

**PG AND RESEARCH DEPARTMENT OF HISTORY
THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE (AUTONOMOUS),
TIRUCHIRAPALLI – 23.**

**CBCS GENERAL COURSE PATTERN FOR POST GRADUATE – HISTORY
ACADEMIC YEAR FROM 2023 - 2023**

CREDIT ALLOCATION

Part	Course	Total No. of Papers	Credit Allotment	Total Credits	Grand Total
	Core Paper	14	5x5 9x4	61	61
	Discipline Specific Elective (CBE)	4	4x2	12	12
	Skill Enhancement Course	4	4x2	8	8
	Non-Major Elective	2	2x2	4	4
	Project	1	1x4	4	4
	Extension Activities	1	1x1	1	1
	Total	26		90	90

I SEMESTER

I M.A.
Hrs. 6

CORE-I
Credits – 5

HISTORY OF ANCIENT INDIA UPTO C.E 1206

Objectives:

- Survey the various sources for reconstructing history of Ancient India and reveal the changing textures of life from Hunting-Gathering to food production – civilization and urbanization.
- Trace the circumstances and factors favouring state formation and the emergence of new religions.
- Know the causes for the emergence of Empire and transitions in state, society and economy.
- Know the administrative structure, developments in society, economy and science and technology under the Gupta period.
- Bring out regional configurations in the post Gupta period and their contributions and development in polity, society, economy and culture in early mediaeval period.

Unit -I

Sources: Literary, Archaeological, Epigraphic and Numismatic-Pre-Historic and Proto-Historic period: Stone Age- Chalcolithic -Proto-Historic period: Indus-Valley Civilization – Society-Economy- Religion- Decline. Historic Period: Vedic Civilization : political life – Society – Economy-Religion.

Unit-II

Formation of States and birth of new Religions: Mahajanapadas -Rise of Magadha: Haryanka-Sisunaga-Nanda dynasties-Persian and Macedonian invasions-Other Heterodox sects – State - Society - Economy in the Pre Mauryan period-Birth of New Religions: Jainism – Mahavira-Doctrines of Jainism- Jain Literature-Buddhism: Life of the Buddha-Doctrines-Growth of Buddhism-Decline.

Unit-III

Emergence of Empire: The Mauryas -Chandra Gupta Maurya-Bindusara-Ashoka-Decline-Mauryan State – Society – Economy – Art – Architecture - Sculpture –Religion. Post Mauryan Period : Sunga Dynasty – Kanva-Foreign Ruling Dynasties: Indo-Greeks-Shakas-The Kushanas: Kanishka- Satavahanas.

Unit-IV

Guptas: Chandra Gupta-I-Samudra Gupta-Chandra Gupta-II - Decline-The Vakatakas of the Deccan: Gupta State-Society-Economy-Religion-Art and Architecture-Science and technology-Greater India - The Age of Regional configurations – Pusyabhutis. Harsha Vardhana - Chalukyas of Badami - Chalukyas of Vengi - the Pratiharas – Palas - Rashtrakutas of Deccan.

Unit-V

Rajput dynasties - Origin-Chauhans-Chandellas-Parmaras-Solankis-the Tomaras-the Gahadavalas-Utpala dynasty-Hindu Shahi-Chedis-Gangas of Orrisa- Senas of Bengal-Chalukyas of Kalyani-State and Society under Rajputs – Developments in Art and Architecture and Science and Technology-Arab Conquest on Sindh, Invasions of Mahmud of Ghazni-Conquests of Mahmud Ghori.

Unit-VI – (Self Study)

Concepts, Ideas, Terms - Famous Neolithic and Chalcolithic sites-Famous Harappan sites-Comparative analysis of Indus valley and Vedic Civilization-Mahajanapadas – Capitals - unique aspects - Jain and Buddhist councils - Different schools of Jainism and Buddhism-Major and Minor Rock edicts of Ashoka. Different school of Art- Different styles of Temple Architecture-Educational institutions in Ancient India-Different schools of philosophy-Kingdoms in the South: Sangam Age-Pallavas-and Cholas- Hindu Cults: Vaishnavism-Saivism-the Shakti cult-Alvars and Nayanars.

Reference :

1. Basham A.L, *The Wonder that was India*, Calcutta, 1974.
2. Thapar Romila, *Ancient Indian Social History*, Hyderabad, 1984.
3. NilakantaSastri, *A History of South India*, Oxford, 1958.
4. Jha D.N, *Ancient India: An introductory outline*, New Delhi, 1983.
5. D.D. Kosambi, *Culture and Civilization of Ancient India in Historical outline*, Delhi, 1975.
6. H.C Roy Chaudhry, *Political History of Ancient India*, Calcutta, 1953.
7. *Ancient India*, Publication Division, Govt of India, New Delhi, 2001.
8. Majumdar R.C, *The Advanced History of India*.

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:

On the successful completion of the Course students will.

- Understand the different stages in the state formulation, Social Amalgamation and cultural transitions in Ancient India.
- Understand and Visualise the different aspects of varied rich culture of India.
- Have an intellectual inquiry into the historical knowledge of Ancient India within a Chronological frame.
- Outline the emergence of regional configurations and the impact
- Trace the Circumstances leading to Muslim invasions

I SEMESTER

I M.A.
Hrs. 6

Core - II
Credits – 4

HISTORY OF TAMIL NADU UPTO C.E. 1336

Objectives:

- Survey the various sources for the study of Ancient and Medieval Tamil Nadu.
- Enhance the knowledge on political, social & cultural achievements of the Sangam period.
- Know the establishment of Pallava rule and developments in society, economy, and culture.
- Appraise the achievements of First Pandyan Empire and to depict socio-economic conditions during the early Medieval Period.
- Trace the causes for the Muslim conquests.

