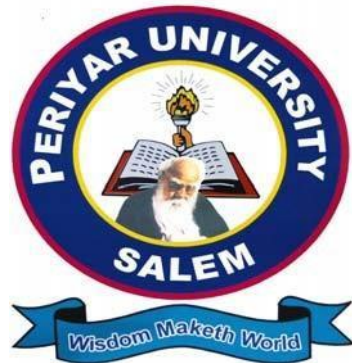


**PERIYAR UNIVERSITY**  
**SALEM – 636 011**



**SYLLABUS FOR M.A. HISTORY**

**(Semester Pattern)**

**CHOICE BASED CREDIT SYSTEM**

**and**

**Outcome Based Education [OBE]**

**FOR THE STUDENTS ADMITTED FROM THE ACADEMIC  
YEAR 2018 – 2019**

Regulations and Syllabus

**PERIYAR UNIVERSITY, SALEM– 620 024**

M.A. History Syllabus under CBCS

**(Applicable to the candidates admitted from the academic year  
2018- 2019 onwards)**

Semester	Course	Course Title	Inst Hours/Week	Credits	Exam Hours	Marks		Total
						Int.	Ext.	
<b>I</b>	Core Course – I (CC)	Ancient Societies (18HIC01)	5	5	3	25	75	100
	Core Course – II (CC)	History of Ancient India upto 1206 CE (18HIC02)	5	5	3	25	75	100
	Core Course – III (CC)	History of Medieval India 1206 to 1707 CE (18HIC03)	5	5	3	25	75	100
	Core Course – IV (CC)	Social and Cultural History of Tamil Nadu upto 1565 CE(18HIC04)	5	5	3	25	75	100
	Elective Course – I (EC)	India's Struggle for Independence (Pre- Gandhian Era) (18HIEC01)	4	4	3	25	75	100
		<b>Total</b>	<b>24</b>	<b>24</b>	<b>15</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>II</b>	Core Course – V (CC)	History of Modern Europe 1453-1789 CE(18HIC05)	5	5	3	25	75	100
	Core Course – VI (CC)	Society and Economy of Colonial India (18HIC06)	5	5	3	25	75	100
	Core Course – VII (CC)	Gandhian Era of Indian National Movement (1920-1947) (18HIC07)	5	5	3	25	75	100
	Core Course – VIII(CC)	Socio-Cultural History of Tamil Nadu 1800-1967 CE (18HIC08)	5	5	3	25	75	100
	Elective Course - II (EC)	Economic History of India (1757-1857) (18HIEC02)	4	4	3	25	75	100
	Supportive course – I	India's Struggle for Independence/ Indian Culture and Heritage (18HISC01)	3	3	3	25	75	100
			<b>Total</b>	<b>27</b>	<b>27</b>	<b>15</b>	<b>150</b>	<b>450</b>
<b>III</b>	Core Course - IX(CC)	Twentieth Century World (18HIC09)	5	5	3	25	75	100
	Core Course – X (CC)	History of Science, Technology Medicine in India (18HIC10)	5	5	3	25	75	100
	Core Course – XI (CC)	History of Contemporary India 1952-2002 (18HIC11)	5	5	3	25	75	100
	Elective Course –III (EC)	Economic History of India (1858-1947) (18HIEC03)	4	4	3	25	75	100
	Supportive course – II	History for Competitive Examination/ Indian Constitution(18HISC02)	3	3	3	25	75	100
		<b>Total</b>	<b>22</b>	<b>22</b>	<b>15</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>IV</b>	Core Course - XII CC)	Historiography: Theory and Methods (18HIC12)	5	5	3	25	75	100
	Elective Course – IV (EC)	International Relation Since 1945 CE(18HIEC4)	4	4	3	25	75	100
	Project Work Viva voce 50 marks Dissertation 150 marks		10	8	--	50	150	200
		<b>Total</b>	<b>19</b>	<b>17</b>	<b>6</b>	<b>100</b>	<b>300</b>	<b>400</b>
		<b>Grand Total</b>	<b>92</b>	<b>90</b>	<b>54</b>	<b>500</b>	<b>1500</b>	<b>2000</b>

### The details of credits are as follows

Core course	= 12	=	60 Credits
Elective Course	= 4	=	16 Credits
Non Major Elective	= 2	=	6 Credits
Project	= 1	=	8 Credits
Total		=	<u><b>90 Credits</b></u>

### EXAMINATIONS

The examinations shall be 3 hours' duration for each paper at the end of each semester. The examination consists of Internal Assessment (IA) and Semester Examination (SE).

#### IA marks for Theory Paper

1. Attendance	-	5 Marks
2. Test	-	10 Marks
3. Seminar	-	5 Marks
4. Assignment	-	<u>5 Marks</u>
	-	<u><b>25 Marks</b></u>

### PASSING MINIMUM

A candidate shall be declared to have passed the examination if the candidate secures not less than 50% marks in semester examinations and internal assessment in each course - A minimum of 38 marks out of 75 in semester examinations and a minimum of 12 marks out of 25 in the internal assessment. For the project work and viva - voce, a candidate should secure 50% the marks for pass. The candidate should compulsorily attend the viva-voce to secure pass in the paper. Candidates who do not obtain the required minimum marks for a pass in a course or in a project report shall be required to appear and pass the same at a subsequent appearance. A candidate has to secure 90 credits to pass the M.A. History Degree Programme.

## QUESTIONS PAPER PATTERN

### a. For Theory

Time: 3 Hours

Maximum Marks: 75

#### PART - A

Twenty objective type questions

Answer all Questions

(All question carry equal marks) (20 x 1 = 20 marks)

#### PART - B

Answer any THREE Questions

Answer each question in 100 words

(All questions carry equal marks) (3 x5 = 15 marks)

#### PART C

Answer any FIVE Questions

Answer each question in 500 words.

(All questions carry equal marks) (5 x 8 = 40 marks)

### b. For Project

Evaluation : 150 Marks

Viva - Voce : 50 Marks

## CLASSIFICATION OF SUCCESSFUL CANDIDATE

Candidates who secured not less than 60% of aggregate marks in the whole examinations shall be declared to have passed the examination with FIRST Class. All other successful candidates shall be declared to have passed with SECOND CLASS.

Candidates who have obtained 75% of the marks in aggregate shall be deemed to have passed the examination in FIRST CLASS WITH DISTINCTION, provided they passed all the examinations prescribed for the course in the first appearance.

## RANKING

Candidate who passed all the examinations prescribed for the course in the FIRST ATTEMPT ONLY is eligible for classification/ Ranking/ Distinction.

## **VISION**

To mould future citizens, who could appreciate the rich heritage and culture of our society. To provide a platform for secular, harmonious society inculcating ethical and human values with a sense commitment to the society and nation.

## **MISSION**

Transform the Department of History in stages to a pioneering School of Historical Studies in South India with emphasis on Research and Teaching.

To give historical content and professional skills to students preparing for careers in fields such as education, law, religion, international affairs, social service, journalism, and government.

## **PROGRAMME OBJECTIVES**

To provide a comprehensive understanding of History of India as well as the World.

To inculcate a consciousness of the rich cultural heritage of India.

To develop knowledge, skills, attitude, ethics and values among the students.

To highlight the utility of the subject in the present scenario.

To focus upon a multidisciplinary approach towards the teaching and the reading methodology.

To develop knowledge, skills, attitude, ethics and values among the students.

To promote a zeal of historical enquiry among the future generation.

## **PROGRAMME OUTCOMES**

To enable the student to understand the importance of study of History to comprehend the day to day happenings of the world.

To stress the need to understand the significance of Individuals in promotion of an effective state and society

To promote the skills required like critical thinking and objective understanding for becoming a scientific historian.

