

**BHARATHIAR UNIVERSITY, COIMBATORE –46**

**M.A. HISTORY (CBCS) SYLLABUS**

**Syllabus with effect from the academic year 2018 - 2019**  
**(For the student admitted during the academic year 2018-19 and onwards)**

**ELIGIBILITY FOR ADMISSION TO THE COURSE**

Any Graduate is eligible for admit to M.A. History

**COURSE OF STUDY AND SCHEME**

Sem	Sub.Code No.	Subject	Credit	University Examination		
				Internal (%)	External (%)	Total
I	18HIAC01	History of Ancient India upto 6 <sup>th</sup> century B.C	4	25	75	100
	18HIAC02	History of Ancient India 600 B.C- A.D. 647	4	25	75	100
	18HIAC03	History of Medieval India up to A.D. 1526	4	25	75	100
	18HIAC04	History of the Mughals A.D. 1526 – A.D. 1707	4	25	75	100
	18HIAE01	<i>Elective:</i> Cultural Tourism in India	4	25	75	100
	GS107	<i>Supportive – I</i> History and Civil Service Examinations	2	12	38	50
	II	18HIAC05	Modern India up to A.D. 1857	4	25	75
18HIAC06		History of Europe, A.D.1453 - A.D.1789	4	25	75	100
18HIAC07		History of Tamil Nadu up to A.D. 1565	4	25	75	100
18HIAC08		History of Tamil Nadu from A.D. 1565 to A.D. 1987	4	25	75	100
18HIAE03		<i>Elective:</i> Indian National Movement A.D. 1857 - A.D. 1947	4	25	75	100
GS108		<i>Supportive – II</i> Working of The Indian Constitution	2	12	38	50
III		18HIAC09	Contemporary India A.D. 1947- A.D. 2000	4	25	75
	18HIAC10	History of China A.D. 1800 – A.D. 2000	4	25	75	100
	18HIAC11	History of USA, A.D. 1865 -A.D. 2000	4	25	75	100
	18HIAC12	Modern Europe A.D. 1789 – A.D. 1945	4	25	75	100
	18HIAE04	<i>Elective:</i> Principles and Methods of Archaeology	4	25	75	100
	GS109	<i>Supportive – III</i> History for Competitive Examinations	2	12	38	50
	IV	18HIAC13	History of Science & Technology	4	25	75
18HIAC14		Historiography: Theory and Methods	4	25	75	100
18HIAC15		International Relations Since A.D. 1945	4	25	75	100
18HIAC16		Indian Polity and Governance	4	25	75	100
		Swayam: Architectural Conservation and Historical Preservation	2	12	38	50
		Project work & Viva-Voce / Guide evaluation	8	50	150	200

**Supportive courses offered to other departments**

GS107	History and Civil Service Examinations	2	12	38	50
GS108	Working of the Indian Constitution	2	12	38	50
GS109	History for Competitive Examinations	2	12	38	50
	Human Rights	2	12	38	50
	Women in History	2	12	38	50

**Credit: 92      Total Marks: 2300**

**Supportive courses offered to other departments**

GS107	History and Civil Service Examinations	2	12	38	50
GS108	Working of the Indian Constitution	2	12	38	50
GS109	History for Competitive Examinations	2	12	38	50
	Human Rights	2	12	38	50
	Women in History	2	12	38	50

**PROGRAMME OBJECTIVE:**

**PO1:** To qualify the students with significance of history and to have extensive opportunities.

**PO2:** To realize the real value and efficiency of history for their future development

**PO3:** To motivate the student to bring out unlight events and records and to derive proper study of history.

**PO4:** To provide proper space for understanding about formations of kingdoms and contributions and sacrifices of Indian freedom fighters.

**PO5:** To train the student in various fields.

**PO6:** To form graduate with the knowledge, insight, skills, inventing problems, solving capabilities and attitudes by providing a broad professional education.

**PO7:** To increase student's capability to work without direct supervision, to discuss ideas in groups and to negotiate, question and summarize.

**PO8:** To train the students mentally and physically to attend all competitive examinations with Positive approach for the upliftment of individual and society.

## SEMESTER – I

**Title of the Subject** : **HISTORY OF ANCIENT INDIA UP TO 6<sup>th</sup> CENTURY B.C**  
**Code No.** : **18HIAC01** **No. of Credits: 4**  
**No. of Teaching Hours: 65**

### Course Objectives:

1. To analyze Various Sources of Ancient History
2. To identify pre-historic sites, tools, special features of Indus Valley Civilization,
3. To make a comparative study of Harappan culture and Vedic culture.
4. To acknowledge the informations about Megalithic culture and settlements.

### UNIT I: Sources

Sources: Archaeological sources – exploration, excavation, epigraphy, numismatics, monuments. Literary sources – Indigenous: Primary & Secondary sources – Poetry, Scientific literature, Literature in regional languages, Religious literature, Foreign accounts – Greek, Chinese and Arab writers.

### UNIT II: Pre - History & Proto - History

Pre - History & Proto - History: Geographical Factors – Hunting and gathering (Paleolithic & Mesolithic); Beginning of Agriculture (Neolithic and Chalcolithic).

### UNIT III: Indus Valley Civilization

Indus Valley Civilization: Origin, date, extent, characteristics, town planning, dockyard, decline, survival, significance, Art and Architecture.

### UNIT IV: Megalithic culture

Megalithic culture, distribution of pastoral and farming culture outside the Indus, Development of community life, Settlements, Development of Agriculture, crafts, pottery and iron industry

### UNIT V: Aryans & Vedic period

Aryans & Vedic period: Expansion of Aryans in India, Vedic period, religious & philosophical literature, transformation from Rig Vedic period to Later Vedic period, political, social, economic life, Significance of Vedic age, Evolution of Monarchy and Varna System.

### Reference Books:

1. Basham, A.L. *The wonder that was India*, Newyork, grow press 1954.
2. Kosambi, D.D *The culture and civilization of Ancient India: In Historical outline* New Delhi; Vikas 1971.5<sup>th</sup> Print.
3. Sharma,R.S. *Material culture and social formation in Ancient India*, Mac millan1983.
4. Majumdar R.C. (ed) *History and culture of Indian people*. Bombay; Bharatiya Vidya Bhavan 1960. Relevant Vol.
5. Thapar Romila, *A History of India*, Vol I New Delhi, Penguin Books, Revised ed, 1990.
6. Thapar Romila, *Early India: From the Origins to A.D. 1300*, New Delhi, Penguin India, 2002.

### Course Outcomes:

On successful completion of the course, the students will be able

**CO1:** To know the Sources and its divisions, literature and foreign accounts, this depicts the society of ancient India.

**CO2:** To understand the evolution of man and his life progress in various stone ages, making and use of weapons, and formation of permanent settlements.

- CO3:** To interpret the origin and developments of civilizations, culture and trade contacts with meagre facilities.
- CO4:** To know the changes of culture and customs, practices and methods in their livelihood, development process in occupations, arts and crafts.
- CO5:** To analyze the factors lead to formation of Vedic society and its contributions for making perfect society.

**Course Prepared by** Dr.G.Malathi

**Course Verified by** HOD i/c

**Title of the Subject** : **HISTORY OF ANCIENT INDIA 600 B.C – A.D. 647**  
**Code No.** : **18HIAC02** **No. of Credits: 4**  
**No. of Teaching Hours: 65**

**Course Objectives:**

1. To study about social transformation from Magadha empire to Rajputs .
2. To study about the cultural evolution of various dynasties.
3. To provide knowledge of Polity & Administration of various dynasties.
4. To know the Indian feudalism, Educational Institutions and Muhammeden invasions

**UNIT I : Mahajanapadas**

Period of Mahajanapadas; Formation of States, Republics and Monarchies; rise of urban centres; trade routes; economic growth; Introduction of coinage; Spread of Jainism and Buddhism; Rise of Magadha and Nandas. Iranian and Macedonian Invasions and their impact.

**UNIT II : Mauryan Empire**

Mauryan empire : Foundation, Chandragupta, Kautilya and Arthasastra. Ashoka, concept of dharma, Ashokan edicts, Brahmi and Kharosthi scripts, Spread of Buddhism. Polity and Administration, Economy, Art and Architecture, External contacts. Disintegration of the empire; Sungas and Kanvas.

**UNIT III : Post –Mauryan Period**

Post –Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas); Contact with outside world; Economy, coinage, Development of religions, Mahayana, Social conditions, Art and Architecture, culture, literature and science.