- Unit - I** Geographical Features of Tamil Nadu – Sources: Literary, Numismatics, Epigraphic – Pre – Historic Period – Megalithic Culture - Archaeological Sites: Pallavaram, Adichanallur, Arikamedu, Kodumanal, Keezadi.
- Unit - II** The Sangam Age – Three Sangams – Early Political Kingdoms: Pandyas and Cheras – Administration, Socio-Economic, Cultural and Religious Conditions of the Sangam Age – Literature, Arts, Trade – Kalabhra Interregnum – Impact of Kalabhra rule.
- Unit - III** Pallava Age – Simhavishnu – Mahendravarman I – Narasimhavarman I – Social Life under the Pallavas – Economy - Progress of Education – Contribution of Pallavas to Art and Architecture – Bhakti Movement – Saiva works – Vaishna works.
- Unit - IV** 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 – V** First Pandyan Empire – Social and Cultural Life – The Second Pandyan Empire – Maravarman Sundara Pandya I – Jatavarman Sundra Pandya I – Social, Economic and Cultural Conditions – Religion – Art and Architecture - Accounts of Marcopolo and wassuf .
- Unit – VI** **(Self Study):** Foreign notices on Ancient Tamilnadu – Post Sangam Literary works – Measures and weights during the Pallava period - Shanmatha - The role of temples during the Pandya Period – Literary works by the later Pandya Kings.

Reference:

- Balasubramanian, M.R., *Social Cultural and Political History of the Chola Age*, Vol. I and II
- Mahalingam, T.V., *Pallavas Administration and Social Life*.
- Nagasamy, R., *Society and Government in Tamil Nadu*.
- Pillai, K.K., - *History of Tamil Nadu – Her People and Culture* (in Tamil)
- Sastri, K.A.N., *History of South India*.
- Subramanian, N., *Sangam Polity*.

Web sources

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

Course outcomes:

On successful completion of the course, students will

- Know the different sources for reconstructing history of Tamil Nadu.
- Be enlightened about the achievements of Tamils during the Sangam Age.
- Analyze the administrative changes introduced by Pallavas and Pandyas and the new developments in society, religion and economy.
- Describe the socio economic transformation under the Cholas
- Understand the new developments after Muslim conquests

I SEMESTER

I M.A.
Hrs. 5

Core – III
Credits – 4

HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)

Objectives:

- Trace the origin and development of civilizations.
- Throw light on various civilizations developed in Mesopotamian region and their contribution.
- Focus on the contribution and legacy of Egyptians to the world.
- Survey the stages of development of ancient Greek Civilization.
- Evaluate the Roman contribution to the world.

Unit – I Civilization: Definition – Civilization and Culture – Elements of Civilization – River Valley as the Cradle of Civilization –Pre- Historic Cultures.

Unit – II Mesopotamia: The Sumerians- Babylonian Empire –Hammurabi – Assyrians – New Babylonian Empire – Development of Science and Technology – Chinese Civilization.

Unit – III Egypt – Geographical Features – The Age of Pyramids and Old Kingdom – New Kingdom –Religion, Art and Architecture – Progress in Science, Medicine and Literature. 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.

Unit – IV Ancient Greece: Historical Background – Development of City States – Persian Wars – Art, Architecture and Literature – The Golden Age.

Unit – V Roman Civilization: Geographical Features –Political Development – Capture of Carthage – Punic Wars – Rise of Dictatorship – Golden Age – Legacy of Rome.

Unit - VI (Self Study): Mayan Civilization – Geography – History – Society – Warfare – Calendar – Astronomy.

Reference

1. Rao B.V., *World History*, New Delhi, 2005.
2. Wells. H.G., *An Outline History of the World*, 2013.
3. Swain, J.E., *History of World Civilization*, New Delhi, 1986.
4. Walther and Kirchner, *Western Civilization*, 1962.
5. Joshi, P.A., Pradhan, J.V. and Kaisare, A.G., *Introduction to Asian Civilization (Upto 1000 A.D)*.
6. Gertrude, *The Dynamics of World History*, New York, 1957.
7. Harvard, *The New History and the World*, 1987.

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:

On successful completion of the course, students will

- Be enlightened about the origin and development of civilization.
- Have historic perspective on the various civilizations flourished in Mesopotamian region and their contributions.
- Assess the legacy of Egyptians to the world.
- Understand the different stages of development of ancient Greek Civilization.
- Appraise the Roman contribution to the world.

I SEMESTER

I M.A.
Hrs. 5

CORE-IV
Credits – 3

INDIAN ART AND ARCHITECTURE

Objectives :

- Introduce the art and architectural forms during the Harappan and Mauryan periods
- Explain the impact of Buddhism on art forms
- Trace the evolution of art and architecture under Pallavas and the Cholas
- Highlight the features of Islamic architecture particularly under the Mughals.
- Focus on the salient features of colonial architecture

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings

UNIT V:

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

UNIT VI:

(self study)Major Architectural monuments of Tiruchirappalli: Rock Fort temple, Srirangam Temple.Narthamalai, Major Buddhist and Jain Architectural monuments in Tamil Nadu.

References

- Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
- Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002
- Tomory, Edith, A History of Fine Art in India and the West, Orient Black Swan; Reprinted edition (1989)
- Banerjee, J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002
- Coomaraswamy, A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
- Deva, Krishna, Temples of North India, National Book Trust, 2002
- Gupta, R.S., Iconography of the Buddhist, Hindu and Jain, Stosis Inc/Advent Books Division; Subsequent edition, 1980
- Sivaramamurthy, C., South Indian Bronzes, Lalit Kala Akademi, 1981
- Srinivasan, K.R., Temples of South India, National Book Trust; Fourth edition, 2010

Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitecture00have/indianarchitecture00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Course outcome:

On successful completion of the course, students will

- Outline the various forms of Indus and Mauryan Art.
- Compare and contrast the Gandhara and Mathura Schools of Art.
- Bring out the similarities and differences between temple architectural styles.
- Discuss the impact of Islamic principles on architecture.
- Appreciate the features of colonial architecture.