To provide the students ample opportunities to build their careers.

## **PROGRAMME SPECIFIC OUTCOMES**

To enable the students to develop their skills related to competitive examinations.

To make the student select a career in historical research

To focus on the students to prepare for the UGC- NET Examination.

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**I SEMESTER**

**CORE COURSE**

**18HIC01**

**ANCIENT SOCIETIES**

### **COURSE OBJECTIVES**

It is intended to provide the students higher level understanding of the history of the ancient societies.

To make the students aware of the Great Civilizations of the World.

To explore the world of ancient societies.

To develop a critical understanding of the subject.

To study various aspects of the Civilizations like polity, literature, philosophy, and Arts of the Civilizations.

### **COURSE SPECIFIC OBJECTIVES**

The different aspects belonging to the ancient world will be thoroughly examined in the light of the new researches in the mentioned field.

#### **UNIT- I: Origins**

Age of the Earth - the Evolution of Man in Africa, Europe and Asia - Origin and growth of Primitive cultures.

#### **UNIT- II: From Food-gathering to Food-production**

Hunting and Gathering –Food production and village settlements – Division of labour and craft specialization

#### **UNIT- III: Bronze Age Civilizations**

Economy; Society; Religion; State structure- Egypt (old kingdom); Mesopotamia (up to the Akkaadian Empire)

#### **UNIT- IV: Slave societies in Ancient Greece and Rome**

Agrarian economy - Urbanization and Trade - Athenian Democracy - Roman Empire - the Roman and Greek cultures.

#### **UNIT- V: Decline of the Roman Empire**

Disappearance of Latifundia and the emergence of colonate and patrocinium systems – Germanic social formations and the Germanic invasions of the Roman Empire – The origins of Feudalism.

#### **References**

- Jones Arnold H.M., *The Decline of the Ancient World*.  
Austin M.M & Vidal-Naguet. P, *Economic and Social History of Ancient Greece*  
Bengston, H., *Introduction to Ancient History*.  
Braidwood, R.J., *The Near East and the Foundation of Civilization*.  
Chang,K.C., *The Archaeology of Ancient China*.  
Childe,V.Gordon, *Man Makes Himself*.  
Childe,V.Gordon, *Social Evolution*.  
Childe,V.Gordon., *What Happened in History*.  
Clark, Grahame & Piggot Stuart, *Pre-Historic Societies*.  
Hawkes, J., *The First Great Civilization: Life in Mesopotamia, the Indus and Egypt*.

#### **COURSE OUTCOME**

To analyse Ancient world civilization

Highlight the significance of Roman & Greek Cultures.

To understand the process of development into different fields of human civilization;

To enlighten the students with the socio-cultural formation and the need for heritage building measures.

#### **COURSE SPECIFIC OUTCOME**

To inculcate historical understanding on the process of Ancient society.

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**I SEMESTER**

**CORE COURSE**

**18HIC02**

**HISTORY OF ANCIENT INDIA (Up to 1206 CE)**

**COURSE OBJECTIVES**

- To develop historical consciousness in the minds of students
- To impart knowledge on the Indian Heritage
- To make a comparative study of Harappan culture and Vedic culture.
- To study about social transformation from Magadha empire to Guptas
- To train the students to face the competitive examinations.

**COURSE SPECIFIC OBJECTIVES**

The course seeks to impart to the students a comprehensive knowledge and understanding of historical change in early ancient Indian society and politics.

**Unit-I**

Geographical factors and their influences – sources of the Ancient Indian History – Indus Valley Civilization – Early & Later Vedic Age- Polity – origin of the state – Vedic Assemblies – oligarchies – Republic – councilors and officials.

**UNIT – II**

Pre- Mauryan India – Political life – Rise of Magadha – Sisunagas and Nandas – Invasion of Alexander and its impact – Religious reformation – Jainism and Buddhism.

**UNIT – III**

Mauryas : paternal despotism – Chandra Gupta – Bindusara – Asoka's welfare state.-Kingship - Army – Judiciary, Interstate relations. Post Mauryan period – Sungas and Kanvas – Greek, Saka and Parthian culture – Kharavela of Kalinga.

**UNIT – IV**

Kushan invasion – Kanishka – Mahayanism- social and Economic conditions- Gandhara Art –



Satavahanas – Guptas – important rulers and the achievements – Administration – Social and Economical life – Golden Age – Huns invasion – Decline of Guptas.

## UNIT – V

The age of Harsha – Extent of the empire – Religious policy – Socio economic and literature – Arab invasion of Sindh – Rajput Kingdoms society and culture – Deccan Kingdoms – the Chalukyas and the Rashtrakutas – contribution to art and literature – Turkish Invasion – Mahmud of Ghazni – Mohammed of Ghor- impact of Indian politics.

## References

Basham, A.L. *The Wonder That Was India*, Mumbai, Rupa Publications, 1971.

..... *A Cultural History of India*, New Delhi, Oxford University Press, 1988.

Habib, Irfan. *Prehistory*, Delhi, Tulika, 2001.

Karashima, Noboru. *Ancient to Medieval South Indian Society in Transition*, New Delhi, Oxford University Press, 2009.

..... *A Concise History of South India*, New Delhi, Oxford University Press, 2014.

Kosambi, Damodar Dharmanand. *The Culture and Civilisation of Ancient India in Historical Outline*, New Delhi, Vikas Publishing House Pvt Ltd, 1965.

*An Introduction to the Study of Indian History*, New Delhi, Popular Prakashan, 1975.

Kosambi, Meera. *Dharmanand Kosambi: The Essential Writings*, New Delhi, Permanent Black, 2010.

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Mehta, J.L. *Advanced Study in the History of Medieval India, Vol –I 1000 to 1206*, New Delhi, Sterling Publishers Pvt. Ltd, 2014.

Nilkanta Sastri, K.A. *The Illustrated History of South India: From Prehistoric Times to the Fall of Vijayanagar*, New Delhi, Oxford University Press, 2011.

Ratnagar, S. *The End of the Great Harappan Tradition*, New Delhi, Manohar Publications, 2000.

.... *Understanding Harappa*, New Delhi, Tulika Publications, 2001.

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Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, Motilal Banarsidass, 1991.

.... *India's Ancient Past*, New Delhi, Oxford University Press, 2005.

.... *Indian Feudalism, C. AD 300-1200*, New Delhi, Macmillan, 2006.

.... *Material Culture and Social Formations in Ancient India*, New Delhi, Macmillan, 2007.

.... *Rethinking India's Past*, New Delhi, Oxford University Press, 2010.

Smith, Vincent. *Early History of India*, New Delhi, Atlantic Publishers, 1999.

Thapar, Romila. *Asoka and the Decline of the Mauryas: With a New Afterword, Bibliography and Index*, New Delhi, Oxford University Press, 1997.

- .... *Cultural Pasts Essays in Early Indian History*, New Delhi, Oxford University Press, 2003.
- .... *Early India: From the Origins to AD 1300*, New Delhi, Penguin Books, 2005.
- .... *Somanatha: The Many Voices of a History*, Verso, 2005.
- .... *The Past Before Us*, Harvard University Press, 2013.
- .... *Cultural Pasts*, New Delhi, University Press, 2003.
- Trautmann, Thomas R. *India Brief History of a Civilization*, New Delhi, Oxford University Press, 2011.
- Upinder Singh. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, New Delhi, Permanent Black, 2004.

### **COURSE OUTCOME**

To analyse Ancient Indian civilization  
Highlight the significance of Buddhism  
Assess the significance of Mauryan administration  
Highlights the cultural evolution of various dynasties.

