with allied disciplines.

**CO 2** –Describe the evolution of archaeology

**CO 3** –Describe the methods and techniques of excavation.

**CO 4** –List the Archaeological study centres

**CO 5** –ability to interpret the artefacts

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

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**SEMESTER – I**

**ELECTIVE COURSE (EC2) - CULTURAL HERITAGE OF INDIA**

<b>Subject Code: 23P1H5EC</b>	<b>Credits: 3</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

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

**Web sources:**

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

**Course Outcomes:**

- CO 1 - Explain the concepts and the dynamism involved in the Evolution of culture  
CO 2 - Describe critical role of religions in the growth of Art and architectural forms  
CO 3 - Examine the importance of Royal patronage for the progress of various art forms  
CO 4 - Appreciate the advent of new art forms  
CO 5 - Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

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

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

**M.A., HISTORY**

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – II**

**CORE COURSE (CC4) - HISTORY OF MEDIEVAL INDIA 1206 - 1707 C.E.**

<b>Subject Code: 23P2H6</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives**

- 1.Examine the establishment of centralized monarchy
- 2.Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
- 3.Analyse the Mughal religious and Deccan policy.
- 4Outline the advancements in art and architecture
- 5 Explain the economic and socio-cultural life in medieval India

**UNIT I**

**Establishment of the Delhi Sultanate:**QutbuddinAibak and Iltutmish — *Iqta*System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji's approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

**UNIT II**

**Problems of a Centralized State:** Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

**UNIT III**

**The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

**UNIT IV**

**Ideology and State in Mughal India:** Akbar's imperial agenda - Suhl-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.

**UNIT V**

**Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society and the Revenue System – Trade-- relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

## LEARNING RESOURCES

### Recommended Books

Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.  
Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.  
Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.  
Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986  
Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990  
Raychaudhuri, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

### References

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007  
Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005  
Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016  
Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967  
Hasan, Nurul S., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008  
Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968  
Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976  
Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.  
Qureshi, *Administration of the Sultanate of Delhi*, 1942.

### Web sources:

<https://core.ac.uk.in>  
<https://studoc.com>  
<https://indiaolddays.com>

### Course Outcomes:

**CO 1** –understand the establishment of centralized monarchy  
**CO 2** –Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq  
**CO 3** –Analyse the religious and Deccan policy of Mughals .  
**CO 4** –Outline the advancements in art and architecture  
**CO 5** – detail the facets of economic and socio-cultural life in Medieval India

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – II**

**CORE COURSE (CC5) - SOCIO CULTURAL HISTORY OF TAMIL NADU -  
1565 – 1956 C.E.**

<b>Subject Code: 23P2H7</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

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

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

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

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

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

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

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

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

### **References**

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

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

KrishnaswamyDr.A. : The Tamil country under Vijayanagar

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

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

Sathianathair.R. : History of Nayaks of Madurai

Subramanian N : History of Tamil Nadu Vol.II

The culture and History of the Tamils , 1964

Varghese JeyarajS : Socio Economic History of Tamil Nadu

#### **Web Sources:**

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

**Course Outcomes:****CO 1** –Narrate the social condition during the Nayak period**CO 2** –Evaluate the contributions of Marathas to the culture of the Tamil region**CO 3** –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.**CO 4** – Appreciate the Growth of Western Education**CO 5** – **assess** the contribution of Dravidian movement to social transformation**CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)****M-Medium (2) L-Low (1)****CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)****M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – II**

**CORE COURSE (CC6) - HISTORIOGRAPHY AND HISTORICAL METHODS**

<b>Subject Code: 23P2H8</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

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

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

### References

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

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

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

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

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

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

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

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

### Web sources:

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

### Course Outcome

**CO 1** - Explain the meaning and scope of history

**CO 2** –Outline the various theories and philosophical approaches to history

**CO 3** –Undertake historical research

**CO 4** - Analyse the contribution of western historians

**CO 5**- Highlight the historical writings of important Indian historian

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – II**

**ELECTIVE COURSE (EC3) - HISTORY OF JOURNALISM**

<b>Subject Code: 23P2H9EC</b>	<b>Credits: 3</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning objectives:**

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

**UNIT I**

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

**Unit II**

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

**Unit III**

Government and the press: reaction and regulation –Press laws

**Unit IV**

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramaniam- Peirya-Aditanar-Kalaigal