I SEMESTER

I M.A.
Hrs. 6

Core – V
Credits – 4

HISTORY OF EAST ASIA FROM C.E. 1839 TO 1976

Objectives:

- Explore the interests and designs western powers in China and Consequent Chinese reaction.
- Outline the reform movements in China.
- Describe the emergence of China as an independent power after the World War II.
- Examine the stages of isolation, restoration and imperialism of Japan.
- Trace the causes for the Japanese militarism, imperialism and role of Japan in the World War II and consequent Post War reconstruction.

Unit- I Western Imperialism and Chinese Response – First Opium War – The Taiping Rebellion – First Sino- Japanese war – The Hundred Days Reform – Boxer Uprising – Manchu Reform Movement – Revolution of 1911 – Dr. Sun Yet Sen.

Unit- II Manchuria, Korea and Mongolia – China and World War I – Warlords – May 4th Movement – Chang Kai Sheik – Kuomintang – Manchurian Crisis – Sino Japanese War of 1937.

Unit- III China and World War II – Mao-Tse-Tung – China and Russia – Relations between China and India – Korea and Taiwan since A.D. 1945.

Unit- IV Japan between 1840 to 1865: Collapse of Japan's Policy of Isolation – Shogun ate – Meiji Restoration: The Constitution of 1889 – Oligarchic government in Japan – Anglo Japanese Alliance of 1902 – Russo – Japanese War of 1904-1905.

Unit- V Japanese Imperialism – Japan and World War I – Twenty One Demands – Washington Conference – Japan between the World Wars – Japan and World War II – Pearl Harbour attack – Japan Under Allied Occupation (1945-1952) – Post War Reconstruction in Japan – Progress of Japan – Rise of the Komeito.

Unit- VI **(Self Study):** China: Communist Revolution of 1949 -Agricultural Developments, Five Year Plans in China – Deng Xiaping – Tianmen Square (1989) - General Mac Arthur and Reconstruction of Japan- Economic Development of Japan- Development in Science & Technology.

Reference:

1. Paul H. Clyde and Burton K. Beers, *The Far East*.
2. Shiv Kumar and Saroj Jain, *History of Modern China*.
3. Shiv Kumar and Saroj Jain, *History of Modern Japan*.
4. Kadhivel, S, *Modern China*.
5. Gupta, R.S., *History of Modern China*

Web sources:

<https://www.nationalww2museum.org/war/articles/liberation-china-and-pacific#:~:text=Origins%20of%20the%20War%20in,war%20between%20China%20and%20Japan>

Course Outcomes:**On the successful completion of the course, student will**

- Narrate how China was exploited and became the sphere of influences of western powers and Chinese reactions.
- Explain how China became an independent Asian power after the World War II.
- Have an understanding of different stages in isolation, restoration and expansionist policy of Japan.
- Describe the causes for Japanese militarism
- Outline the post war reconstruction programmes in Japan

I SEMESTER

I M.A.
Hrs. 2

SEC
Credits – 2

SKILL ENHANCEMENT COURSE - I RESEARCH AND REPORT WRITING

Objectives:

- Explain the importance of report Writing
- Point out the method of research writing
- Explain the methods of writing research proposals
- Point out the importance of ethics in research
- Highlight the best practices

Unit I

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

Unit II

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

Unit III

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

Unit IV-Ethics and research- fabrication- plagiarism- misrepresentation

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

Unit:VI

(self study)State and Central research funding Agencies, research fellowships, procedures to be followed in attaining international conferences, Discipline related and multi discipline journals. Recent developments in research field.

Reference:

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

Web sources

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

Course Outcomes:**On the successful completion of the Course students will.**

- Bring out the importance of report Writing
- Explain deferent steps involved in research writing.
- Explain the methods of writing research proposals
- Appreciate the importance of ethics in research
- Highlight the best practices

II SEMESTER

I M.A.
Hrs. 5

CORE-VI
Credits – 5

SOCIAL AND CULTURAL HISTORY OF MEDIEVAL INDIA FROM C.E. 1206 TO 1707

Objectives:

- Study the Social and Cultural conditions of Medieval India.
- Describe the characteristics of Indian Society and culture under the Mughal rule.
- Analyze socio- reformative principles of Bhakti Movement and its impact.
- Appreciate the cultural contribution of Vijayanagar rulers.
- Enlighten the Students about the contributions of Marathas.

- Unit I** Delhi Sultanate: Social Condition: Hindu Society - Muslim Society – Position of Women - Slavery - Religious Condition: Islam - Sufism – Hinduism - Culture, Art and Architecture - Paintings –Music - Education - Literature.
- Unit II** Mughals: Social Life under the Mughals - Position of Women - Religious Conditions - Art and Architecture - Education - literature - Painting - Music.
- Unit III** Socio - Religious Movements: Bhakti movement - Sufism - Mahadavi Movement – Sikh Movement – Guru Nanak - The Khalsa.
- Unit IV** Vijayanagar Empire: Social Condition - Religion - Education - Art and Architecture - Sculpture and Paintings - Portuguese Influence on Vijayanagar Empire.
- Unit V** Marathas: Society - Religion - Education - Literature - Cultural Developments.
- Unit VI** **(Self Study):** Development of Trade and Commerce during the Mughal Period – Shivaji – Maratha Forts – Foreign Notices on Medieval India.