### **COURSE SPECIFIC OUTCOME**

To inculcate historical understanding on the process of Ancient Indian society.

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**I SEMESTER      CORE COURSE      18HIC03**

**HISTORY OF MEDIEVAL INDIA 1206 to 1707 CE**

**COURSE OBJECTIVES**

- To impart knowledge on the cultural contribution of Muslim rulers.
- To develop knowledge and understanding of medieval India.
- To analyse medieval Indian society.
- To realize the general development during the Mughal period.

**COURSE SPECIFIC OBJECTIVES**

- To understand the political transformations in medieval India.

**UNIT – I**

Sources – Documentary and Non-documentary – Literary Sources – Trends in Medieval Indian Historiography – Establishment of Muslim rule – Slave Dynasty – Qutb –ud-din-Aibak – Iltutmish – Sultana Razzia – Balban- The Concept of Sovereignty; the Growth of Centralized State Policy.

**UNIT – II**

Khaljis Dynasty – Jalaluddin Khalji -Alauddin Khalji – Economic measures – Religious policy – military exploits – The rise of Tughlaqs – Mohammad Bin Tughlaq – His Administrative measures and their impact – The Sayyids and Lodies – Delhi Sultanate Administration – Social and Economical Life – Bakthi Movement – Art and Architecture.

**UNIT – III**

Emergence of the Rajputs as a political force – and their social system. The Deccan – the rise and fall of Bahmini Kingdom – History of Vijaya Nagar Empire – Administration – Social life – Religion- Art and Architecture – Early Mughals- Invasion of Babur – Humayun- Afghan interlude – Sher Sha Sur – his administrative and military reforms.

**UNIT – IV**

Re –establishment and consolidation of the Mughal Empire – Akbar’s theory of kingship;

emancipation of the state from the logical tutelage emergence of a no-sectarian state - Akbar's Rajputs policy – Impact on the reins of Jahangir to Aurangzeb.

## **UNIT – V**

The Mughals- North West Frontier and Deccan policy- Art and Architecture – the Decline of the Mughals- Rise of Sikhism – Guru Nanak and his Successors.

### **References**

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- ..... *Writing the Mughal World: Studies on Culture and Politics*, Columbia University Press, 2012.
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*and India (1483-1530)*, Brill, 2004.

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Veluthat, Kesavan. *The Early Medieval in South India*, New Delhi, Oxford University Press, 2010.

### **COURSE OUTCOME**

Buddhist, Jain and newly entered European

Highlight the importance of Din-e-Ilahi

Highlight the significance of Muslim administration.

Assess the contribution made to the overall architectural development in the said period

### **COURSE SPECIFIC OUTCOME**

Understand the cultural amalgamation resulting out from various communal groups

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**I SEMESTER**

**CORE COURSE**

**18HIC04**

**SOCIAL AND CULTURAL HISTORY OF TAMIL NADU UPTO 1565 CE**

**COURSE OBJECTIVES**

- To analyze the Ancient Tamil Civilization
- Political system existing in Sangam Age.
- To reveal the achievements of Kalabras and Pallavas
- To discuss the uniqueness of Chola's Society
- To trace the emergence of Vijayanagar rule in Tamil Nadu

**COURSE SPECIFIC OBJECTIVES**

- To enable students to gain an in-depth knowledge about the contribution of the Pandyas to Tamil polity and culture.

**UNIT - I**

Sources: Archaeology, Epigraphy, Literature and Numismatics - Pre Sangam: Neolithic and Megalithic Age - Sangam and Post Sangam: Sangam Polity- Social Institutions - Customs and Practices - Economy: Agriculture and Trade - Roman Trade - Industries - Revenue - Coinage - Religion - Cultural life.

**UNIT - II**

Pallavas: Administrative System - Society - Economy: Agriculture and crops - Irrigation - Trade and Industry - Revenue system - Features of Feudalism - Coinage and Urbanisation - Religion and Bhakthi Movement Education and Literature - Development of Art and Architecture.

**UNIT - III**

Cholas: Administrative system - Society - Religion and Role of Temples - Economy: Land system - Trade - Inland and Foreign Trade - Coinage - Art, Architecture and Literature - Iconography - Sculpture and paintings under Cholas.

**UNIT - IV**

Pandyas : Foreign accounts - Society - Economy - Agriculture - Irrigation - Revenue system -

Religion- Arts, Architecture and Literature.

## **UNIT - V**

Vijayanagar and Nayaks: Society - Economy - Land system - Agriculture and Trade - Religion - Art and Literature.

### **References**

- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300-1300*, New Delhi, Oxford University Press, 1996.
- .... *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi, Oxford University Press, 2011.
- Gurukkal, Rajan. *Social Formations of Early South India*, New Delhi, Oxford University Press, 2010.
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- Subbarayulu, Y. *South India under the Cholas*, New Delhi, Oxford University Press, 2012.
- Veluthat, Kesavan. *The Early Medieval in South India*, New Delhi, Oxford University Press, 2010.

### **COURSE OUTCOME**

Collecting remains of Archaeological evidences in Tamil Nadu  
Assess the evolution of Tamil culture  
Study the social and political background of the emergence of Nayaks  
Assess the growth of literature  
point out the regional political conflicts

## **COURSE SPECIFIC OUTCOME**

Understand the evolution of political institutions in Tamil Nadu till Nayaks

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**I SEMESTER**

**ELECTIVE COURSE**

**18HIEC01**

**INDIA'S STRUGGLE FOR INDEPENDENCE (PRE – GANDHIAN ERA)**

### **COURSE OBJECTIVES**

The present course focuses on freedom movement in India in the pre-Gandhian era.

To study origin and growth of a national consciousness in India.

To understand the role of the early nationalists movements.

To study the swadeshi, home rule and revolutionary movements in India.

### **COURSE SPECIFIC OBJECTIVES**

Understand the nature of colonialism in India

#### **UNIT- I: Beginnings of Organized Nationalism**

The conception of India: Modern or pre – modern? Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern – Early resistance to colonial rule - The nature of the 1857 Revolt - Rise of National Consciousness – Cultural Awakening - Growth of a Middle Class.

#### **UNIT- II: Early Nationalists**

The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885- Formation of the Indian National Congress –Debates regarding its origin - The programme and methods of the Moderates - Economic critique of colonialism – Rise of militant nationalism – The programme and methods of the Extremists – Conflict and split.

#### **UNIT- III: The Swadeshi Movement**

The partition of Bengal – Boycott, swadeshi and national education – The samitis and political trends – Participation of different sections of the people – Regional Variations - The communal tangle and the birth of the Muslim League – Minto – Morley Reforms.

#### **UNIT- IV: Revolutionary Movement**

Factors leading to revolutionary trends - Swadeshi agitation and underground revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Ashe murder - Attempt on Viceroy Lord



Hardinge - Suppression of revolutionary nationalism - The Ghadar Movement and the failed Insurrection of 1915.

#### **UNIT- V: Home Rule Movement**

Tilak, Annie Besant and the Home Rule leagues – Montague Chelmsford Reforms - The Rowlett Act- Jallianwala bagh tragedy –The road to non- cooperation.

#### **References**

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### **COURSE OUTCOME**

- To comprehend the resistance demonstrated by natives against alien rule.
- To bring out the social and cultural changes during British India.
- To recapitulate the ideas and movements of Indian Freedom struggle.
- Understand the methods and means of achieving independence
- Highlight the significance of Home rule movement

### **COURSE SPECIFIC OUTCOME**

- Assess the ways and means of the exploitation of India by colonial government

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**II SEMESTER**

**CORE COURSE**

**18HIC05**

**HISTORY OF MODERN EUROPE (CE 1453 TO 1789)]**

**COURSE OBJECTIVES**

This course provides a survey from the fall of Constantinople in 1453 to the French Revolution in 1789.