**UNIT IV : Early State and Society**

Early state and society in Eastern India, Deccan and South India – Kharavela, The Satavahanas, Tamil States of Sangam Age - Administration - Economy - Land grants – coinage – trade guilds – urban centres – Buddhist centres – Sangam literature, culture; Art and Architecture.

**UNIT V : Guptas and Muhammeden Invasions**

Guptas – Vakatakas, Vardhanas – Harsha –Polity & Administration – Economic conditions – coinage of Guptas – Land grants – Decline of urban centres – Indian feudalism - Caste system - position of women – Educational Institutions – Nalanda, Vikramasila, Vallabhi, Kanchi, Sanskrit literature, Scientific literature, Art and Architecture – Political condition of North India

– Arab Conquest of Sindh – Muhammeden Invasions – Battle of Tarain – Foundation of Muslim rule in India.

**Reference Books:**

1. Basham, A.L. *The wonder that was India*, Newyork, grow press 1954.
2. Kosambi, D.D *The culture and civilization of Ancient India: In Historical outline* New Delhi; Vikas 1971.5<sup>th</sup> Print.
3. Sharma,R.S. *Material culture and social formation in Ancient India*, Mac millan1983.
4. Majumdar R.C. (ed) *History and culture of Indian people*. Bombay; Bharatiya Vidya Bhavan 1960. Relevant Vol.
5. Thapar Romila, *A History of India*, Vol I New Delhi, Penguin Books, Revised ed, 1990.
6. Thapar Romila, *Ashoka and the Decline of the Mauryas*, Penguin Books, Revised ed, 1961.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To analyze the factors lead to formation of petty kingdoms and their administrative systems and its significance for economic developments.
- CO2:** To know the emergence of new religions and their impacts in minds of people and society.
- CO3:** To interpret the factors for bestow some many reforms by emperors and their royal edict which pave great source to derive perfect ancient society.
- CO4:** To understand about friendly alliance of North and South Kingdoms through trade and religious contacts.
- CO5:** To know the developments of art and architecture, emergence of educational institutions and patronage of royal peoples.

**Course Prepared by** Mr.K.Karthiphan

**Course Verified by** HOD i/c

**Title of the Subject : HISTORY OF MEDIEVAL INDIA UPTO A.D. 1526**

**Code No. : 18HIAC03**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. To provide knowledge on the rich cultural contribution of Muslim rulers.
2. To encourage students to undertake research in the unexplored areas of medieval history
3. To study about the cultural evolution of various dynasties.
4. To study about the reasons for the decline of various dynasties.

**UNIT I : Slave Dynasty**

Archaeological, Epigraphic and Numismatic sources, Chronicles, Foundation of Delhi Sultanate - Slave Dynasty – Qutb-ud-din Aibak – Iltutmish – consolidation of empire - Raziya – Balban; Domestic and Foreign policy of the sultans.

**UNIT II : The Khalji Dynasty**

The Khalji revolution – Jalal-ud-din Khalji – Alauddin Khalji – Market and Administrative reforms – Expeditions – Malik- Kafur and Expedition of South India.

**UNIT III : Tughluq Dynasty**

Tughluq Dynasty : Ghiasud din Tughluq – Muhammed bin Tughluq – Transfer of Capital - Token Currency – Firuz Tughluq – Agrarian Measures – Charity Endowment.

**UNIT IV : Various Spheres of Delhi Sultanate**

Administration : Civil, Judicial, Revenue, Fiscal and Military; Economy – agriculture - Trade – Industry - Hundi ; Social condition - position of women - culture – literature – Art and Architecture under the Delhi Sultanate. Medieval Historians – Ibn Battuta, Amir Khusrau, Alberuni, and others; Foreign Travellers' Accounts.

**UNIT V : Decline of Delhi Sultanate**

The Sayyids and the Lodis – Decline of Delhi Sultanate - Rise of the Bahmanids and Provincial Kingdoms – Gujarat, Malwa, Bengal and Kashmir.

**Reference Books:**

1. Desai .A., Indo-Islamic Architecture (Delhi, Publication Division, 1972).
2. Gordon, Stewart, The Marathas. 1600-1818, The New Cambridge History of India (Delhi, Foundation Books, 1994)
3. Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
4. Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, 11.4 (Delhi, Foundation Books, 1993). Reprint Paperback, 1993.
5. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997)
6. Ishwari Prasad, History of Medieval India, Allahabad, Indian Press Ltd, 1976.
7. Mohamed Habi and K.A Nizami Delhi Sultantes.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To evaluate the important features of the five different dynasties and to analyze the importance of the Sultanate under each dynasty.
- CO2:** To examine about the development of Political Institutions and relationship amongst rulers and to understand the strategies of military control and resource mobilization.
- CO3:** To acquire knowledge about administration, economic and social condition, literary development under Delhi Sultanate.
- CO4:** To know the Islamic Architecture patronized by Delhi Sultanate and understand the new techniques used in art architecture, painting and music which emerged with the inter mingling of new languages.
- CO5:** To illustrate how Traveller's accounts, court chronicles and historical buildings are used to write History.

**Title of the Subject : HISTORY OF THE MUGHALS A.D. 1526 - A.D. 1707**

**Code No. : 18HIAC04**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. To analyze various sources of the study.
2. To understand the political, economic and social condition during the Mughal period.
3. To understand the impact of Mughal Rule in India and the penetration of European powers in the Indian soil.
4. To analyze the reasons for the decline of Mughals.

**UNIT I : Mughal Empire**

Sources of the study - Foundation of the Mughal Empire – Babur – Humayun - Sur dynasty - Sher Shah Sur - administrative reforms.

**UNIT II : Expansion of Mughal Empire**

Expansion of the Mughal Empire under Akbar – Conquests– Rajput policy – Consolidation of the empire – Reforms – Religious Policy - Sulh –i-kul & Din-i-ilahi - Jahangir – Expansion during 1611- 1621 - Nur Jahan Junta

**UNIT III : Decline of the Mughal Empire.**

Shah Jahan – Aurangzeb – Deccan policy – Rise of Marathas – Shivaji - Causes for the decline of the Mughal Empire.

**UNIT IV : Mughal Administration, Art and Architecture**

Mughal administration – land revenue: Mansabdari and Jagirdari systems - Bhakti and Sufi Movements - Society, culture, position of women, literary developments - Mughal Art, Architecture and paintings.

**UNIT V: Advent of Europeans**

Advent of Europeans and their Trade Centers - Portuguese - Dutch - English and French.

**Reference Books:**

1. Gordon, Stewart, *The Marathas*. 1600-1818, The New Cambridge History of India (Delhi, Foundation Books, 1994)
2. Ishwari Prasad, *A Short History of Muslim Rule in India*, (Allahabad, The Indian Press Ltd., 1965).
3. Karashima, N., *Towards A New Formation, South Indian Society under Vijaynagar Rule* (Delhi, GUP, 1992).
4. Habib, Irfan, *Akbar and His India*.

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To know the origin and foundation of Mughal empire in India.

**CO2:** To explain about the qualities that made Babur and Akbar the great successful emperors.

**CO3:** To discuss about the economic, social and religious conditions during various Mughal rulers in this period .

**CO4:** To examine about the development of administrations and to understand the strategies of military control and resource mobilization.

**CO5:** To understand the new techniques used in art architecture, painting and music.

**Title of the Subject : ELECTIVE: CULTURAL TOURISM IN INDIA**  
**Code No. : 18HIAE01** **No. of Credits: 4**  
**No. of Teaching Hours: 65**

### Course Objectives

1. To understand the importance of Cultural tourism,
2. To know the major religions and the religious sites.
3. To learn about the Architecture, Customs and Costumes
4. To provide knowledge the dances, fairs, festivals and Handicrafts of India and Arts of India

### UNIT – I : Principles of Tourism

Tourism Definition- Nature and importance- Components of Tourism-Types of Tourism- Elements of Tourism- Evolution and Development of Tourism in India.

### UNIT – II : Cultural Tourism

Culture : Cultural Tourism – Meaning, Definition –Features of Cultural Tourism – Scope of Cultural Tourism in India – Impact of Cultural Tourism - History of Cultural and Pilgrimage Tourism in India

### UNIT – III : Religious Sites in India

Religious Sites: Varanasi-Kailash-Manasorovar-Rishikesh-Badrinath- Ketharinath-Madurai Tanjore-Rameshwaram-Sanchi-Nalanda-Saranath-Lumbini-Ajanta-Mt.Abu-Saravana Belagolo, (Jama Masjid)(Fatehpur Sikri)-Nagore Dargah-(Golden-Temple)-St.John's Church-Velankanni Church.