Reference:

1. Vinod Behari Lal, The Medieval India (711 A.D. - 1803 A.D.)
2. Robert Sewell, Forgotten Empire
3. Mahalingam T.V., Administration and Social Life under Vijayanagar, Part -1
4. Mahalingam T.V . Administration and Social Life under Vijayanagar, Part - II
5. Nilakanta Sastri K A.. A History of South India.

Web sources:

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

Course Outcomes:

On the successful completion of the course, students will

- Describe the socio-economic conditions of Medieval India.
- Have an in-depth knowledge on cultural contributions of Mughal Rulers.
- Bring out the significance and impact of Bhakti movement.
- Have an assessment of the cultural developments under the Vijayanagar rulers
- Brief upon the Socio economic conditions under the Marathas

II SEMESTER

I M.A.
Hrs. 5

CORE-VII
Credits – 5

HISTORY OF TAMIL NADU FROM C.E. 1336 TO PRESENT DAY

Objectives:

- Know the expansion of Vijayanagar rule in Tamil Nadu and subsequent introduction of Nayak rule.
- Know the relationship between native rulers and East India Company and the end of the rule of natives in Tamil Nadu.
- Know the administrative changes introduced after the British Acquisition.
- Trace the emergence of socio, political reform movements and emergence of nationalism.
- Assess the achievements in various fields under different ministries after Independence.

- Unit – I** Sources – Tamil Nadu under Vijayanagar Rule: Kumara Kampana's Conquest- Socio – economic, cultural conditions – education and religion - Rule of the Nayaks of Madurai, Gingee and Thanjavur – Contribution of the Nayaks – Decline of the Nayaks – Poligar System.
- Unit – II** Marathas of Thanjavur: Society, Economy, Religion - Sethupathis of Ramanathapuram – The Advent of Europeans – Anglo-French rivalry – Mysore Wars – The Poligar's Rebellion – Vira Pandya Kattaboman – Maruthu Brothers – South Indian Rebellion – The Vellore Mutiny of 1806.
- Unit – III** Tamil Nadu under the British Rule: Administration: Revenue – Police – Judiciary. Socio Religious reform movements – Non-Brahmin Movement- the Justice Party – Role of Tamil Nadu in the Freedom Movement – Border Agitations.
- Unit – IV** Tamil Nadu after Independence: O.P. Ramasamy, Kumarasamy Raja, C. Rajagopalachari – Kamaraj - Bhakthavatchalam – Dravida Munetra Kazhagam: C.N. Annadurai and M. Karunanidhi – A.D.M.K: M.G.Ramachandran – J. Jayalalitha – General State Election 2021.
- Unit – V** Development of Industries: Large and Small Scale – Irrigation and Agriculture – Water Disputes - Progress of Education-Mass Media: Press – Social Legislations – welfare programmes.
- Unit – VI** **(Self Study):** Industrial groups during the reign of Vijayanagar and Nayak rulers – State Economy of Vijayanagar and Nayak rulers – Defence architecture under Vijayanagar and Nayaks – Literary development under the Marathas – Educational development during the British period – Saiva Siddhanta Sabhas – Development of nationalist literature in Tamil – State General Elections.

Reference:

1. Pillai K.K., *History of Tamil Nadu: People and Culture (in Tamil)*
2. Sastri, K.A.N., *History of South India*.
3. Subramanian, N., *History of Tamil Nadu 1336-1984*.
4. Chellam, V.T., *History of Tamil Nadu (Tamil)*.
5. Rajayyan, K., *South Indian Rebellion, The First War of Independence, 1800 – 1801*.

Web Sources:

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

Course outcomes:**On successful completion of the course, students will**

- Understand the various sources for study of Tamil Nadu History.
- Analyze causes for the British ascendancy and acquisition in Tamil Nadu and to trace the causes for end of the rule of natives.
- Have an in-depth knowledge on socio-political reform movements.
- Elaborate the emergence of nationalism, struggle for liberation.
- Assess the achievements of various ministries in Tamil Nadu after independence.

II SEMESTER

I M.A.
Hrs. 5

CORE-VIII
Credits – 4

CULTURAL HERITAGE OF INDIA

Objectives:

- Explain the meaning and the concepts of cultural heritage and dynamism inherent in harappan Vedic Ages.
- Demonstrate the massive impact of Jainism and Buddhism on cultural developments.
- Throw light on the importance of Royal patronage on cultural development.
- Analyze the impact of Islam and the Muslim rule on cultural transformation .

- Critically evaluate the impact and legacy of colonial administration.

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

UNIT VI

Classical dance, music, arts, festivals and fairs- Major cultural institutions in India.

Reference :

- 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:**On successful completion of the course, students will**

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

II SEMESTER

I M.A.
Hrs. 5

CORE-VIII
Credits – 4

ECONOMIC HISTORY OF INDIA

Objectives:

- Examine the agrarian condition and the impact of commercialization of agriculture.
- Assess the impact of international linkages on the growth of industries in colonial India.
- Explain the trade and monetary policy of colonial India.
- Examine the development of various transport infrastructure and the growth of cities
- Appraise the ideas of 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: Dadabhai Naoroji – Amartya Sen- Raja Chelliah– C. Rangarajan

UNIT VI

(self study) New economic policy of India- Make in India, GST, GDP, HDI index, IMF, World Bank, Rural development schemes, FDI.

Reference :

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

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

<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:

- Describe the agrarian condition of Colonial India and the impact of commercialization
- Assess the impact of industrialization and impact of international events.
- Explain the trade and monetary policy of colonial India.
- Evaluate the development of various transport systems.
- Critically analyze the ideas of the economic nationalists.