To make the students understand world history

To facilitate the students to understand the concepts on world history

To inculcate the spirit of universal brotherhood

To analyse different issues on world history

**COURSE SPECIFIC OBJECTIVES**

To study the significant period in the history of Europe its important social, cultural, intellectual and technological changes in this period.

**UNIT- I: The Transition from Medieval to Modern**

Significance of the fall of Constantinople - Renaissance and Reformation – Economic and Technological Developments in Early Modern Europe –Transition from Feudalism to Capitalism - Rise of New Monarchies in England, Spain and Russia.

**UNIT- II: Explorations, Conquest and Colonization**

Portuguese Explorations and the Sea Route to India - Spanish Explorations – Columbus and the discovery of the New World - Spanish conquest of America – American Silver and the Price Revolution - The Columbian Exchange.

**UNIT- III: European State System**

Growth of Absolutism in Spain and England - The Thirty Years War – France under the Bourbons – Expansion and Europeanisation of Russia – Economic Nationalism and Mercantilism – The Dutch Commercial Empire - Anglo-French Rivalry - The Hegemony of Britain.

**UNIT- IV: English and French Revolutions**

English Civil War and Puritan Revolution - Cromwell's Regime – Stuart Restoration - Glorious Revolution and its aftermath – Nature and causes of the French Revolution.

**UNIT- V: Intellectual Currents**

Scientific Revolution from Copernicus to Newton - Intellectual Revolution of the seventeenth century – Eighteenth Century Enlightenment.

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## COURSE OUTCOME

- To critically evaluate different events in world history
- To comprehend the influence of Renaissance in making of world history
- To figure out the impactful events in the Transition of world History

## COURSE SPECIFIC OUTCOME

- To know the various scientific developments during Enlightenment period and its contributions for emergence of new scientific world .

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**II SEMESTER**

**CORE COURSE**

**18HIC06**

**SOCIETY AND ECONOMY OF COLONIAL INDIA**

**COURSE OBJECTIVES**

The course aims at providing comprehensive understanding of the transformations in the economy of colonial India.

It covers the introduction of land and agrarian policies under the British rule.

It also delineates the transformation that was effected in the urban space of British India.

**COURSE SPECIFIC OBJECTIVES**

It focuses on the emergence of modern Industry and the rise of new social classes in colonial India.

**UNIT- I: Rural economy and Society in 18<sup>th</sup> century India**

The rural agrarian social structure – Land Revenue Settlements -Agrarian Transformation - Rise of Land Lordism - Commercialization of Agriculture – Peasants and landless labour - Rural Indebtedness.

**UNIT- II: Trade and Urbanization**

Changes in the trading economy of India in the 18<sup>th</sup> century–Surat, Bengal and Coromandal – Trade and Trade routes - Transformation of the Urban Space: Colonial Urbanization and the rise of new urban centres.

**UNIT- III: Social and Religious Reform**

British Policies and Social Transformation: Growth of Western Education and the Press - Indian Renaissance - Rise of New Social Classes - Caste mobilization – Anti-Caste movements and movements for Social Justice.

**UNIT- IV: Emergence of Modern Industries**

De-Industrialization and the decline of the artisans - Growth of Modern Industry: Cotton Textile Industry - Jute Industry - Iron and Steel Industry.

**UNIT V: Changing Role of Women**

Reform Movements and Women - Growth of female education - Women's organizations - The Movement for Women's Suffrage - Women and work in colonial India

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## **COURSE OUTCOME**

To bring out the important changes in the rural economy & society during 18th Century.  
 Understand the Colonial Urbanization and the rise of new urban centres  
 Highlight the significance of Growth of Western Education in India.

## **COURSE SPECIFIC OUTCOME**

The examines the role of women's legal status in pre India; focuses on women's contribution to social and environmental movements in colonial India.

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**II SEMESTER**

**CORE COURSE**

**18HIC07**

**GANDHIAN ERA OF INDIAN NATIONAL MOVEMENT (1920-1947)**

**COURSE OBJECTIVES**

The Gandhian Era of Indian National Movement was characterised with the prolonged struggle on moral, political and ideological levels.

**COURSE SPECIFIC OBJECTIVES**

The students will be benefitted from the deeper understanding of this phase of National Movement as it provide clues for the questions of how the diversity and tensions did not actually weaken the movement, instead became the major source of strength.

**UNIT-I: Gandhian Movements**

Gandhi and the Peasantry – Khilafat and Non-Cooperation Movements – Swarajists and Constructive work - Simon Commission - Civil Disobedience Movement - Gandhi-Irwin Pact – Second Round Table Conference - Communal Award - Ambedkar – Gandhi Debate – Gandhian Movements: Nature, Programme, Social Composition, Limitations and Challenges.

**UNIT-II: Revolutionary and Left Movements**

Emergence of Communist and Socialist Groups - Growth of Revolutionary socialism in the Interwar period – Activities of the Hindustan Socialist Republican Association - The Ideology and Leadership of Baghat Singh –The Chittagong Armoury Raid – Trade Union Movement and Working Class Struggles.

**UNIT-III: Peasant Movements and People's Movements in Princely States.**

Hard Ships of the Peasantry – Peasant Movements in the 1920s in Malabar, United Provinces, Bengal and Gujarat - Formation of the All India Kisan Sabha – No- Tax and No – Rent Movements in the 1930s –People's Movements in Princely States.

**UNIT-IV: World War II and the Upsurge of Nationalism**

Failure of the Cripps Mission - The Quit India Movement: Background, Responses and Impact – Formation of the Indian National Army – Leadership and Ideology of Subash Candra Bose – Actions of the INA – Impact of World War II on British Policy towards India.



## **UNIT-V: Towards Independence and Partition**

Elections and the Cabinet Mission – INA Trials – RIN Mutiny – Peasant Struggles: The Worli, Tebhaga and Bakasht Movements – Movement for Pakistan and the outbreak of Communal Violence - The Interim Government – Mountbatten Plan - The Partition and Independence of India.

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## **COURSE OUTCOME**

Examining the rise of National leaders and Nationalism.

Knowing the bitter experience faced by India during this Period.

Understanding and analyzing the role of moderates and extremist in during Indian National Movement.

Illustrating the causes and results of non co-operation movement, civil disobedience movement and salt Sathyagraha.

## **COURSE SPECIFIC OUTCOME**

To recapitulate the ideas and movements of Indian Freedom struggle.

To examine the causes and impacts of Partition and its aftermath.

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**II SEMESTER**

**CORE COURSE**

**18HIC08**

**SOCIO-CULTURAL HISTORY OF TAMIL NADU, 1800-1967 CE.**

**COURSE OBJECTIVES**

To understand the social and Religious conditions of Tamil Nadu.

To study the literary growth

To learn the contributions of Dravidian Movement

To inculcate the spirit of Self-Respect Movement

To enrich the students' skill of knowledge and confidence.

**COURSE SPECIFIC OBJECTIVES**

To explain the socio- cultural aspects in Tamil Nadu

**UNIT- I: Social and Religious Conditions**

Sources: Archival - institutional papers - private papers - literature-folklore - newspapers and journals.

Social Conditions: Caste system origin and growth - Castes conflicts. Family: Emigrations-Joint family-break up-position of women-sati-child marriage-devadasi system- infanticide-changes in the 19th and 20th centuries. Social beliefs and social practices: social ceremonies, festivals, entertainments and superstitions. Religion: Saivism, Vaishnavism, Village Gods and Deities - Christianity: Policy of the Company, growth and impact - Islam: growth and impact.