**Unit V**

Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DinaThanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli

**LEARNING RESOURCES**

**Recommended Books**

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism

4. MohitMoitra: A History of Indian Journalism; National Book Agency.
5. J. Natarajan: History of Indian Journalism; Publication Division
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

**Web sources:**

[https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)

[https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)

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

**Course Outcomes**

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

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – II**

**ELECTIVE COURSE (EC4) - INDIAN CONSTITUTION**

<b>Subject Code: 23P2H10EC</b>	<b>Credits: 3</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

1. Explain the historical background of the Indian Constitution.
- 2 –Compare and contrast the fundamental rights, directive principles of state policy and Fundamental duties.
- 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- 4 –Describe the powers and functions of the various units of the government.
- 5- Evaluate the nature of the State constitutional machinery and its functions

**UNIT I**

Historical background - Sources of the Indian Constitution - Preamble-citizenship

**UNIT II**

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-  
important amendments to the Constitution

**UNIT III**

Indian Federalism: Distribution of powers: Legislative – Administrative and  
Financial relation- Emergency Provisions

**UNIT IV**

Union Government – President: Election – Powers and Functions – Cabinet: Prime  
Minister – Parliament Composition, Powers and functions- Process of lawmaking –  
Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers  
and functions

**UNIT V**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

**LEARNING RESOURCES**

**Recommended Books**

Austin Granville, The Indian Constitution: Cornerstone of A Nation, Oxford University  
Press, 1999

Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co.  
1996

Durga Das Basu, An Introduction to Indian Constitution, Wadha & Company, 2001

Shukla, V.N, The Constitution of India, Eastern Book Company, 1977

5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

## References

- Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009
- Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000
- Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
- Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

## Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

## Course Outcomes:

- CO 1 –understand** the historical background of the Indian Constitution.
- CO 2 –Compare** and contrast basic features of the constitution
- CO 3 –Evaluate** the nature of Indian federalism and the rationale for emergency provisions.
- CO 4 –Describe** the powers and functions of the various units of the government.
- CO 5.- Explain** the structure at the state level

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3) M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3) M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – II**

**SKILL ENHANCEMENT COURSE (SEC1) - INTRODUCTION TO EPIGRAPHY**

<b>Subject Code: 23P2H11SEC</b>	<b>Credits: 2</b>	<b>External Marks: 75</b>	<b>Hours: 4</b>
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**Learning Objectives:**

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

**UNIT I**

Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity

**Unit II**

Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment - Types of inscriptions- monumental- archival- Incidental

**UNIT III**

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

**UNIT IV**

Origin of Writing in South India – **Tamili** - Tamil Brahmi – Vattezhuthu – Grantha Script

**Unit V**

Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam - Sittannavasal

**LEARNING RESOURCES**

**Recommended Books**

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

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

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

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. [https://www.researchgate.net/publication/338197502\\_Inscriptions\\_As\\_A\\_Source\\_of\\_History](https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History)
3. [https://asi.nic.in/Ancient\\_India/Ancient\\_India\\_Volume\\_9/article\\_9.pdf](https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf)

### Course Outcomes:

CO 1 –Define epigraphy and explain its significance.

CO 2 - Identify the varieties of materials used

CO 3 – explain the types of inscriptions

CO 4- trace the origin of writing in South India

CO 5 - explain the use of inscriptions as historical source

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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**M.A., HISTORY**

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**SEMESTER – III**

**CORE COURSE (CC7) - CONTEMPORARY INDIA**

<b>Subject Code: 23P3H12</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population -The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during BharathiyaJanata Party.

**UNIT II**

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes - Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

**UNIT III**

The Economic Development – Planning Commission – National Development Council  
State Plans – Five Year plans – Liberalization and Privatization and their impact -  
The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy  
– India and China – India and Pakistan – India and USA – India and Russia.