II SEMESTER

I M.A.
Hrs. 5

CORE-VI
Credits – 5

ENVIRONMENTAL HISTORY OF INDIA

Objectives:

- Introduce the various schools of thought in ecological studies.
- Trace the impact of eco systems from a historical perspective.
- Evaluate the impact of British ecological imperialism.
- Explain India's environmental policy.
- Assess the role and impact of various movements.

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan .

UNIT VI

(self study)Pollution: deforest station, global warming, water crisis, Natural and manmade disasters. World summits on environmental issues.

Reference:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Outcomes:

On successful completion of the course, students will

- Understand the various schools of thought in ecological studies.
- Trace the impact of eco systems from a historical perspective.
- Evaluate the impact of British ecological imperialism
- Examine the impact of various environmental movements in India
- Examine the role of various movements.

I M.A.

SEMESTER II

SEC- II

Hrs. 2

Credits – 2

INTRODUCTION TO EPIGRAPHY

Objectives:

- Explain the epigraphy and its significance.
- Identify the varieties of materials used
- Explain the types of inscriptions
- Trace the origin of writing in South India
- 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

Unit III- 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

UNIT VI (Self Study)

Memorial Stones – Hero stones – Satikkal – Recent developments in Indian Epigraphy

Referances :

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

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

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

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

Course Outcomes:**On successful completion of the course, students will**

- Understand the importance of the epigraphy and explain its significance.
- Identify the varieties of materials used
- Outline the types of inscriptions
- Trace the origin of writing in outh India
- Explain the use of inscriptions as historical source

II M.A.

SEMESTER III

CORE- X

Hrs. 6

Credits – 5

COLONIALISM AND NATIONALISM IN INDIA

Objectives :

- Trace the different phases of colonization
- Explain the factors and forces for the rise of nationalism
- Highlight the methods and strategies of early nationalists
- Examine the growth of mass nationalism in the freedom struggle
- Detail the final phase of nationalist struggle and the attainment of independence

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

Unit V

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

UNIT VI (Self study)

Komagathamaru Incident – Princely States –Two Nations Theory –Delhi Central Assembly Bomb Blast Case –Delhi Conspiracy –Kanpur Conspiracy .

Reference :

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

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

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

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

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

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

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

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

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

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

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

Web sources

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

Course Outcomes:

On successful completion of the course, students will

- Evaluate the diplomacy and methods adopted for introduction of British imperialism.
- Examine the nature of early resistance against British rule in India.
- Compare the relative merits of different methods of anti-British struggle
- Evaluate the Gandhian methods and its influence on the masses.
- Narrate the process of partition of India.

III-SEMESTER

IIM.A.
Hrs. 5

Core – XI
Credits - 4

INTELLECTUAL HISTORY OF MODERN INDIA

Objectives:

- Introduce the basic tenets of Intellectual ideologies.
- Have insights on the different political ideologies of great modern Indian thinkers.
- Impart the socio-reformative ideas of leading modern social thinkers.
- Trace the emergence of socialist thinking in India.
- Bring to light the contributions of modern litterateurs in enriching Intellectual Ideology.

- Unit I** Definition and Importance of Intellectual History – The role of Ideas in History – Colonialism – Imperialism – Liberalism – Socialism – Modernism – Nationalism.
- Unit II** Political Thinkers: The Liberals: M.G. Ranade – S.N. Banerjee. Revolutionary Thinkers: Tilak, Lala Lajpat Rai – Bipin C. Pal – Arubindo Gosh – Subash Chandra Bose. Mass Leaders: Mahatma Gandhi – Jawaharlal Nehru, Vallabai Patel. Women Leaders: Annie Besant and Aruna Asaf Ali.
- Unit III** Socio-religious Thinkers: Swamy Vivekananda - Iswarchandra Vidyasagar – Vallalar Ramalingam - Periyar E.V.Ramasamy – Jothirao Phule - B.R. Ambedkar - Narayana Guru – Vinoba Bhave –Muthulakshmi Reddi.
- Unit IV** Socialist Thinkers: M.N. Roy – Ram Manohar Lohia – S.A. Dange – N.G. Ranga – Singaravelu - Jayaprakash Nayaran.
- Unit V** Littérateurs: Rabindranath Tagore – Sarojini Naidu – Subramania Bharathi – Bharathidasan – Thiru. Vi. Kalyanasundaranar – Ma. Po. Sivaganam.
- Unit VI** **(Self Study):** Globalization – Neo-Liberalism – Raja Ram Mohan Roy – M. Malabari. Veeresalingam Panthulu.

Reference:

1. Taylor, Anne, Annie Besant – A Biography.
2. Bali, Dev Raj, Modern Political Thought (From Ram Mohan Roy to Jayaprakash Narayan), Delhi, 1993. Publication Division Series on Great Men and Women of India.
3. Sen, S.N., Dictionary of National Biography, Vols. 1 – 4.
4. Vishnoo Bhagwan, Indian Political Thinkers Delhi, 1996
5. Shruti Kapila, Intellectual History for An India, Cambridge University Press, 2010.
6. Sankar Ghose, Leaders of Modern India, Allied Publications, New Delhi, 1980.

Web sources

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

Course Outcomes:**On the completion of the course Students will**

- Have an understanding of basic tenets of Modern Intellectual ideologies.
- Appraise the Intellectual contribution of great modern thinkers of India.
- Understand how litterateurs enriched the intellectual thought.
- Analyze the emergence of socialist ideologies.
- Make a compare study of deferent ideologies

III-SEMESTER

II M.A.
Hrs. 5

Core – XII
Credits - 4

PEASANT AND LABOUR MOVEMENTS IN INDIA

Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

UNIT VI (Self Study)

Kol Revolt - Munda Revolt - Peasant Revolt in Telungana, and Kerala .