**UNIT- II: Land Systems**

Zamindari to Ryotwari-General economic conditions: agriculture and industry during colonial and post-colonial periods- Landlords-Peasants - small tenant-serfdom-trading classes. Rise of indigenous commercial Elite- the Dubashis.

**UNIT- III: Growth of Education**

Indigenous institutions of learning - Introduction of Western education – Role of Missionaries and the Colonial Government - Munro's Scheme of Education- Professional and Technical education - Education of Depressed Classes - Muslim education - Female education- Rise of Administrative and Professional Elites.

**UNIT- IV: Modern Socio-Religious Movements:**

St. Ramalingar and the Samarasa Sanmarga Sangam- Theosophical Society - Ramakrishna Mission - Radical social reform movements: Concept of Dravidian culture- Non-Brahmin Movement-Periyar E. V. R and Self- Respect Movement-Temple Entry Movement: Dalit Movement: Ayothidhasar - M. C. Raja - Erattamalai Srinivasan.

## **UNIT- V: Cultural Developments**

Music: folk and classical - Tamil Literature: Subramania Bharathi - Bharathidasan - Namakkal Ramalingam Pillai - Kavimani Desika Vinayakam Pillai- Mi Adaraimalaigal - Films: Impact on society and politics.

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**COURSE OUTCOME**

Preparing portraits of women and men social reformers

Obtain knowledge on the various reform movements.

Conducting group discussion on emergence of Dravidian Movement

Understand the 20th century Tamil Nadu political condition.

**COURSE SPECIFIC OUTCOME**

To provide a detail Survey of different facts of Modern Tamil Nadu.

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**II SEMESTER**

**ELECTIVE COURSE**

**18HIEC02**

**ECONOMIC HISTORY OF INDIA (A.D. 1757-1857)**

**COURSE OBJECTIVES**

The objective of this course is to make students aware of the economic history of India and to provide a historical perspective on the evolution and process of transformation of Indian economy in the pre-British and British periods.

To analyze the transition of economic system in India

To comprehend the theory of Drain wealth and its impact in Indian Economy

To examine the Revenue settlement policy of British India.

**COURSE SPECIFIC OBJECTIVES**

The course is designed to develop a comprehensive understanding of the students of the nature of colonial economy and the changes that took place under the British colonial rule.

**UNIT- I: Introduction**

Issues and problems of Indian Economic History – Different approaches and their limitations - Sources of Economic History of British India

**UNIT-II: Indian Economy in the Mid-Eighteenth Century**

Nature and structure of economy – rural and urban - Agrarian and non-agrarian production – Technology and methods of production -Trade and indigenous banking.

**UNIT-III: Early Phase of Colonial Economy**

Mercantilism and European economic interests in India – The East India Company and its rule in Bengal-The early Drain of Wealth and its mechanism, magnitude and effects.

**UNIT-IV: Agrarian Settlements and Agrarian Production**

The Permanent Settlement: objectives, operations, effects and official critiques - Ryotwari Settlement - Mahalwari System - Commercialization of Agriculture and its impact.

**UNIT-V: Traditional Handicraft Industry and the question of De-industrialization**

Artisans and Handicraft production -Background-De-industrialization - Capital and labour in handicraft industry.

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- Tripathi, Dwijendra., *Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation*, New Delhi, 1997.

## COURSE OUTCOME

- To study the impact of Early Phase of Colonial Economy on Indian Economy
- To bring out the transitional history of Indian Agrarian Economy into Industrial Economy.
- Understand the Traditional Handicraft Industry & De-industrialization.
- To understand the dynamics of rural and urban economy of company rule.
- To summarize the effects of economic implications of British rule.

## COURSE SPECIFIC OUTCOME

The focus of the syllabus is to inform students on the share and contribution of Indian economy in the world, economic exploitation of the British and the native thinking on the path of economic development of India.

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**II SEMESTER**

**SUPPORTIVE COURSE**

**18HISC01**

**INDIA'S STRUGGLE FOR INDEPENDENCE**

**COURSE OBJECTIVES**

To analyse the causes of native political failures against company rule.

To bring out the social and cultural changes during British India.

To review the circumstances that led to the establishment of colonialism in India

To examine the trends of linguistic and racial identities.

To bring out the impact of colonial rule in India with particular reference to socio-religious, political and economic fields.

**COURSE SPECIFIC OBJECTIVES**

Understanding the struggle against the British and its importance in Indian History are the haunting questions, which the present course attempts to impart to the students.

**UNIT - I**

Anti-Colonial Struggles: Poligar Mutiny in Tamil Nadu 1799, 1801- Vellore Mutiny in 1806- Revolt of 1857.

**UNIT - II**

Foundation of Indian National Congress - Moderates - Partition of Bengal - Boycott and Swadeshi - National Education - The Congress Split - Muslim League - Revolutionary Movement - Home Rule Agitation.

**UNIT - III**

Gandhian Era - Champaran - Non-Cooperation and Khilafat Movement - Swarajists.

**UNIT - IV**

Simon Commission and Nehru Report - From Dominion State to Purna Swaraj, Civil Disobedience: 1930-1931 - Press - Films Forging Nationalism.

**UNIT - V**

States Peoples Movement - The Left in the Congress - The Tripuri Crisis 1939 - The Muslim League and Pakistan - Cripps Proposals - Quit India - The Role of INA - Independence.



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- .... *Modern India: 1885-1947*, New Delhi, Pearson Education India, 2012.
- Stokes, Eric. *The Peasant Armed: Indian Revolt of 1857*, Oxford, Clarendon Press, 1986.

## COURSE OUTCOME

- To analyse the genesis and progress of the resistance movements against the British.
- To understand the impact of 1857 revolt.
- Examining the rise of National leaders and Nationalism.
- Understanding and analyzing the role of moderates and extremist in during Indian National Movement.
- Illustrating the causes and results of non co-operation movement, civil disobedience movement and salt Sathyagraha.
- To recapitulate the ideas and movements of Indian Freedom struggle.

## COURSE SPECIFIC OUTCOME

This paper helps the student to entertain epistemological appraisal on the nature of colonialism in India, Colonial modernity and making of the Indian Nation.

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**II SEMESTER**

**SUPPORTIVE COURSE**

**18HISC01**

**INDIAN CULTURE AND HERITAGE**

**COURSE OBJECTIVES**

The course is designed to provide a glimpse of the Indian culture and heritage in India.

To analyze historically the culture and polity in India.

To critically evaluate the cultural ethos of Indian Society.

To examine the various trends in the shaping Indian Society.

The need to observe the theme, content and context of the rock art would be focused.

**COURSE SPECIFIC OBJECTIVES**

To discuss the growth and development of the religion in India.

**UNIT - I**

Glimpses of Indian Cultural History - Pre and Post Vedic Periods - Ancient Indian - Literatures - Sacred Literature - Secular Literature - Ancient Society & Culture - Ashramas -Varna System - Purushartha - Indian Vs Western Culture.

**UNIT - II**

Religions of India-Religious Shrines & Centers - Hindu, Buddhist, Jain, Sikh, Muslim, Christian and others - Basic Tenets - Indian Vs Western Philosophy.

**UNIT - III**

Cultural Heritage - Ayurveda, Yoga and Meditation - Performing Arts: Dance Forms -Music - Vocal & Instruments - Folk Arts - Indian Paintings and Sculpture.

**UNIT - IV**

Architectural Heritage - Rock cut Architecture - Buddhist Architecture - Gandhara & Mathura Schools of Art - Hindu Temple Architecture - Indo-Islamic Architecture - Modern Architecture - Forts, Palaces and Havelies.

**UNIT - V**

Museums and Art Galleries - Fairs and Festivals - Indian Cuisine - Traditional Arts and Crafts - World Heritage sites in India - Problems and Prospects of Cultural Tourism in India.