### UNIT – IV : Art, Architecture and Handicrafts

Architecture: Forts, Palaces and other Architectures- their location and important features - Customs and Costumes - Indian Paintings- Performing Arts of India: Dances (classical and folk traditions), Indian Music and Musical instruments: School of Indian Music –Indian Theatre, Handicrafts: Indian Handicrafts-Textiles, clay works, stone works, woodworks - Craft Melas-Craft Villages of India

### UNIT – V: Fairs and Festivals

Fairs and Festivals :Kumbhamela, Pushkar Fair, Ganga Sagar Fair, Baneshwar Fair, Sonapur Cattle Fair, Tarnetar Fair, Banganga Fair; **Festivals** – National Festivals, Bikaner Festival, Ladakh Festival, Lucknow Festival, National Kite Festival, Gangaur Festival, Diwali, Pongal, Buddha purnima, Mahavir Jayanthi,, Baisakhi, Dhashara Festival-Pooram Festival-Ramzan, Christmas, Dance Festivals – Khajuraho, Konark, Natyanjali and Pattadakal.

### Reference Books:

1. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002)
2. Michell, George, Monuments of India, Vol. 1. London.
3. Davies, Philip, Monuments of India, Vol. II.,London.
4. Brown Percy, Indian Architecture (Buddhist and Hindu), D.B. Taraporevala Sons & Company Bombay,(revised in 2010).
5. Brown Percy, Indian Architecture (Islamic period), D.B. Taraporevala Sons & Company Bombay,(revised in 2010).
6. Jain, Jyotindra & Arti, Aggrawala : National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi, 1989
7. Mehta. R. J. Handicrafts & Industrial Arts of India, New York.
8. Hussain, S. A, The national culture of India, National Book Trust, New Delhi, 1987.



**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To know the origin and development of culture, and form of cultural tourism in India.
- CO2:** To understand the role of culture and pilgrimages in growth of tourism.
- CO3:** To understand the cultural contacts of different peoples from various place, regions and foreign countries.
- CO4:** To analysis different kinds of art and architecture, customs and costumes and musics .
- CO5:** To know numerous kinds of art and craft skills of people and it pave way for increase the arrival of tourists and to deal with traditional way of celebrations.

**Course Prepared by** Dr.G.Malathi

**Course Verified by** HOD i/c

**Title of the Subject : ELECTIVE: ARCHITECTURAL CONSERVATION AND HISTORICAL PRESERVATION**

**Code No. : Swayam**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives**

1. This course is designed to address Historic Preservation and Conservation as an approach that established a link between past, present and future.
2. To familiarize the students with the status of conservation movement, various agencies involved in the field of conservation worldwide and their policies.
3. To introduce the international framework of conservation, definitions and concepts.
4. Information about the character and issues in our heritage towns will be inculcated to students.

**UNIT – I : Heritage Conservation and International Agencies**

Understanding Heritage. Types of Heritage . Heritage Conservation-Need, Debate and purpose. Defining Conservation, Preservation and Adaptive reuse. Distinction between Architectural and Urban Conservation. Ethics of conservation, Significance and Value Assessment. History of Conservation Movement International agencies like ICCROM, UNESCO and their role in Conservation, World Heritage Sites, Selection criteria, Case Studies, Endangered sites.

**UNIT – II : Policies, Projects of Central and State Governments**

Monument conservation and the role of Archeological Survey of India-role of INTACH - Central and state government policies and legislations – inventories and projects – select case studies of sites such as Hampi, Golconda, Mahabalipuram – craft Issues of conservation.

**UNIT – III : Monuments, Preservation and Case Study**

Listing of monuments documentation of historic structures-assessing architectural character – historic structure report – guidelines for preservation rehabilitation and adaptive reuse of historic. Listing of monuments documentation of historic structures-assessing architectural character-historic structure report – guidelines for preservation rehabilitation and adaptive re-

use of historic structures - Case studies, seismic retrofit and disabled access / services additions to historic buildings – heritage site management.

#### **UNIT – IV : Urban History and Heritage Impact**

Over view of urban history of Indi understanding the character and issues of historic cities – select case studies of towns – historic districts and heritage precincts. New building in historic settings. Townscape analysis, Visual Integration heritage impact assessment.

#### **UNIT – V: Historic Sites and Planning Tools**

Interpretation and Presentation of Historic Sites. Urban conservation and heritage tourism, Heritage Trail. Conservation as a planning tool – financial incentives and planning tools such as Transferable Development Right (TDR) - Community participation.

#### **Reference Books:**

1. Donald Appleyard, The Conservation of European Cities, M.I.T, Press, Massachusetts
2. James M. Fitch, Historic Preservation: Curatorial Management of the Built World by University Press of Virginia; Reprint edition (April 1, 1990)
3. A Richer Heritage: Historic Preservation in the Twenty-First Century
4. Bernard Feilden, Conservation of Historic Buildings, Routledge

#### **Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To Gain special knowledge in understanding Heritage and International agencies role in Conservation.
- CO2 :** To Analyze the Policies and Projects of Central and State Government.
- CO3 :** To interpret the case studies of historical buildings and monuments.
- CO4 :** To enrich knowledge about the character and issues of historic cities.
- CO5 :** To know that Conservation as a planning tool and need as community participation in it.

**Course Prepared by** Mr.K.Karthiphan

**Course Verified by** HOD i/c

**Title of the Subject : SUPPORTIVE –I : HISTORY AND CIVIL SERVICE  
EXAMINATIONS**

**Code No. : GS107**

**No. of Credits: 2**

**No. of Teaching Hours: 32**

#### **Course Objectives:**

1. To appear for Civil Service Examinations
2. To study the events of national and international importance
3. To study about the various stages of Indian National Movement
4. To learn the history of India during post-independence period and the effects of globalization in Indian society.

#### **UNIT – I: India under British Rule**

History of Civil Service - Indian Administration - pre-colonial - under British rule - Administrative Reforms.

**UNIT – II: All India Service**

IAS, IPS, IFS, IRS- Union Public Service Commission - Composition and Function.

**UNIT – III: Selection Method**

Nature of Civil Service Examinations - Preparation Methods for Preliminary and Main Examination - Interview - Interpersonal skills including communication skills-State Services Commission and Selection Process.

**UNIT – IV: Civil Services Aptitude Test**

Events of national and international importance - Indian Polity and Governance - Constitution, Political System, Panchayat Raj, Public Policy, Rights Issues, etc. - Comprehension - Linguistic & Numerical Skills.

**UNIT – V: General Studies**

The Freedom Struggle - its various stages and important contributors or contributions from different parts of the country - Post-independence consolidation and reorganization within the country-Effects of globalization on Indian society - Social empowerment, communalism, regionalism & secularism.

**Reference Books:**

1. Grover,B.L.Grover,S. *A New Look at Modern Indian History From 1707 to the Modern Times*.S.Chand&Company, New Delhi,2008.
2. Michael Edwardes, *British India 1772-1947*.Rupa Publications, New Delhi,2011.
3. Vishnu Bhagavan, VidhyaBhushan, *Indian Administration*, S.Chand& Co, New Delhi, IV ed, 2005.
4. Aggarwala, R.N. *National Movement and Constitutional Development of India*, Messers Metropolitan Book Co, New Delhi, 1956.
5. Basu,D.D. *Introduction to the Constitution of India*, Wadhwa Nagpur, New Delhi, 2003.
6. Maheshwari, S.R.*Indian Administration*, Orient Blackswan, New Delhi, 2001.
7. Sharma,P.D.Sharma,B.M. *Indian Administration Retrospect and Prospect*, Rawat Publications, New Delhi, 2009.
8. Bipan Chandra - Modern India.
9. Bipan Chandra – India after Independence.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To know the origin and development of Civil Services in India and its process and progress with efforts of various officials.
- CO2:** To understand about the significance and role of Civil Servants in the administration of country.
- CO3:** To know the details about process and functions of civil service exams and Preparation for competitive exams.
- CO4:** To interpret the present administrative system with ancient methods and regulate their society with power of constitutions.
- CO5:** To focus the ideas for developing their nations for global competitions and the goal to achieve developed nation.