Reference :

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

On the completion of the course Students will

- Understand the impact of the agrarian changes brought about by colonial government.
- Trace the nature of peasant struggles in India.
- Detail the rise of industries and the emergence of working class in India.
- Evaluate the contribution of trade unions towards the amelioration of the working class.
- Assess the significance of labour laws and various recommendations

III-SEMESTER

II M.A.
Hrs. 4

Core – XII
Credits - 3

STUDIES IN HUMAN RIGHTS

Objectives:

- Explain the definition and characteristics of human rights
- Examine the challenges to human rights protection
- Outline the constitutional safeguards for human rights
- Describe the contemporary challenges
- 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

UNIT VI (Self Study)

Terrorism –Ragging – POCSO - RTI – RTE – PIL .

References

- 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
- 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:

On the completion of the course Students will

- Understand the concepts and evolution of human rights
- Appreciate the role of UN in promoting human rights
- Understand the status of human rights in India
- Analyze the challenges to human rights
- Assess the role of non-governmental organizations

Hours: 5

III - SEMESTER

CBE- III

Credits: 3

THE CONSTITUTION OF INDIA

Objectives:

- Suvey the stages and process of making of constitution and its salient features.
- Know the composition and powers of Law making body.
- Know the organs of executive and its powers.
- Impart the knowledge on composition, powers and functions of state legislatures and executive.
- Appraise the role of judiciary in protecting the constitution and guarantee rights of citizen.

UNIT-I Composition of Constituent Assembly - Drafting Committee - Sources of Indian constitution – Enacting the constitution –salient features – Preamble – Citizenship - Fundamental Rights and Duties – Directive Principles of State Policy.

UNIT-II Legislature: Parliament – Composition, powers and functions of Lok Sabha – Qualification and disqualification of members of Lok Sabha, Speaker - powers and functions of Rajya Sabha- Sessions of the Parliament - Committees of Parliament – Devises of Parliamentary proceedings - process of law making – Amendment of Constitution.

UNIT-III Executive: The President, Election, Powers and Immunities of the President – Different kinds of emergency – The Vice President – The Prime Minister and Council of Ministers.

UNIT-IV State Legislature and Executive: Legislative Assembly – Legislative Council – Powers and functions of Governor - Chief Minister and council of ministers – Relations between the centre and states – Legislative, Administrative, Financial relations.

UNIT-V Judiciary: Powers and jurisdictions of Supreme Court – Powers and functions of High Court – Constitutional Bodies - Chief Election Commission – Finance Commission – Union Public Service Commission – State Public Service Commission - Attorney and Solicitor General of India-Advocate General of India.

UNIT-VI **(Self Study):** Other Constitutional Dimensions – Official Language – Tribunals – Anti- Defection Law – Political Dynamics: Political Parties – Pressure Groups – National integration Council – Schedules of the Constitution – Abrogation of Article 370.

Reference:

1. Basu ,D.D., Introduction to the Constitution of India, Lexis Nexis, 2015.
2. Subash . C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2004.
3. Bakshi . P.M., The Constitution of India, Universal Las Publishing, New Delhi, 2014.
4. Chaube S., The making and working of Indian Constitution, NBT, New Delhi, 2009.
5. Pylee .M.V., Constitution of India, New Delhi.

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

Course outcomes:**On the successful completion of the course Students will**

- Understand the process of making constitution
- Enumerate the fundamental rights of citizen of India.
- Have an in-depth knowledge about the composition, powers and functions of legislature and executive.
- Apprise the functions of constitutional bodies.
- Understand the role of judiciary in protecting the laws passed and rights of citizen.

M.A. ENGLISH

NME - II

Hrs 3

Credit – 2

HISTORY OF MODERN INDIA

Objectives

- Explore the interests of colonial powers and design and diplomacy of the British in India.
- Analyse the stages of British paramountcy in India.
- Trace the constitutional development under the British rule.
- Have an insight on various reform movements in 19th and 20th Centuries.
- Know the causes for the emergence of Indian nationalism and the role of nationalistic movements in the freedom struggle.

Unit I **Advent of Europeans:** The Portugese – The Dutch – The French –The English – The Battle of Plassey - Battle of Buxar – Warren Hastings – Cornwalis – Wellsley.

Unit II **Establishment of British Paramountcy:** Lord William Bentinck – Lord Dalhousie - Lord Lytton – Lord Rippon – Lord Curzon.

Unit III **Constitutional Development:** Regulating Act of 1773.- Charter Acts of 1813, 1833, 1853 – Indian Councils Act of 1909 – Government of India Act of 1919 – Government India Act of 1935.

Unit IV **Socio – Religious Movements:** Brahma Samaj - Arya Samaj, Theosophical Society – Aligarh movement – Parsi Movement – Sikh reform Movement.

Unit V **National Movement:** The Revolt of 1857 – The Birth of Indian National Congress – Moderates and Extreme nationalists – Swadeshi Movement. Home Rule Movement – Non – Cooperation Movement - Civil Disobedience Movement – Quit India Movement – Mountbatten Plan

Unit VI **(Self – Study)** – Khilafat Movement – Cripps Mission - Simon Commisison – Round Table Conferences – Indian Independence Act)

Reference

1. Bipan Chandra and Others, India's Struggle for Independence, Penguin Books, New Delhi, 1989.
2. Desai, A.R. Social background of Indian Nationalism, Bombay, 1997
3. Grover B.L. and Grover, S. A new Look at Modern India History, New Delhi, 1999.
4. Mahajan, V.D. Modern Indian History, New Delhi, 1999.
5. Sumit Sankar, Modern India 1885 – 1904), New Delhi

Course Outcome

On the successful completion of the course students will

- Have an understanding of the expansionist policy of the British in India
- Understand the different phases of constitutional development
- Elaborate the role of socio religious movements
- Have an in-depth knowledge on factors and forces of Nationalism.
- Evaluate the heroic struggle of Nationalists against colonialism.