**UNIT IV**

Indian Society: Rural and Urban context – Constitutional framework for safeguarding the social interest - Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education

**UNIT V**

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

## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Sources

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

### Course Outcomes:

- CO 1** –Evaluate the contribution of different governments.  
**CO 2** –Assess the impact of government's policy on scientific advancements in India.  
**CO 3** –Describe the India's economic development and foreign policy.  
**CO 4** –Explain the uniqueness of Indian society and culture.  
**CO5**- Examine the culture and Arts in Independent India

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3) M-Medium (2) L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3) M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – III**

**CORE COURSE (CC8) - INTELLECTUAL HISTORY OF INDIA**

<b>Subject Code: 23P3H13</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Course Objectives**

**CO 1** – Appreciate the intellectual contribution of socio-religious reformers.

**CO 2** – Evaluate the contributions of economic nationalists.

**CO 3** – .

**CO 4** – Examine the Gandhian views on political movements.

**CO 5** - Appreciate the various contributions of prominent leaders

**UNIT I**

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant

**UNIT II**

Economic thought of Early Nationalists – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade – J.C. Kumarappa

**UNIT III**

Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah

**UNIT IV**

Social Thinkers: Jyothi Rao Phule-Periyar - E.V. Ramasamy- B.R. Ambedkar , Ayothi Das Pandithar – M.N. Roy

**UNIT V:**

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

**LEARNING RESOURCES**

**Recommended Books**

Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.

Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959

Bhagwan, Vishnoolal, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

**References**

C.P. Andrews : The Renaissance in India

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

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

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

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

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

#### Web sources

1. [https://books.google.com/books/about/Makers\\_of\\_Modern\\_India.html?id=](https://books.google.com/books/about/Makers_of_Modern_India.html?id=).
2. [https://www.researchgate.net/publication/291936187\\_An\\_intellectual\\_history\\_for\\_India](https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India)

#### Course Outcomes.

CO 1 – understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

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

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2) L-Low (1)

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2) L-Low (1)

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**M.A., HISTORY**

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**SEMESTER – III**

**CORE COURSE (CC9) - ECONOMIC HISTORY OF INDIA SINCE 1857 C.E.**

<b>Subject Code: 23P3H14</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I:**

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

**UNIT II:**

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

**UNIT III:**

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

**UNIT IV:**

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

**UNIT V:**

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

**LEARNING RESOURCES**

**Recommended Books**

- Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010
- Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006
- Dutt, R.P., *India Today*, Read Books, 2008
- Roy, Tirthankar, *The Economic History of India, 1857-1947*, OUP India, New Delhi, 2010
- Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

**Reference:**

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

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

**Web sources**

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

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

**Course Outcomes:**

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

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

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

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**M.A., HISTORY**

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**SEMESTER – III**

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

<b>Subject Code: 23P3H15</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Subject outcome:**

*The study will create deep and intense feelings among the students. Further, 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. The students will accrue enough knowledge when they go deep in to the subjects.*

- 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. Harding – 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-Nazzari, ***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, New York, 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, ***20<sup>th</sup> 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**

**EC - FREEDOM STRUGGLE IN TAMIL NADU**

<b>Subject Code: 23P3H16EC</b>	<b>Credits: 4</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Course Objectives**

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

**UNIT I**

Poligar Revolt – PuliThevan – VeeraPandiyakattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalier-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva-NeelakantaBrahmmachari

**UNIT V**

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi  
Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

## Learning Resources

### Recommended Books for Study

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

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

Rajayyan, K.: Tamil Nadu: A Real History

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

G. Venkatesan, History of Indian Freedom Struggle

### Reference

Narasimhan V.K. : Kamaraj – A Study

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

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

### Web Sources:

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pdf](https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf)
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

### Course Outcomes:

**CO 1** –Appreciate the contribution of early resistance against British rule in Tamil Nadu.

**CO 2** –Describe the role of organizations in increasing nationalist consciousness

**CO 3** –Assess the role of press in Tamil Nadu towards the nationalist cause.

**CO 4** –Evaluate the contribution of various leaders to India's freedom struggle.

**CO 5** - Understand the role of Tamil Nadu in the final phase of the freedom struggle

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3

<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3
<b>S-Strong (3)</b>			<b>M-Medium (2)</b>			<b>L-Low (1)</b>		

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6
<b>S-Strong(3)</b>		<b>M-Medium (2)</b>		<b>L-Low (1)</b>	

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**SEMESTER – III**

**SKILL ENHANCEMENT COURSE (SEC10) - STUDIES IN HUMAN RIGHTS**

<b>Subject Code:</b> <b>23P3H17SEC</b>	<b>Credits: 2</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

- 1 –Explain the definition and characteristics of human rights
- 2 –Examine the challenges to human rights protection
- 3 –Outline the constitutional safeguards for human rights
- 4- Describe the contemporary challenges
- 5 –Evaluate the contribution of human rights organizations

**UNIT I**

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

**UNIT II**

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

**UNIT III**

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

**UNIT IV**

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture.