Course Prepared by Mrs.T.Sangeetha

Course Verified by HOD i/c

**SEMESTER – II**

**Title of the Subject : MODERN INDIA UPTO A.D. 1857**  
**Code No. : 18HIAC05**

**No. of Credits: 4**  
**No. of Teaching Hours: 65**

**Course Objectives:**

1. To understand the early settlements of the European powers in India.
2. To study the struggle for supremacy among the Europeans.
3. To understand the policies of British and their impact on Indian economy.
4. To trace the educational development during the British Raj.

**UNIT I : Early European settlements**

The Early European settlements: Portuguese - Dutch - English - French East India Companies - Carnatic Wars – Anglo-French rivalry in Bengal – Siraj ud Daula – English - Battle of Plassey & its significance.

**UNIT II : Nawabs of Bengal and Wars**

Nawabs of Bengal – Mir Jafar - Mir Qasim - Battle of Buxar – (Anglo – Mysore wars) – Marathas – (Anglo-Maratha wars).

**UNIT III : Early Administrative Structure**

The early administrative structure: From Diarchy to direct control – Regulating Act of 1773 – Pitt's India Act 1784 – Charter Act of 1813 and 1833 – Free trade and the changing character of the British colonial rule – Charter Act of 1853.

**UNIT IV: Economic impacts and Developments**

Economic impact – Land Revenue Settlement – the Permanent, Ryotwari, Mahalwari and their impact – commercialization of Agriculture – The Rights of Landless labourers – Dislocation of Traditional Trade & commerce – the Industrialization – Decline of Traditional crafts – Drain of wealth –Famine & poverty – Development of Communication: Railways – Road ways – Telegraph – Postal Services - European business and Enterprises and its limitations.

**UNIT V : Social & Cultural Development**

Social & cultural development – Indigenous education – Orientalist - Anglicist controversy – Introduction of Western Education – press, literature & public opinion – Modern vernacular literature, progress of science, Christian missionary activities in India.

**Reference Books:**

1. Chandra Bipan et al, A History of Modern India, Orient Blackswan, New Delhi, 2009.
2. Chhabra, G.S.Advanced Study in the History of Modern India Vol.I,II,III 1707 –1947, Sterling Publishers, New Delhi, 1971 (revised ed in 2010)
3. Desai, A.R, Social Background of Indian Nationalism, 6<sup>th</sup> edn, Sage publications, 2005.
4. Grover, B.L.A New Look on Modern Indian History, reprint, S.Chand & Co, 1998.
5. Majumdar, R.C. and et al. An Advanced History of India, Macmillan, London, 1960.

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To know the arrival of foreigner for trade contacts and changed as administrators of India.

- CO2:**To analyze the factors and wars which pave way for influence of British in petty states.
- CO3:** To know the details of various acts and regulations to control India and it changed as British India.
- CO4:** To interpret the effects and impacts of British rule in economic conditions and implements of technology for perfect administration.
- CO5:** To focus the development of society through education with spread of Christianity.

**Course Prepared by** Mrs.T.Sangeetha

**Course Verified by** HOD i/c

**Title of the Subject : HISTORY OF EUROPE, A.D.1453 - A.D.1789**

**Code No. : 18HIAC06**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. To study the significant period in the history of Europe that witnessed important social, cultural, intellectual and technological changes, but also continued to resemble an older Europe in many ways.
2. It focuses on the evolution of European powers through the Renaissance and the Reformation eras.
3. To introduce students to some of the major developments in the world from the decline of the feudal age to the French revolution.
4. To acknowledge the information of The Age of Enlightenment

**UNIT – I : Medieval European History**

Fall of Eastern Roman Empire-Ottoman Turks-Geographical Discoveries- Decline of Feudalism-Beginning of Capitalism.

**UNIT – II : Commercial Revolution**

Commercial Revolution in Western Europe -Mercantilism- Renaissance and Reformation-Counter Reformation-Thirty Years War in Europe.

**UNIT – III : Rise of New Absolute Monarchies**

Emergence of the Nation States- The rise of new absolute monarchies – Louis XIV.

**UNIT – IV : Parliament Structure of England**

Growth of Parliamentary Institutions in England.

**UNIT – V: Age of Enlightenment**

The Age of Enlightenment - The emergence of a scientific view of the world.

**Reference Books:**

1. Davis,H.A. Revised by D.H.C. Blount.(1968) An Outline History of the World. New Delhi: OUP.
2. Mckinley,Albert E.,Arthur C. Howland & Matttew L. Dawn.(1994) World History Vol I & II .New Delhi: Atlantic Publishers.
3. Swain,J.E.(1970 ) A History of World Civilization New Delhi:Eurasia Publishers,2<sup>nd</sup> Reprint.
4. Thomson,David.(1966) Europe since Napolean.London:Penguin,Reprint.

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To analyze the reasons behind the fall of Eastern Roman Empire and the effects of the fall of Constantinople and to know new geographical discoveries made by various navigators through new explorations through sea routes.

**CO2:** To analyze about various factors led to Commercial Revolution in Western Europe and its impact on Western society and to know the Historical importance of Renaissance , Reformation movements and invention of new materials and its impact around Europe and to various countries.

**CO3:** To examine about the conditions for emergence of Nation States, need for rise of New Monarchies and role of various Rulers towards it.

**CO4:** To understand and discuss about the system and procedure of forming Parliamentary institutions in England and their Growth.

**CO5:** To know the various scientific developments during Enlightenment period and its contributions for emergence of new scientific world .

**Course Prepared by** Mr.K.Karthiphan

**Course Verified by HOD i/c**

**Title of the Subject : HISTORY OF TAMIL NADU UP TO A.D. 1565**

**Code No. : 18HIAC07**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. This course describes the importance and values of sources for the study of History of Tamil Nadu.
2. The students will understand the development of political powers of Chera, Chola, Pandya, Pallava and Vijayanagar rulers and their cultural contributions.
3. This course enables the students to know Muslim Invasions and its effects in Tamil Nadu.
4. This paper helps the students to know the changes in Kongu Nadu and Tamil Nadu due to origion and decline of Vijayanagar rulers..

**UNIT – I: Sources and Nature of Sangam Society**

1. Sources, Pre Historic Period, Geography
2. Sangam Literature, Sangam Polity
3. Sangam Society, Religion and Culture
4. Economic Life and Foreign Trade.

**UNIT – II: Pallava’s and their Cultural Contributions**

1. Kalabhras
2. Later Pallvas – Simha Vishnu
3. Pallava’s Contribution to Art, Architecture and Literature
4. Pallava Religion, Bhakthi Movement.

**UNIT – III: Cholas and their Achievements**

1. Political History of Later Cholas, Society and Religion under the Cholas
2. Administration of Cholas
3. Cholas Contribution to Art, Architecture and Literature
4. Kongu Cholas and Veera Keralas.

**UNIT-IV: Pandyas and Muslim Arrivals in Tamil Nadu**

1. Political History of Later Pandyas
2. Marco Polo’s Accounts and wassaf
3. Pandya’s Contribution to Art & Architecture
4. Muslim Invasion

**UNIT – V: Revival of New Kingdom under Vijayanagar**

1. Vijayanagar Rule in Tamil Nadu, Kongu Nadu under Vijayanagar rulers
2. Kumara Kampana’s Expedition
3. Nayankara System
4. Battle of Talaikota

**Reference Books:**

1. K.A.NilakandaSastri: A History of South India
2. K.K.Pillai: History of Tamil Nadu People and Culture (Tamil)
3. N.Subramanian; History of Tamil Nadu
4. K.Rajjayan: Early Tamil Nadu History, Society and Culture
5. V.Manickam, History of Kongunadu upto 1400 A.D.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To understand the emergence of power, formation of dynasties, and polity of early Tamil Nadu and Foreign Trade contacts.
- CO2:** To interpret administration, Socio – economic conditions of Chera, Chola, Pandya, Pallava and Vijayanagar Kingdoms.
- CO3:** To analyze about role of Bhakthi Movement, Patronaye of Kingdoms and their Cultural Contributions.
- CO4:** To know the circumstance of Muslim Invasions and details of Tamil Culture in Foreign Accounts.
- CO5:** To analyze factors lead to Origin and development of Vijayanagar rule and revival of culture.