**II M.A.,
Hours: 2**

III - SEMESTER

**SEC- III
Credits: 2**

COMMUNICATION STRATEGIES FOR LEADERSHIP SUCCESS

Course Objectives

- Explain the basic definitions of communication and communication skills
- List the types of communication skills
- Detail the methods to improve communication
- Explain the requirements of effective communication in the workplace
- Detail the types of corporate skills

UNIT -I-

Definition of communication-methods of communication-Definition of communication skills

UNIT-II

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness

UNIT- III

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop – effective usage of opportunities

UNIT-IV

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-

UNIT-V

Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

UNIT VI

(Self Study) Motivational Speeches – Psychology Of Money – The Power of Sub-Conscious Mind .

References

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,
Andrew Sobal and Jerold Panas, 10 skills for effective Business communication
Paul A. Argenti, Corporate communication
Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

Web sources

<https://www.rock.so/blog/communication-strategies>

<https://www.revechat.com/blog/effective-customer-service-communication/>

<https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/>

Course Outcomes

On the successful completion of the course students will

- Explain the basic definitions of communication and communication skills
- List out the types of communication skills
- Detail the methods to improve communication
- Highlight the requirements of effective communication in the workplace
- Understand the types of corporate skills

II M.A.,
Hours: 6

IV - SEMESTER

CORE - XIII
Credits: 4

CONTEMPORARY INDIA

Objectives:

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

UNIT I

Integraion of states – India Becoming Republic - Sardar Patel - Nehru is Internal and External Policies -The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata 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 –Telegraph – internet, Communication satellites – Mobile communication.

UNIT III

The Economic Development – Planning Commission – Niti Aayog - 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 –New Dynamics of India's foreign Policy .

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

UNIT V

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

UNIT VI (self study)

Indian States– Demography of India –Population Growth - General Elections from 1951 to 2019 – Kargil War.

References

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

Web Sources

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

Course Outcomes:

On the successful completion of the course students will

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

IV - SEMESTER

II M.A.
Hrs.5

Core- XIII
Credits – 4

HISTORIOGRAPHY AND HISTORICAL METHODS

Objectives:

- Learn the basic characteristics of history.
- Trace the stages of developments in Historiography in Europe.
- Know the development of Historiography in India.
- Identify the recent trends in historical studies.
- Acquire the knowledge of historical methods in writing history.

Unit – I History: Meaning, Nature and Scope – uses and abuses of history - Lessons of History – History and Allied subjects - History as a Social Science – The Philosophy of History.

Unit – II The development of Historical Studies: Ancient Greek Historiography – Herodotus and Thucydides. Ancient Roman Historiography: Tacitus and Livy - Medieval Church Historiography: St. Thomas Aquinas- Medieval Arab Historiography – Ibn Kaldun – Modern Historiography: Voltaire, Gibbon, Ranke – Positivism – Augustus Comte.

Unit – III Indian Historiography: Ancient – Banabatta, Medieval – Kalhana and Al Beruni, Modern: V.A. Smith, K.P. Jayaswal - D.D.Kosambi, Jadunath Sarkar, R.C. Majumdar, Nilakanta Sastry, K.K.Pillai and K. Rajayyan.

Unit – IV New Trends: French Historiography – Marc Bloch. English Historiography – E.P.Thomson – The Subaltern Studies – Ranajit Guha – Post Modernism – Post Structuralism.

Unit – V Historical Methods: Selection of Topic – Sources - Collection of Information – Internal and External Criticism – Preparation of Thesis – Foot notes, Bibliography – Index.

Unit – VI **(Self Study):** Value of History – Xenophon – Polybius – A.C. Basham – Annales School – Preliminary Operations – Glossary.

BOOKS FOR REFERENCE:

1. Sheik Ali, History: Its Theory and Methods, New Delhi, MacMillan, 1999.
2. Carr, E.H., What is History?, Middlesex: Penguin, 1981.
3. Colling Wood, R.C., The idea of History, Madras, OUP, 1985.
4. Guha, Ranajit, Subaltern Studies Vol. I, IV and VI, Delhi, OUP, 1994.
5. Manickam S., Theory of History and Method of Research, Puduman Pub. Madurai, 1997.
6. MLA Hand Book for Researchers Thesis & Assignment Writing, New Delhi, Wily Eastern, 1990.
7. Watson George, Writing a Thesis: A Guide to Long – Essay and Dissertations, Longman, London, 1987.
8. Rajayyan, K., History in Theory and Method – A Study in Historiography, Madurai, Ratna Publications, 2004.

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 Outcomes:**On the successful completion of the course, student will**

- Understand the meaning, concept and characteristics of historiography.
- Understand the developments of historiography in Europe and in India.
- Acquire the knowledge about new trends and historical methods.
- Analyse the contribution of western historians
- Highlight the historical writings of important Indian historians

IV - SEMESTER

II M.A.
Hrs.5

DSE - IV
Credits – 3

INTERNATIONAL RELATIONS SINCE C.E. 1945

Objectives

- Explain the various theories and concepts of International Relations.
- Evaluate the impact of cold war.
- Assess the achievements of UNO and other regional organizations.
- Examine the role of international economic organisations
- 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

UNIT VI (Self Study)

Act Asia Policy – Emerging Issues in International Relations – Afghan Crisis – Russian War on Ukraine.