**UNIT V**

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties

## **LEARNING RESOURCES**

### **Recommended Books**

Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.

Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020

Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008

O’ Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013

Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

### **References**

Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012

Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007

Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)

Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005

Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

### **Web Sources**

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

### **Course Outcomes:**

1. understand the concepts and evolution of human rights
2. appreciate the role of UN in promoting human rights
3. understand the the status of human rights in India
4. analyse the challenges to human rights
5. assess the role of non-governmental organizations

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)                      M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**3. S-Strong(3)                      M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – IV**

**CORE COURSE (CC11) - INTERNATIONAL RELATIONS SINCE 1945 C.E.**

<b>Subject Code: 23P4H18</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning objectives**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## LEARNING RESOURCES

### Recommended Books

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

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

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

### References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

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

Rasul B. Rais : The Indian Ocean and the Superpowers

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

Web Source

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

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

### Course Outcomes:

**CO 1** –Explain the various theories and concepts of International Relations.

**CO 2** –Evaluate the impact of cold war.

**CO 3** –Assess the achievements of UNO and other regional organizations.

**CO 4** – Examine the role of international economic organisations

**CO 5**- Examine the key international issues with special reference to India's concerns

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – IV**

**CORE COURSE (CC12) - PEASANT AND LABOUR MOVEMENTS IN INDIA**

<b>Subject Code: 23P4H19</b>	<b>Credits: 5</b>	<b>External Marks: 75</b>	<b>Hours: 6</b>
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**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

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

### **References**

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

### **Web Source**

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

### **Course Outcomes**

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

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2023-2024 onwards)**

**SEMESTER – IV**

**ELECTIVE COURSE (EC4) - SCIENCE AND TECHNOLOGY IN INDIA SINCE  
1947 C.E.**

<b>Subject Code: 23P4H20EC</b>	<b>Credits: 3</b>	<b>External Marks: 75</b>	<b>Hours: 4</b>
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**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## LEARNING RESOURCES

### Recommended Books

- Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.
- Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
- Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.
- Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.
- Parthasarathi, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.
- Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.
- Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.
- India Year Book, Publications Division, Government of India

### References

- Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
- Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.
- Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
- Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
- Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
- Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy
- Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.
- Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

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

### Course Outcomes:

- CO 1 –Describe the evolution of India's Science & Technology Policy
- CO2 –Evaluate the contribution of Green,White,and Blue Revolutions
- CO 3 –understand the advancements in the field of atomic and space research

CO 4 –Outline India’s progress in the frontier areas of scientific research

CO 5 -Examine the social and economic impact of scientific advancements.

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

(Effective for those admitted from 2020-2021 onwards)

**SEMESTER – IV**

**SKILL ENHANCEMENT COURSE (SEC 3) - GENERAL STUDIES FOR  
COMPETITIVE EXAMINATIONS**

<b>Subject Code: 23P4H21SEC</b>	<b>Credits: 2</b>	<b>External Marks: 75</b>	<b>Hours: 5</b>
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**Learning Objectives:**

- 1 –Describe the Types of soils.
- 2 –Evaluate the Fundamental Rights and Duties
- 3 –Examine the Role of National Development Council
- 4 –Outline Space Research in India
- 5 -Examine the Common Wealth.

**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. Sibaranjan 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.**

**Course Outcomes:**

CO 1 –Describe the evolution of India's Science & Technology Policy

CO2 –Evaluate the contribution of Green,White,and Blue Revolutions

CO 3 –understand the advancements in the field of atomic and space research

CO 4 –Outline India's progress in the frontier areas of scientific research

CO 5 -Examine the social and economic impact of scientific advancements.

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2) L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2) L-Low (1)**

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

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**M.A., HISTORY**

**(Effective for those admitted from 2020-2021 onwards)**

**SEMESTER – IV**

**PROJECT WITH VIVA – VOCE - PROJECT**

<b>Subject Code: 23P4H22PW</b>	<b>Credits: 7</b>	<b>External Marks: 80</b>	<b>Hours: 10</b>
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Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

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

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