**Title of the Subject : HISTORY OF TAMIL NADU FROM A.D. 1565 TO A.D. 1987 A.D**

**Code No. : 18HIAC08**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. This course describes the origin and administration of Nayaks and Sethupathis in parts of Tamil Nadu.
2. The students will know the influence of Christian Missionaries through educational service, rise of rebellions and changes in British Administration in Tamil Nadu.
3. This course helps the students to know their regional history and its significance.
4. This course make the students to understand about rise of various Political Parties and contribution of leaders.

**UNIT – I: Nayaks and Sethupathis of Tamil Nadu**

1. Nayaks of Madurai, Senji and Tanjore
2. Sethupathis of Ramnad
3. Marathas of Tanjore Nawabs of Arcot
4. Carnatic Wars

**UNIT – II: Great Rebellions of Tamil Nadu**

1. Christian Missionaries – Services
2. Colonial Coimbatore – Fall of Tipu – Acquisition by British
3. South Indian Rebellion
4. Vellore Mutiny

**UNIT – III: Significance and Achievements of Kongu**

1. Tribes of Kongu – Kolli Hills
2. Tribes of the Western Ghats
3. Kongu Society in the 18<sup>th</sup> Century
4. Temples of Kongu Region (Jain Centres, Perur, Avinashi, Bhavani, Thaaramangalam)

**UNIT – IV: Emergence of Political Parties in Tamil Nadu**

1. Justice Party
2. Periyar and Self Respect Movement
3. Temple Entry Movement
4. Role of Tamil Nadu in Freedom Movement

**UNIT – V: Developments in Tamil Nadu Administration**

1. Rajaji – Kamaraj
2. Annadurai – Karunanithi
3. M.G.Ramachandran
4. Social Welfare Programmes from 1947 to 1987

**Reference Books:**

1. Caldwell.R: History of Tinnevely
2. Rajjayan: History of Tamil Nadu
3. N.Subramanian: History of Tamil Nadu
4. Krishnaswamy.A: Tamil Country under Vijayanagar
5. K.S.Vaidyanathan: The Ancient Geography of the Kongu Country



**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To analyze various factors leads to the formation of Nayaks and Sethupathis in Tamil Nadu.
- CO2:** To know the interference of Christian Missionaries and their services.
- CO3:** To understand the Nature, Tribes, Religious contributions and development of Kongu Nadu
- CO4:** To know the factors leads to emergence of new political parties and its significance in Social Changes.
- CO5:** To interpret the contributions and achievements of leaders and their impressions in society.

**Course Prepared by** Mrs.T.Sangeetha

**Course Verified by HOD i/c**

**Title of the Subject : ELECTIVE: INDIAN NATIONAL MOVEMENT A.D. 1857 TO A.D. 1947**

**Code No. : 18HIAE03**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. To provide knowledge about Struggle of Indian people against colonialism.
2. To understand the rise of nationalism, birth of Indian National Congress, contributions of Moderates and Extremists.
3. To the Role of Revolutionaries, freedom movements in three phases, two nation theory.
4. To learn about Partition of India and its impact on Indian History.

**UNIT I : Nationalism and Reform Movements**

Rise of Nationalism in India: Revolt of 1857 – causes, course & consequences - Queen's proclamation of 1858 – change of power from the company to the crown. Socio-religious reform movements of the 19<sup>th</sup> century – Impact of Western Education.

**UNIT II : Before Gandhian Era**

Tribal and peasant uprisings – Moderates and Extremists – Indian Revolutionaries - Partition of Bengal – Swadeshi movement – Formation of Muslim League - Surat split.

**UNIT III : Gandhian Era**

Gandhian Era – Rowlett Act - Jallianwala Bagh tragedy – Non - cooperation Movements of the depressed classes – Civil disobedience movement – Round Table Conference - Swarajya party – Salt satyagraha – Quit India movement – Indian National Army.

**UNIT IV : India Towards Independence**

India towards independence – Two-Nation Theory – Leftist Movements - Demand for Partition of India – Cabinet Mission.

**UNIT V : Indian Independence**

Mountbatten Plan – Rajaji Formula – partition of India – Indian Independence Act 1947.

**Reference Books:**

1. Chandra Bipan et al, India's Struggle for Independence, New Delhi, 1972,
2. Grover B.L. & Sethi R.R., Studies in Modern Indian History from 1707 to the present day, S. Chand, New,Delhi, 1963.
3. Bhattacharya Dhiraj, A Concise History of the Modern Economy – (1750- 1950), New Delhi 1979.
4. Sitaramayya Pattabhi, The History of Indian National Congress Vol. I & II, Published by the working committee of Congress, Madras, 1946
5. Chandra Bipan et al, A History of Modern India, Orient Blackswan, New Delhi, 2009.
6. Majumdar R.C. (Gen. Ed.), History of Freedom movement in India, Government Central Press, Mumbai, 1957.
7. Bayly C.A., Indian Society, The Making of British Empire, Orient, 1979.
8. Dutta K. K, A Survey of Socio-economic Conditions in India, Eighteenth Century, Bookland, Calcutta, 1961.
9. Dutta K. K, Renaissance, Nationalism and social changes in Modern India, Bookland, Calcutta,1967.
10. Sarkar Sumit, Modern India 1885 –1947,Macmillan, New Delhi, 1983.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To examine the rise of National leaders and Nationalism.  
**CO2:** To understand and analyze about the role of moderates and extremist in during Indian National Movement.  
**CO3:** To illustrate about the causes and results of non co-operation movement, civil disobedience movement and salt sathyagraha.  
**CO4:** To know the history of various freedom fighters and their role towards freedom and to inspire individually.  
**CO5:** To know the bitter experience faced by India during this Period.

Course Prepared by Mrs.T.Sangeetha

Course Verified by HOD i/c

**Title of the Subject : SUPPORTIVE – II: WORKING OF THE INDIAN CONSTITUTION**

**Code No. : GS108**

**No. of Credits: 2**

**No. of Teaching Hours: 32**

**Course Objectives:**

1. This paper introduces students to the Constitution of India in its structural and functional aspect.
2. To make the learners aware of their rights and duties as a citizen of India.
3. To acknowledge about the powers and functions of Union Government and State Government.
4. To know the powers and functions of Supreme Court, High Court and Election Commission.

**UNIT – I : Introduction to Indian Constitution**

The Making of India's Constitution and its sources - Basic Features of Indian Constitution.

**UNIT – II : Features of Indian Constitution**

Preamble - Fundamental Rights and Duties - Directive Principles of State Policy.

**UNIT – III : Powers and Functions of Union Government**

Union Government: President, Parliament, Cabinet and Prime Minister

**UNIT – IV : Powers and Functions of State Government**

The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.

**UNIT – V: Judicial System and Election Commission**

Supreme Court and High Court and the Constitutional Process – Emergency – Amendments to the Constitution – Election Commission.

**Reference Books:**

1. G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
2. *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000.
3. D. D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To know the origin and basic concepts of Indian Constitution
- CO2:** To understand and discuss about various parts in Indian Constitution towards enrichment of students knowledge
- CO3:** To understand the role played by Indian Constitution to protect democracy and to maintain unity, integrity and harmony of Indian country.
- CO4:** To know and illustrate the importance and need of various provisions in Indian Constitution.
- CO5:** To appear in various competitive exams such as UPSC, TNPSC, SSC, SSB, NET, SET.

**Course Prepared by** Mrs.T.Sangeetha

**Course Verified by** HOD i/c

**SEMESTER III**

**Title of the Subject : CONTEMPORARY INDIA, A.D. 1947- A.D. 2000**

**Code No. : 18HIAC09**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.
2. It gives a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since independence.
3. It also focuses on the development of education, science and technology, examining contemporary issues related to religion, caste and politics in India.
4. To know the role of political leaders in various aspects.

**UNIT I : Consolidation as a Nation**

Consolidation as a nation: Integration of Princely states – Sardar Vallabhai Patel - princes in electoral politics – Framing of Indian Constitution - linguistic reorganization of states – regionalization & regional inequality – the questions of national language – Nehru’s Foreign policy

**UNIT II : Congress and Non Congress Government**

Lal Bahadur Sastri – Indira Gandhi - Emergency - General Elections of 1977 - Non-congress government - Jaya Prakash Narayanan - Janata Government - the elections of 1980 - Coalition Politics and Governance – Conflict Zones: Punjab- Kashmir-Jharkhand- Telengana – North East.