## References

- Alchin, B., Allchin, F.R., & Thapar, B.K. *Conservation of the Indian Heritage*, New Delhi, Cosmo Publication, 1989.
- Basham.A.L. *The Wonder that was India*, Delhi, Rupa and Com, 1988.
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- Surendra Sahai. *Indian Architecture: Hindu Buddhist and Jain*, New Delhi, Prakash Books, 2006.
- Thapar, Romila. *Cultural Pasts Essays in Early Indian History*, New Delhi, Oxford University Press, 2003.
- .....*The Past Before Us*, Harvard University Press, 2013.
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- Trautmann, Thomas R. *India Brief History of a Civilization*, New Delhi, Oxford University Press, 2011.

## COURSE OUTCOME

To familiarise the students with the heritage of India.

The various stages of the rock art in India would be studied to understand the various evolutionary pattern of the rock art.

## COURSE SPECIFIC OUTCOME

To enable the students to engage with conceptual and general issues regarding Indian culture & Heritage.

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**III SEMESTER**

**CORE COURSE**

**18HIC09**

**TWENTIETH CENTURY WORLD**

**COURSE OBJECTIVES**

To study about growth of imperialism, nationalism and socialism.

To understand the first world war, the Russian revolution and its impact on the western world.

To explicit world politics between two world wars.

To expose the second world war and the emergence of new political order.

To assess the transformation of world politics from bipolar to the unipolar system.

**COURSE SPECIFIC OBJECTIVES**

This course seeks to understand the wars, revolutions, alliances, organisations and regionalism of the twentieth-century modern world since the Imperialism to postmodern times.

**UNIT 1: Legacy of the nineteenth century**

Growth of Imperialism: UK, France, Germany and Japan – Rise of Nationalism, Liberalism and Socialism.

**UNIT 2: World Order upto 1919**

First World War: Its origins, nature, peace settlements and its long term consequences - The Russian Revolution of 1917: Establishment of a socialist state, its political and economic aspects, Responses and reactions in the Western world.

**UNIT 3: World Between the wars**

League of Nations- its success and failure – Great Depression – Emergence of Nazism (Germany) Fascism (Italy) and Militarism (Japan).

**UNIT 4: The Second World War and the New Political Order**

Origins, Nature and Results of the Second World War–Decolonization and Nationalist Movements in Asia – Communist Revolution in China – The UNO and the concept of world Peace.

**UNIT 5: From Bipolar to Unipolar system**

Emergence of the Cold War- Non-aligned Movement and the Third World - Disintegration of the Soviet Union and the Unipolar World System.

## References

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- Joll, James, 1990. *Europe since 1870*, England: Penguin Books.
- Joll, James, 1984. *The Origins of the First World War*, London: Longman.
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- Fay, Sidney Bradshaw, 1958. *The Origins of World War*, New Delhi: Eurasia (second edition).
- Dobb, Maurice. *Studies in the Development of Capitalism*.
- Harbutt, Frazer J., 1986. *The Iron Curtain: Churchill, America and the Origin of Cold War*, New York: OUP.
- Magdoff, H.H. *Imperialism from the Colonial Age to the Present*.
- Sidney, Pollard. *Peaceful Conquest – The Industrialization of Europe, 1760-1970*.
- Berghahn, V.B. *Germany and the Approach of War in 1919*.

## COURSE OUTCOME

- Illustrate the different principles like imperialism nationalism and so on.
- Expound the great war and aftermath of world politics.
- Assess the significance of UNO to promote peace among world countries.
- Highlights the development of Unipolar system.

## COURSE SPECIFIC OUTCOME

- It provided students to elucidate the world countries policies and their approach toward developing and under developing countries.

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**III SEMESTER**

**CORE COURSE**

**15HIC10**

**HISTORY OF CONTEMPORARY INDIA (Since 1947)**

**COURSE OBJECTIVES**

- To understand the realm of current politics through democracy governments.
- To expose India's foreign policies of various governments.
- To evaluate economic policies and development of science and technology
- To study social changes which transformed the Indian society
- To analyze the issues and challenges in contemporary India.

**COURSE SPECIFIC OBJECTIVES**

This course attempts to understand contemporary India through political, economic and social changes by the different governments.

**UNIT – I: The Making of Modern India**

The Aftermath of Partition – The Integration of Princely States - Making of the Constitution – Reorganization of States- Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchyat raj and reservation for women – Anti Mandal protests - Ayodhya Dispute – Era of Coalitions.

**UNIT – II: India's Foreign Policy: Origins, Continuity and Changes**

Panch Sheel - Issues in India-Pakistan Relations - Chinese Aggression – India China War - Non-Alignment - India-Pakistan War of 1971 – Simla Agreement – Pokharan I – Siachen Conflict- Look East Policy –Nuclear Policy and Tests- Kargil War.

**UNIT – III: Economic Policies and Progress in Science and Technology**

Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy – Green Revolution - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era— Liberalization of Economy – Economic transformation.

**UNIT – IV: Social Change and Transformation**

Land Marks in the Progress of Education - Hindu Code Bills - Changes in Family Structure, Caste and

Stratification - Assertion of Dalits and Backward castes — Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

### **UNIT – V: Contemporary Issues and Challenges**

Regional Separatism – Identity Politics in India – Left Wing Extremism and Insurgency – Corruption in Indian Public Life: Scams and Scandals — Women and Personal Laws – The Affirmative Action Debate in India

#### **References**

Bayly Susan. *The New Cambridge History of India, Iv.3, Caste, Society and Politics*, Cambridge, 1999.

Brass, Paul R. *The Politics of India since Independence*, Delhi, Foundation Books, 1980.

Chakrabarty Bidyut. *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge, 2008.

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.... *State & Politics in India*, Oxford University Press, 1998.

Firth, Kathleen & Felicity Hand. *India: fifty years after independence*, Peepal Tree Press, 2001.

Guha, Ramachandra. *India after Gandhi*, London: Picador, 2007.

Jaffrelot, Christophe, *Religion, Caste and Politics in India*, New Delhi, Primus, 2010.

.... *The Hindu Nationalist Movement the Indian Politics, 1925-1990s* (London, 1993)

Jha, Nalini Kant. *India's Foreign Policy in a Changing World*, New Delhi, South Asia Publishers, 2000.

.... *India's Foreign Policy: Emerging Challenges*, New Delhi, Pentagon, 2012.

Krishna Ananth V. *India Since Independence: Making Sense of Indian Politics*, Pearson Education India, 2011.

Lapierre, Dominique & Larry Collins. *Freedom at Midnight*, South Asia Books, 2009.

Ludden David ed. *Making India Hindu*, New Delhi, Oxford University Press, 2007.

Metcalf, Barbara D. & Thomas R. Metcalf. *A Concise History of Modern India*, Cambridge University Press, 2006.

Stokes Eric. *The English Utilitarian's and India*, Oxford University Press, 1982.

Vanaik Achin & Rajeev Bhargava. *Understanding Contemporary India Critical Perspective*, Hyderabad, Orient Black Swan, 2010.

**COURSE OUTCOME**

Acquired the knowledge on Making of Contemporary India  
Obtained the role of political parties to built secular democracy.  
Assess the significance of India's Foreign Policy  
Highlights the development of Indian Economy in the Global context.

**COURSE SPECIFIC OUTCOME**

To draw on the students into historical understanding of contemporary Indian politics, economic and social conditions.