References:

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

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:

On the successful completion of the course, student will

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

IV - SEMESTER

II M.A.
Hrs.2

SEC - IV
Credits – 2

SCIENCE AND TECHNOLOGY IN INDIA SINCE C.E 1947

Objectives:

- Describe the evolution of India's Science & Technology Policy
- Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- Examine the advancements in the field of atomic and space research
- Outline India's progress in the frontier areas of scientific research
- 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 – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV –Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

UNIT IV

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

UNIT V

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

UNIT VI (Self Study)

Ramanujam – J.C. Bose – Meghanad saha – C.V.Raman - Digitalization – e-governance.

References :

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

On the successful completion of the course, student will

- Describe the evolution of India's Science & Technology Policy
- Evaluate the contribution of Green, White, and Blue Revolutions
- understand the advancements in the field of atomic and space research
- Outline India's progress in the frontier areas of scientific research
- Examine the social and economic impact of scientific advancements.

Non-Major Elective Offering to other P.G. Departments

II SEMESTER

M.A. Economics

NME -I

Hrs – 3

Credit – 2

HISTORY OF FREEDOM MOVEMENT IN INDIA

Objectives

- Inculcate the spirit of nationalism and appreciate the heroic struggle of national leaders.
- Focus on the factors and circumstances leading to rise of nationalism against colonial exploitation and discrimination.
- Have an in-depth knowledge on the nationalist movements in the beginning of twentieth century.
- Know the growth of mass nationalism under Gandhiji's leadership, and the British strategy to counter it.
- Bring to light the impact of Second World War on Indian Politics and nationalist events in the final phase of liberation.

- Unit I** **Rise of Nationalism in India:** Factors leading to the rise of Nationalism – Foundation of Indian National Congress – Moderates and Extreme nationalists - Partition of Bengal – Swadeshi Movement - Foundation of Muslim League – Minto - Morley reforms.
- Unit II** **First World War and its impact:** Home Rule movement – Montague chelmsford reforms – Revolutionary movement.
- Unit III** **Mass nationalism under Gandhiji's leadership:** Rowaltt Act. – Jalianwala Bagh Tragedy – Khilafat movement – Non co-operation movement – Swarajist party simon commission - Civil Disobedience movement – Round Table Conferences.
- Unit IV** **Second World War and Indian Politics:** Provincial Elections – August offer – Individual Satyagra – Cripps Mission - Quit India movement – INA.
- Unit V** **The Final Phase of National Movement:** Interim Government – Cabinet Mission Plan - Wavel plan – Constituent Assembly - Mount batten plan – Indian Independence Act.
- Unit VI** **(Self – Study)** Ghadr party – Princely states – Two nation theory – Major conspiracies – Role of press – INA Trails – Leading Freedom fighters from Tamilnadu.

Reference

1. Bipanchandra, India's struggle for Independence, Penguin Books, New Delhi, 1989.
2. Tarachand, History of Freedom Movement in India, Vol. I to IV, New Delhi, 1983.
3. Chopra P.N. Quit India Movement, Publication Division, New Delhi, 1992.
4. Desai A.R. Social Back ground of India Nationalism, Bombay, 1997.
5. Saroja Sundararajan, March to Freedom in Madra Presidency (1916 – 1947), Madras, 1989.

Course outcomes:

On the successful completion to the course the students will

- Have an understanding of the forces and factors for the emergence of nationalism and the early phase of nationalist struggle.
- Understand how nationalism attained mass character under Gandhiji's leadership.
- Get a detailed picture of the role of nationalist movements in liberating India.
- Elaborate the impact of Second World War on nationalist movement.
- Discuss the final phase of freedom movement.

III SEMESTER

M.A. English

NME - II

Hrs – 3

Credit – 2

HISTORY OF MODERN INDIA

Objectives

- Explore the interests of colonial powers and design and diplomacy of the British in India.
- Analyse the stages of British paramountcy in India.
- Trace the constitutional development under the British rule.
- Have an insight on various reform movements in 19th and 20th Centuries.
- Know the causes for the emergence of Indian nationalism and the role of nationalistic movements in the freedom struggle.

- Unit I** **Advent of Europeans:** The Portugese – The Dutch – The French –The English – The Battle of Plassey - Battle of Buxar – Warren Hastings – Cornwallis – Wellsley.
- Unit II** **Establishment of British Paramountcy:** Lord William Bentinck – Lord Dalhousie - Lord Lytton – Lord Rippon – Lord Curzon.
- Unit III** **Constitutional Development:** Regulating Act of 1773.- Charter Acts of 1813, 1833, 1853 – Indian Councils Act of 1909 – Government of India Act of 1919 – Government India Act of 1935.
- Unit IV** **Socio – Religious Movements:** Brahma Samaj - Arya Samaj, Theosophical Society – Aligarh movement – Parsi Movement – Sikh reform Movement.
- Unit V** **National Movement:** The Revolt of 1857 – The Birth of Indian National Congress – Moderates and Extreme nationalists – Swadeshi Movement. Home Rule Movement – Non – Cooperation Movement - Civil Disobedience Movement – Quit India Movement – Mountbatten Plan
- Unit VI** **(Self – Study)** – Khilafat Movement – Cripps Mission - Simon Commisison – Round Table Conferences – Indian Independence Act)

Reference

1. Bipan Chandra and Others, India's Struggle for Independence, Penguin Books, New Delhi, 1989.
2. Desai, A.R. Social background of Indian Nationalism, Bombay, 1997
3. Grover B.L. and Grover, S. A new Look at Modern India History, New Delhi, 1999.
4. Mahajan, V.D. Modern Indian History, New Delhi, 1999.
5. Sumit Sankar, Modern India 1885 – 1904), New Delhi

Course Outcome

On the successful completion of the course students will

- Have an understanding of the expansionist policy of the British in India
- Understand the different phases of constitutional development
- Have an in-depth knowledge on factors and forces of Nationalism.
- Appraise the heroic struggle of Nationalists against colonialism.
- Describe the different stages in the nationalist straggle.