**UNIT III : Contribution of PrimeMinisters**

Rajiv Gandhi – National Front government (1989- 91) – Narasimha Rao – BJP government – United Front – Congress till 2000

**UNIT IV : Movements and Commissions**

Caste & Ethnicity after 1947 – Backward Castes & Tribes in post-colonial electoral politics – Dalit movement – Mandal commission

**UNIT V : Various Developments**

Economic development & Political change; land reforms, the planning and rural reconstruction, equality & environmental policy in post-colonial India, progress of science.

**Reference Books:**

1. Acharya, K.R. & et.al Perspectives on Indian Government and Politics, New Delhi: Chand & Co., 1993.
2. Basu, D.D. Contemporary on the Constitution of India. Vol.1&2. New Delhi: Tata-Mcgraw Hill, 1990.
3. Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. A Concise History of Science in India. New Delhi: Indian National Science Academy, reprint 1989.
4. Chandra, Bipan and et.al. Indian After Independence. New Delhi: Penguin, 1997.
5. Saberwal, Satish, Roots of Crisis: Interpreting Contemporary Indian Society. New Delhi: Sage, 1996.
6. Thakur, Ramesh. The Government and Politics of India. Houndenville: Macmillan, 1995.
7. Venkatesan.G, History of Contemporary India, V.C. Publications, Madurai, 2012

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To know and analyze the development of India after independence.

**CO2:** To understand various components, system of the nation and the form they had taken in past.

**CO3:** To examine the fundamental changes of India after colonial rule in response to change in contemporary Indian society and polity.

**CO4:** To illustrate about the implementation and impacts of five years plans for the growth of India.

**CO5:** To examine the role of various political leaders contributed for the development of contemporary India

**Title of the Subject : HISTORY OF CHINA A.D. 1800 – A.D. 2000**  
**Code No. : 18HIAC10** **No. of Credits: 4**  
**No. of Teaching Hours: 65**

**Course Objectives:**

1. The History of Modern China helps the students to understand about the communist World in General and neighboring country in particular.
2. To understand about the Political Social and Economic conditions at various situations in China.
3. To learn about the Intellectual and Cultural Progress of China.
4. To know the Role of China in world war and Reorganization of Communism and its Foreign Policy.

**UNIT – I : Manchu Rule in China**

Opening of China to the West - Opium Wars – First Sino – Japan War – Taiping Rebellion - China under the Manchus - Boxer Movement – Manchu Reforms - Political, Social and Economic conditions - Revolution of 1911 – Fall of Monarchy – Dr. Sun Yat Sen.

**UNIT – II : Wars and Movements**

Yuan Shi Kai's Presidency - First World War and China - Twenty one Demands - The Paris Peace Conference and China - May Fourth Movement - War Lords - Washington Conference.

**UNIT – III : Policies and Progress of China**

The Kuomintang - Economic, Social, Intellectual and Cultural Progress of China upto 1931 - The Nationalist Government - Domestic Policies from 1929 - 33- Chiang- Kai Shek.

**UNIT – IV : Growth of Communism**

Second Sino - Japanese War - China and World War II - Growth of Communism - Civil War - Rise of Mao - Tse-Tung - People's Republic of Taiwan.

**UNIT – V : Republic of China and its Foreign Policy**

The establishment of people's Republic of China - Political, Social and Economic and Cultural Revolution - Deng Ziao - Peng - Reorganization of Communism - 1982 Constitution - Foreign Policy upto 2000 A.D.

**Reference Books:**

1. Ahamed , L.L : History of the Far East in Modern Time, S.Chand & Co. Ltd, Ram Nagar, New Delhi -55 , 1981.
2. Clyde and Beers : The Far East, Prentice Hall of India Pvt Ltd, New Delhi-1, 1977.
3. Chatterji , B.R : Modern China, Meenakshi Prakashan, Begum Bridge, Meerut, 1974.
4. Gupta. R.S : History of Modern China. Sterling Publishers, New Delhi-16, 1974.
5. Shiv Kumar & Jain : History of Modern China, S.Chand & Co. Ltd, Ram Nagar, New Delhi-55, 1981.
6. Rajaram.V. : History of China , Japan and South East Asia ( In Tamil ) , Tamilnadu Text Book Society, Chennai.
7. Vinack .C.Herald.M: A History of the Far East in Modern Times. Kalyani Publishers, New Delhi, 1982.
8. C.Y.Hsu : The Rise of Modern China, Oxford University Press, Hong Kong, 1983.

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To analyze the physical features and the development of earliest Chinese Civilization.

**CO2:** To explore the Political Contributions of Various Dynasties.

**CO3:** To discuss about the economic, religious and social structures of China.

**CO4:** To describe about the Contributions of China to the World.

**CO5:** To provide a sound basis, both in terms of factual knowledge and methodology approach towards the study of History of China.

**Course Prepared by Mrs.T.Sangeetha**

**Course Verified by HOD i/c**

<b>Title of the Subject</b>	<b>: HISTORY OF USA, A.D. 1865 -A.D. 2000</b>
<b>Code No.</b>	<b>: 18HIAC11</b>
	<b>No. of Credits: 4</b>
	<b>No. of Teaching Hours: 65</b>

**Course Objectives**

1. This paper helps the students to know the Political, Economic, Scientific and Technological developments in the USA from A.D.1900 to A.D.2000.
2. To examine the role of various Political Leaders and their policies for the progress of USA.
3. To understand about the N.A.T.O and E.A.T.O.
4. To learn the progress of America under various Presidents.

**UNIT – I : Progressive Era**

Progressive Era - Theodore Roosevelt and the Square Deal Policy - Big Stick Policy - William Taft - Woodrow Wilson - New Freedom - Role of USA in the First World War.

**UNIT – II : Political Leaders and their policies**

Warren Harding - Washington Conference - Coolidge - Hoover - Great Depression - F.D.Roosevelt and New Deal - USA in the Second World War.

**UNIT – III : N.A.T.O and .E.A.T.O**

Truman - Fair Deal - Truman Doctrine - N.A.T.O - Cold War – Eisenhower - .E.A.T.O - John. F. Kennedy - New Frontier - Civil Rights Movement - Martin Luther King.

**UNIT – IV : Progress of USA**

LB.Johnson - Great Society - Foreign Policy - Richard Nixon - Watergate Scandal - Ping Pong Diplomacy - Man on the Moon.

**UNIT – V : Modern American Presidents**

America under President - Jimmy Carter - Ronald Reagan - George Bush ( Sr ) - Bill Clinton.

**Reference Books:**

1. Beard and Beard : *New Basic History of the United States*, New York, USA, 1985.
2. Krishnamurthi : *History of the United States of America*, 1492-1965, Madurai Printers, Madurai, 1980.
3. Majumdar, R.K . & Srivastva, A.N: *History of the United States of America - From 1845 to Present Day*, SBD Publishers and Distributors, New Delhi, 1998.
4. Marshall Smelsor : *American History - At A Glance*, Barnes and Noble, INC, New York, 1962.
5. Nambi Arooran, *History of the USA ( Tamil )* , Tamilnadu Text Book Society Publication, Chennai, 1980.
6. Parkes, H.B, *The United States of America - A History*, Scientific Book Agency, Calcutta, 1975.
7. Rajayyan, K. : *A History of the USA*, Madurai Publishing House, Madurai, 1978.
8. Ralph, W.Steen : *The United States - A History*, Prentice Hall, INC, Engle Wood, Cliffs, New Jersey, 1959.
9. Subramanian, N. *A History of the USA*, Ennes Publication, Udumalpet, 1986.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:**To know the struggles and developments of America to form stable government and to understand the reforms of various presidents and their achievements.
- CO2:**To know the power of New Deal policy and its effects and to interpret major role of America in two world wars, formation of world peace organizations, and rise of two big powers.
- CO3:**To understand struggle of minority people, success of reformers and support and Policy of Presidents.
- CO4:**To analyze the development of science and technology with measures take develop the nation and to know the relationship of America with other countries and its interference.
- CO5:** To understand about friendly alliance of America in developments with co-operation of other countries.

**Course Prepared by** Dr.G.Malathi

**Course Verified by** HOD i/c

**Title of the Subject : MODERN EUROPE A.D. 1789 – A. D. 1945**

**Code No. : 18HIAC12**

**No. of Credits : 4**

**No. of Teaching Hours: 65**

**Course Objectives:**

1. To equip the students with the knowledge of the socio-political and economic developments in Modern Europe.
2. To trace the effects of wars.
3. To develop the skill in Map Reading.
4. To understand about the UNO and Countries liberated from colonial rule.