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**III SEMESTER**

**CORE COURSE**

**18HIC11**

**SCIENCE, TECHNOLOGY AND MEDICINE IN MODERN INDIA**

**COURSE OBJECTIVES**

- To elucidate the theoretical understanding of colonial science concept.
- To explicit the science under the company and its explorations.
- To understand the encounters with western medicine and women.
- To explicate the newly introduced technologies of the steam age.
- To access the Indian response to western science and technology and medicine.

**COURSE SPECIFIC OBJECTIVES**

This course aims to provide a new platform for students to evaluate the spread and practice of western science, technology and medicine in colonial India.

**UNIT- I: Science and Empire: Theoretical Perspectives**

The Concept of Colonial Science - Debate regarding the Spread of Western Science among Non-Western Peoples - The Role of Science in the Colonial Process.

**UNIT- II: Science and Colonial Explorations**

East India Company and Scientific Explorations - Science and Orientalism -Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service - The "Tropicality" of India.

**UNIT- III: Western Medicine**

The Indian Medical Service - Encounters with Indian Medicine -Epidemic Diseases, Medical Topographies and Imperial Policy -Women, Missions and Medicine.

**UNIT- IV: Technologies of the Steam Age**

Textiles, Mining and Ship Building - Roads, Railways and Canals - Technology, Ideology and Resistance.

**UNIT- V: Indian Response to Western Science**

Indian Response to New Scientific Knowledge: Interactions and Predicaments - Science and Indian Nationalism: Emergence of National Science; Mahendra Lal Sarkar, P.C.Ray, J.C.Bose – Ideas of Mahatma Gandhi, Jawaharlal Nehru and other Indian Nationalists.

## References

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- Bandyopadhyaya, Arun (ed.), *Science, and Society*, Delhi: Manohar Publications, 2009.
- Dasgupta, Subatra. *Jagdish Chandra Bose and the Indian Response to Western Science*. Delhi: Oxford UP, 1999.
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- Kumar, Deepak. *Disease and Medicine in India: A Historical Overview*, Delhi: Tulika, 2000.
- Lourdusamy, John Bosco. *Science and National Consciousness in Bengal*, Orient Longman, 2004.
- Sangwan, S. *Science, Technology and Colonisation: Indian Experience*, Delhi, Anamika, 1990.

## COURSE OUTCOME

- Understanding of the Diffusion of Western Science Technology and Medicine.
- An estimate of Science and the company and Crown.
- Assess the role of western medicine to eradicate diseases.
- Critical analyse of resistance towards western practices.

## COURSE SPECIFIC OUTCOME

- To induce the students to make research in the history of science, technology and medicine in colonial and post-colonial India.

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**III SEMESTER**

**CORE COURSE**

**18HIC12**

**HISTORIOGRAPHY: THEORY AND METHODS**

**COURSE OBJECTIVES**

The broad aim is to make students aware about the development of history writing in different historical phases continuing till present days.

**COURSE SPECIFIC OBJECTIVES**

To understand the meaning of History and Historiography.

To know the beginning of history writing.

To know the progress of history writing in different ages.

To compare and contrast the different trends in historical writing

To analyze the importance of philosophy of history

To understand the growth of numerous philosophical, intellectual and ideological constructs in all these phases.

To understand the growth of historiography in the given historical milieu.

**UNIT - I**

History: Meaning, Nature and Scope - Social Relevance of History - History and Social Sciences - Philosophy of History – Causation in History - Objectivity in History

**UNIT - II**

Greek and Roman Historiography: Herodotus, Thucydides, Livy - Church Historiography St. Augustine - Medieval Arab Historiography: Ibn Kaldun - Enlightenment Historiography – Contribution of Leopold von Ranke.

**UNIT - III**

Indian Historian's: Kalhana - Alberuni - Abul Fazal - Modern Historians: Jadunath Sarkar  
 D.D. Kosambi - K.A. Nilakanta Sastri - R.C. Majumdar.

**UNIT - IV**

Marxist Historiography: E.P. Thompson - Eric Hobsbawm - Annales Historiography - Impact of Post Modernism - Foucault - Subaltern Studies.

**UNIT - V**

Selection of Topic - Primary and Secondary Sources - External and Internal Criticism - Foot Notes and Bibliography - Stages of Writing Thesis.

## References

- Ali B. Sheikh. *History, Its Theory and Method*, New Delhi, Macmillan Publishers India Limited, 1981.
- Aymard, Maurice and Harbans Mukhia. ed. *French Studies in History*, 2 Volumes. Delhi, Orient Longman, 1988.
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- Sen. S.P. *Historians and Historiography of Modern India*,
- Sreedharan E. *A Textbook of Historiography: 500 BC to AD 2000*, Hyderabad, Orient Blackswan, 2004.

## COURSE OUTCOME

- To look for historical sources and to acquire the ability to differentiate between the primary and secondary sources
- To acquire skill of methodology to write research articles
- To develop the analytical skill of viewing different schools of thought in historiography
- To equip the skill of scientific enquiry in analyzing historical events.
- To learn the components of research methodology.

## COURSE SPECIFIC OUTCOME

To enable the students to understand the history of historical writings and to intellectually equip the students to evaluate the works in the light of new theories and concepts.

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**III SEMESTER**

**ELECTIVE COURSE**

**18HIEC03**

**ECONOMIC HISTORY OF INDIA (1858-1947)**

**COURSE OBJECTIVES**

- To explain the impact of Indian railways on the colonial economy.
- To elaborate on the development of large scale industries and its different phases.
- To understand foreign trade and balance of payments in colonial times.
- To reveal the fiscal policy and system under British rule.
- To estimate the movements of national income and population growth.

**COURSE SPECIFIC OBJECTIVES**

This course seeks to make students to evaluate the concept of British economic activities through their administration.

**UNIT-I: Railways and Indian Economy**

Economic and Political Compulsions-Effects on Agrarian Production and Export of Raw Material – Commercialization of Agriculture-Famines and British Policy.

**UNIT-II: Large Scale Industry**

Modern Industry in Pre-1914 Phase and Post 1914 Phase – Its Nature – Main Industries: Cotton, Jute, Iron and Steel-Rise of Industrial Labour – Labour Force In Large Scale Industry.

**UNIT-III: Foreign Trade and Balance of Payments**

Changing Nature of External Trade-Mercantilism, Industrial Capital and Finance Capital-Drain of Wealth and British Overseas Trade.

**UNIT-IV: The Fiscal System**

The shift from Direct to Indirect Taxation-Tariff and Excise-Monetary Policies and Credit System.

**UNIT-V: National Income and Population**

Movements of National Income After 1858- 'De-Urbanization' Controversy-Population Growth – Pre and Post-Census Estimates.

## References

- Dutt, R. C., *Economic History of India*, Publications Division, Govt. of India, 1968.
- Kumar, Dharma, *Cambridge Economic History of India*, Delhi, Orient Longman
- Desai, A.R., *Social Background of Indian Nationalism*,
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- ..... *Entrepreneurship and Industry in India, 1800-1947*, Delhi, 1994.
- Tripathi, Dwijendra., *Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation*, New Delhi, 1997.

## COURSE OUTCOME

- Able to elucidate the British policy toward railways.
- Reveal the differences of Economic exploitation under the company and Crown.
- Assess the role of colonial government for the development of large and small scale industries.
- Analyse the concept of the fiscal system and national income.

## COURSE SPECIFIC OUTCOME

To understand the students to disclose the impact and consequences of British economic policies and economic exploitation in terms of development.

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**SUPPORTIVE PAPER**

**18HISC02**

**HISTORY FOR COMPETITIVE EXAMINATION**

**COURSE OBJECTIVES**

- To understand the history of ancient India through its empires.
- To study the Delhi sultanate, Mughal and South Indian kingdoms.
- To know the significant role of the national movement from company rule to pre-Gandhian era.
- To perceive the life and mission of many martyrs of India.
- To possess knowledge in the making of contemporary India.