**UNIT I : Revolutions in Europe**

The French Revolution and Napoleonic Era (1789-1815) - Vienna Congress, 1815- Revolutions of 1830 and 1848; Industrial Revolution in Europe - Socialist and Labour Movements in Europe.

**UNIT II : Unification of Italy and Germany**

Napoleon III--The Unification of Italy and the foundation of the German Empire – The Russian Revolution, 1917.

**UNIT III : Europe and World Wars**

World wars: First world war – causes and consequences ; Fascism and Nazism; Second World war – causes and consequences.

**UNIT IV : Emergence of New Europe and World**

Emergence of two Power Blocs; Emergence of the third world and non-alignment; UNO and the global disputes.

**UNIT V : Liberation from Colonial Rule**

Liberation from colonial rule: Latin America: Bolivia; Arab world: Egypt; Africa: Apartheid to Democracy, Southeast Asia: Vietnam.

**Reference Books:**

1. Davis,H.A. Revised by D.H.C. Blount, *An Outline History of the World*. New Delhi:Oxford University Press, 1968.
2. Hobsbawm, E.J. *The Age of Revolution*, 1789-1848, Phoenix press, London, 1977.
3. Hobsbawm, E.J. *The Age of Capital*, 1848-1875. Phoenix press, London, 2010
4. Hobsbawm, E.J, *The Age of Empire*, 1875-1914, Phoenix press, London, 2011
5. *The Age of Extremes: The Short Twentieth Century*, 1914-1991. London.
6. Ketelbey,C.D.M.(1973) *A History of Modern Times [from 1789]* London: OUP, 5<sup>th</sup> edition.
7. Mckinley,Albert E.,Arthur C. Howland & Matttew L. Dawn, *World History Vol I & II*.New Delhi: Atlantic Publishers,1994.
8. *New Cambridge Modern History Vols. 9-12*.Cambridge: Cambridge University Press, 1970.

**Course Outcomes:**

On successful completion of the course, the students will be able

**CO1:** To identify and understand key themes, events and concepts in Modern Europe History.

**CO2 :** To Master the necessary historical background to understand the contemporary world.

**CO3 :** To identify and evaluate the important historical political, cultural ,social and Economic impacts of World Wars.

**CO4 :** To know the reasons for the emergence of two power blocs and formation of UNO.

**CO5 :** To describe and analyze the origin and nature of various countries liberation from colonial rule around the world.



**Title of the Subject : ELECTIVE: PRINCIPLES AND METHODS OF  
ARCHAEOLOGY**

**Code No. : 18HIAE04**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives**

1. To know the scope of Archaeology and its kinds.
2. To state the importance of Prehistorical cultures
3. To understand the excavation, dating methods and the others.
4. To know the functions of Archaeological Survey of India.

**UNIT – I : Introduction of Archaeology**

Definition – Archaeology and other disciplines – Kinds of Archaeology – Prehistorical cultures: Paleolithic, Neolithic and Megalithic – Harappan Culture.

**UNIT – II : Contribution of Various Archaeologists**

Contribution of James Princep – William Jones – Alexander Cunningham – John Marshall – Wheeler – Exploration – Methods and objectives – Scientific instruments in Exploration – Aerial Survey – Excavation.

**UNIT – III : Methods of Excavation**

Surveying and mapping – Excavation method – staff – equipments – stratigraphy – analysis – documentation.

**UNIT – IV : Dating methods**

Dating methods: Absolute and Relative dating – Carbon 14 method – Thermoluminescence – Potassium – Argon method – Archaeo Magnetism – Dendro Chronology – Fluorine method.

**UNIT – V : Features of Archaeology**

Preservation and conservation – publication – Archaeology in Post Independent India.- functions of Archaeological Survey of India – State Department of Archaeology.

**Reference Books:**

1. Atkinson, R.J.C. – Field Archaeology, 2<sup>nd</sup> edition, London, 1953
2. Barker, Philip Technics of Archaeological Excavation, London 1977.
3. Childe, V.Gordon – A Short Introduction to Archaeology, New York, 1960.
4. Daniel Glyn – A Hundred and Fifty Years of Archaeology, Harward University Press, Cambridge, 1976
5. Harris, Edward, C. – Principles of Archaeological Stratigraphy, London, 1989.
6. Rajan, k. – Archaeology, Principle and Methods, Tanjore, 2002
7. Raman, K.V – Principle and Methods of Archaeology, Parthajan Publication, Chennai 1998.
8. Shankalia, A.D. – New Archaeology – Its Scope and application to India, OUP, 1954.
9. Vengatraman, R. – Indian Archaeology (a survey), Ajanta Achagam, VAdipatty.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To identify and understand key themes and concepts in Archaeology and its Development.
- CO2 :** To Master the necessary historical background of Prehistorical cultures and Contribution of Various Archaeological Experts.
- CO3 :** To identify, understand and evaluate the excavation, dating methods and other techniques used.
- CO4 :** To know the reasons for the emergence Archaeology in Post Independent India.
- CO5 :** To describe and analyze the origin and nature of National and State Department of Archaeology in India.

**Course Prepared by** Dr.G.Malathi

**Course Verified by** HOD i/c

**Title of the Subject : SUPPORTIVE – III : HISTORY FOR COMPETITIVE EXAMINATIONS**

**Code No. : GS109**

**No. of Credits:2**

**No. of Teaching Hours: 32**

**Course Objectives**

1. To get thorough knowledge in the main aspects of Indian history
2. To understand about various Wars and Mutiny.
3. To appear for TNPSC and UPSC examination.
4. To understand about the Nationalism and Indian Constitution.

**UNIT I : Ancient History**

Sources – Prehistoric Age - Indus Valley Civilization - Vedic Age- Sangam Age – Alexander's Invasion- Religions in 6<sup>th</sup> century BC – Rise of Magada Mauryas – Guptas- Harshavardhana

**UNIT II : Medieval History**

Muhammeden Invasions - Delhi Sultanate – Vijayanagar – Bahmini - Pallavas – Cholas - Bhakthi Movement.

**UNIT III: Mughal Empire**

Mughal Rule - Babur – Sher Shah – Akbar – Shahjahan – Aurangzeb – Decline of the Mughals – Contribution to culture

**UNIT IV: Advent of the Europeans**

Advent of the Europeans -Robert Clive –Warren Hastings – Cornwallis – Wellesley – Bentinck – Dalhousie – Sepoy Mutiny.

**UNIT V: Pre and Post Gandhian Era**

Nationalism-Moderates - Extremists - Gandhian Era – Indian Independence Act of 1947 - Indian Constitution.

**Reference Books:**

1. Shailesh Chandra - Medieval India (1200 – 1800), Alfa Publicatios, NewDelhi, 2009.
2. Pramod Singh Parashar -Trueman’s Indian History, KanishkaPublications,New Delhi
3. Chakravarthy - Freedom Fighters of India,Crest Publishing House, Delhi,1999.
4. J.C. Aggarwal - The Ancient, Medieval & Modern Indian History, S.Chand&Co, New Delhi, 2009.
5. Sarkar Sumit, Modern India 1885 –1947,Macmillan, New Delhi, 1983
6. Chandra Bipan et al, India’s Struggle for Independence, New Delhi, 1972

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To understand about the Ancient Indian History and its importance towards the development of civilizations.
- CO2:** To know the important features of the five different dynasties in Delhi Sultanate and to analyze the importance of the Sultanate under each dynasty.
- CO3:** To examine about the political, social, economic, cultural and religious contribution of Mughals.
- CO4:** To interpret about the British administration towards educational and industrial developments during colonial period.
- CO5:** To know the role of various national leaders and national parties and their policies and impacts for the development of India.

Course Prepared by Mr.K.Karthiphan

Course Verified by HOD i/c

**SEMESTER- IV**

**Title of the Subject : HISTORY OF SCIENCE & TECHNOLOGY**

**Code No. : 18HIAC13**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

**Course Objectives**

1. To acquaint the student with the scientific progress made by Indians through the ages.
2. To analyze the nature of Indian science and technology and its social implications.
3. To assess the role of scientific progress in the process of modernization of India.
4. To enable the students to know the role of science and technology in the process of modernization

**UNIT – I : Science as an Institution**

Science as an Institution: The Emergence and Character of Science - The Methods of Science – The Cumulative Tradition of Science – Science and the Means of Production – Natural Science as a Source of Ideas- Interactions of Science and Society.