**COURSE SPECIFIC OBJECTIVES**

This course aims to disseminate the importance of Indian History to appear the competitive examinations.

**UNIT-I - Ancient India**

Pre-history - Indus valley - Mauryas - Sathavahana- Guptas - Pallavas - Cholas.

**UNIT-II - Medieval India**

Delhi Sultanate - Vijayanagar - Mughals - Marathas - Nayaks.

**UNIT-III- Modern India I**

Company rule - South Indian Rebellion - Revolt of 1857 - INC - Pre Gandhian era.

**UNIT-IV- Modern India II**

Partition of Bengal - Non cooperation movement - Civil Disobedience - INA - Indian Independence Act.

**UNIT-V- Contemporary India**

Indian Constitution - Ambedkar - Nehru - Kamaraj - Five year plans - Indira Gandhi - The Emergency.

**References**

- Habib, Irfan. *Prehistory*. Delhi, Tulika, 2001.
- Thaper, Romila., *Early India: From the Origins to AD 1300*, New Delhi, Penguin Books, 2005.
- Rizvi, S.A.A. *The Wonder that was India. Vol 2*, Delhi, Foundation Books,1993.
- Chandra, Bipan., *History of Modern India*, New Delhi, Orient Blackswan, 2009.

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Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula. *India since Independence*, Penguin Books, 2008.

Guha, Ramachandra., *Makers of Modern India*, Penguin Books, 2012.

### **COURSE OUTCOME**

Critical analyse of prehistory and Indus valley civilization in ancient India.

An estimate of Medieval Indian empires and their achievements.

Understanding the importance of the struggle for freedom and its results.

Assess the role of governments towards the development of a nation since independence.

### **COURSE SPECIFIC OUTCOME**

To stimulate the student to understand the need of Indian history for contemporary competitive examinations.



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III SEMESTER

SUPPORTIVE COURSE

18HISC02

**INDIAN CONSTITUTION**

**COURSE OBJECTIVES**

To know the history of the Indian constitution and its basic features.

To expound the Fundamental rights and fundamental duties of the citizens.

To understand the powers and functions of President, Prime Minister and Parliament.

To perceive state governments and centre-state relations.

To obtain the role of judiciary and process for amendments.

**COURSE SPECIFIC OBJECTIVES**

This course aims to help the students to acquire prominent facts of the Indian constitution to appear the competitive examinations.

**UNIT-I-** The Making of India's Constitution and its sources - Basic Features of India's Constitution.

**UNIT-II-** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.

**UNIT-III-** Union Government: President, Parliament, Cabinet and Prime Minister.

**UNIT-IV-** The State Government: Governor, Council of Ministers and the Chief Minister - centre-state Relations.

**UNIT-V-** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.

**References**

Austin, G. *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.

..... *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.

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Baxi, U. *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.

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Mallya, N. N. *Indian Parliament*, New Delhi, National Book Trust, 1970.

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Noorani, A. G. *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.

Pyle, M. V. *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.

.... *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.

Ray, A. *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970.

Setalvad, M. C. *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975

Sharma, L. N. *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976.

Sharma, S. R. *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

### **COURSE OUTCOME**

Understanding of the constitutional history and role of the constituent assembly.

An estimate of salient features of the Indian constitution.

Assess the role of Legislative, Executive and Judiciary to protect the democracy.

Critical analyse of federal government setup through centre-state relations.

### **COURSE SPECIFIC OUTCOME**

To encourage the student to face the competitive examinations and help them to crack the constitution portions.

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**III SEMESTER**

**SUPPORTIVE COURSE**

**18HISC02**

**INDIAN CONSTITUTION**

**COURSE OBJECTIVES**

To know the history of the Indian constitution and its basic features.

To expound the Fundamental rights and fundamental duties of the citizens.

To understand the powers and functions of President, Prime Minister and Parliament.

To perceive state governments and centre-state relations.

To obtain the role of judiciary and process for amendments.

**COURSE SPECIFIC OBJECTIVES**

This course aims to help the students to acquire prominent facts of the Indian constitution to appear the competitive examinations.

**UNIT-I-** The Making of India's Constitution and its sources - Basic Features of India's Constitution.

**UNIT-II-** Preamble - Fundamental Rights and Duties and the Directive Principles of State Policy.

**UNIT-III-** Union Government: President, Parliament, Cabinet and Prime Minister.

**UNIT-IV-** The State Government: Governor, Council of Ministers and the Chief Minister - centre-state Relations.

**UNIT-V-** Supreme Court and the Constitutional Process – Emergency – Amendments to the Constitution.

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Sharma, S. R. *The Indian Federal Structure*, Allahabad, Central Book Depot, 1967.

### **COURSE OUTCOME**

Understanding of the constitutional history and role of the constituent assembly.

An estimate of salient features of the Indian constitution.

Assess the role of Legislative, Executive and Judiciary to protect the democracy.

Critical analyse of federal government setup through centre-state relations.

### **COURSE SPECIFIC OUTCOME**

To encourage the student to face the competitive examinations and help them to crack the constitution portions.

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**IV SEMESTER**

**ELECTIVE COURSE**

**18HIEC04**

**INTERNATIONAL RELATIONS SINCE 1945 CE**

**COURSE OBJECTIVES**

The broad aim is to make students aware about the International relations since 1945 to present days.

To highlight the Theories on International Relations

To approach analytically the challenges of International Relations

To disseminate the Challenges and responses of International Relations

**COURSE SPECIFIC OBJECTIVES**

To achieve a personal understanding of whether or not they possess the ability, motivation and interest to pursue further postgraduate study in History.

**UNIT- 1 Introduction to International Relations**

Nature and Scope of International Relations – Theories of International Politics – National Power and National Interest – Balance of Power and its relevance – Collective Security – Determinants of Foreign Policy and Diplomacy.

**UNIT- II United Nations Organization**

Structure, Power and Functions of U.N.O – Specialized Agencies of U.N.O. – Reformation and Revision of the U.N.O – Challenges before the U.N.O – Evaluation of the U.N.O.

**UNIT- III Contemporary Relevance of Cold war**

Origin, Meaning and Basis of Cold War – Different Phases of Cold War – Implications and Impact of Cold War – End of Cold War - Collapse of the Soviet Union and the Unipolar World System – Foreign Policies of USA, USSR, China and India.

**UNIT- IV Arms Race, Nuclear Disarmament and Terrorism**

General factors pertaining to Arms Race and Nuclear Disarmament – Arms Control Treaties: PTBT, NPT, CTBT, SALT – I & II, START etc., East West Military Confrontation – Impact of Nuclear Weapons on International Politics – History of Terrorism – Definitions of Terrorism – Terrorism and Counter Terrorism on International Politics.

**UNIT- V Regional Organizations**

Military Pacts: NATO, SEATO, CENTO, ANZUS, Warsaw Treaty, COMECON etc., Idea of Regionalism: OAS, APEC, NAFTA, E.U, BRICS, G7, G15, Arab League, OPEC, OAU, Common Wealth, ASEAN, NAM and the Third World Countries.

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## COURSE OUTCOME

- To analyse various institutions started in the world to maintain peace.
- To evaluate the peace making process of the international peace lovers.
- To approach the countries that have real challenges to make good relations.

## COURSE SPECIFIC OUTCOME

Demonstrate their comprehension and an in-depth orientation to understand of the character of contemporary international relations.

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**IV SEMESTER**

**PROJECT**

The students are entitled to do a project work on any social problem relevant the study of history. The project work contains introduction, review of literature, methodology, analysis, along with conclusion and bibliography.

**PROJECT**