**UNIT – II : Early Greek Science**

Early Greek Science - Rome and the Decadence of Classical Science - History of Science and Technology in Ancient India - Astronomy, Medicine and Metallurgy.

**UNIT – III : Science in the Age of Faith**

Science in the Age of Faith: Dogma and Science - Islamic Science - Medieval Science -The Revolutions in Science and Society - The Future of the Physical Sciences - Science and Ideas in an Age of Transition.

**UNIT – IV: The Birth of Modern Science**

The Birth of Modern Science: The Renaissance(1440-1540) - The New Philosophy -Science Comes of Age(1650-90) - The Character of Science in the Industrial Revolution -The Nineteenth Century Advances of Science- The World's Need of Science.

**UNIT – V: Science in Colonial India**

Science in Colonial India: Colonial Science Policy - Indian response - Indian Advancement Science and Technology – Space and Nuclear Technologies.

**Reference Books:**

1. Anthony H.D.,(1963) Science and its Background, Macmillan & Co.Ltd., London
2. Arthur Eddington,(1947) New Pathways in Science, University Press, Cambridge
3. Bernal J.D. (1969) Science in History Vol.I, Vol.II, Vol.III, Vol.IV. All India Peoples Net Work, New Delhi.
4. Baldwin ( 1986), Technology and Man, London.
5. Chant, Colin, John Fauvel ( 1980) eds., Darwin toEinstein Historical Studies on Science and Belief (New York,Longman).
6. Chattopadhyaya,Debiprasad (1991) History of Science and Technology in India, Firma KLM, Calcutta.
7. Egon Larsen,(1975), History of Inventions, Horst Erdmann Verlag Thomson Press, Faridabad.
8. Growther J.G. Routledge & Kegan Paul (1959), Discoveries and Inventions of the Twentieth Century, London.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To know the origin, form and development of science, character of science and its nature.
- CO2:** To understand the origin and progress of science in Greek and Rome, implement of Scientific methods for livelihood and cultural development and to analysis transformation of science from belief to practical process, change of minds of people and make perfect use of science.
- CO3:** To analyze the change and progress of science by the way of renaissance and revolution, commencement of new medicines.
- CO4:** To know the role of India in science and technology developments and its Implementations and details of Indian science and technology, inventions and contributions of Indian scientists.
- CO5:** To interpret ancient methods of medicine and modern medicine, progress of technology in all aspects of human life and to analysis role, encouragements and contributions of Indian government for technology developments.

**Title of the Subject : HISTORIOGRAPHY: THEORY AND METHODS**

**Code No. : 18HIAC14**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

### **Course Objectives**

1. To understand the meaning and scope of history.
2. To acquaint the Branches and Philosophy of history,
3. To enable the students to know Greek Historiography, Roman Historiography, Arab historiography and Subaltern studies in history
4. To understand the Methodology and the contribution of Indian historians to historiography.

### **UNIT I : History – The Master**

Definition and meaning of History – nature & scope of History – value and subject matter of history – use & Abuse of History - History and allied disciplines: Archaeology, Geography, Anthropology, Sociology and Literature.; Branches of History – Economic History - New Social History – Intellectual History – Cultural History – Oral history -Environmental History - philosophy of history and theories of history - History as a science and Art

### **UNIT II :Ages of Historiography**

Greek Historiography: Herodotus, Thucydides, Polybius – Roman Historiography: Livy, Tacitus – Arab historiography – Ibn Kaldun; Early Christian Historiography: St. Augustine – Thomas Aquinas; Medieval Indian Historiography – Kalhana, Alberuni, Barani.

### **UNIT III : Enlightenment Historiography**

Enlightenment Historiography: Edward Gibbon. Voltaire & Ranke; Positivism – Auguste Comte; Hegel Imperialists - James Mill, Vincent Arthur Smith; The Annales school - Lucien Febvre - Marc Bloch - Fernand Braudel; Modernism : Lewis Namier. British Marxists : E.P. Thompson, Eric Hobsbawm, E.H Carr

### **UNIT IV : Role of Indian Historians**

Structuralism: Claude Levi-Strauss Post structuralism and Postmodernism - Foucault and Derrida; Cliometrics -R.W. Fogel; Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, R.C. Dutt, K.A.N. Sastri, K.K. Pillai. Indian Marxist Historians: D.D. Kosambi, Romila Thapar; Subaltern studies : Ranajit Guha

### **UNIT V : Research Methodology**

Historian at Work: Selection of topic - review of literature - Collection of data: Primary and Secondary - Internal and External criticism – chapterisation – Bibliography – Footnotes - chart, Tables and Appendices - computation and quantitative analysis – presentation.

### **Reference Books:**

1. Ali, Sheik, *History: Its Theory and Method*, New Delhi, Macmillan, 1980.
2. Barzun, Jacques and Graff, Henry F., *The Modern Researcher*, San Diego : Harcourt Brace, 1985.
3. Carr, E.H. *What is History*, Harmondsworth, 1977.
4. Clark, S. "The Annales Historians", in Q. Skinner ed., *The Return of Grand Theory in the Human Sciences*, Cambridge 1985.
5. Collingwood, R.G. *The Idea of History*, Oxford 1977.

**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To familiarize the students with approaches to historical studies in the nineteenth and twentieth centuries.
- CO2:** To highlight the major trends in the development of historical writing with a focus on Prominent Historians.
- CO3:** To examine the emergence of History as a professional discipline in the Nineteenth century.
- CO4:** To know the recent trends in new social history and post modern challenges to history as an intellectual discipline.
- CO5:** To provide a comprehensive understanding of the Indian History and Historians and to know about the proper manner of writing thesis with perfect solution

**Course Prepared by** Dr.G.Malathi

**Course Verified by** HOD i/c

**Title of the Subject** : **INTERNATIONAL RELATIONS SINCE A.D. 1945**  
**Code No.** : **18HIAC15** **No. of Credits: 4**  
**No. of Teaching Hours: 65**

**Course Objectives**

1. The course introduces the key determining principles of India's foreign policy to students.
2. It highlights the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels.
3. The course imparts an understanding of India's important bilateral relationships and the country's role in global economic and political regimes.
4. It appraises the students of major security challenges facing by the country in 21st century.

**UNIT – I : Introduction to International Relations**

Definition and scope - Theories of international Politics: The Realist Theory, Systems Theory, Decision Making-Game Theory.

**UNIT – II : Concepts of International Politics**

Concepts of international Politics: Power - National interest - Balance of power -Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZUS. Old and New Diplomacy-practice.

**UNIT – III : Various Policies and Programmes**

The (post-II World War) foreign policies of the major powers: United States, Soviet Union & China. India's foreign policy and relations; Non – Alignment and Panchasheel India and the super Powers-Oil Diplomacy, Palestine-Israel conflicts, Arms race, disarmament and arms control: - the Partial Test-Ban Treaty; The Nuclear Non-Proliferation Treaty (NPT);Comprehensive Test Ban Treaty [CTBT]- India's-Nuclear Policy – Afghanistan - Terrorism its impact.

**UNIT – IV : Economic Order and Globalisation**

New International Economic order; GATT, IMF and World Bank/WTO and its implications. The North-South "Dialogue" in the United Nations and Outside – Impact of Globalisation.

### UNIT – V : International Organizations

Origin and Development of International Organizations: The United Nations and its Specialized Agencies; OAS, OAU, the Arab League, The ASEAN, EEC, IBSA, BRICS, G7, G15, SAARC, CARICOM their role in international relations.

#### Reference Books:

1. Carr. E.H.(1939 ) Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War.1947
2. Dutt,V.P. (1984) India's Foreign Policy. New Delhi: Vani Educational Books.
3. Feller, McLellan,David S., William C. Olson and Fred A.Sondermann.(1977) The Theory and Practice of International Relations. New Delhi: Printice-Hall of India.
4. Priestly, Palmer and Perkins.(1969)International Relations. Calcutta.
5. Sprout, Harold and Margaret Sprout. (1964) Foundations of International Politics. New Delhi: Affiliated East West Press Pvt.Ltd.

#### Journals:

6. India Quarterly: A Journal of International Affairs (New Delhi: Indian Council of World Affairs).
7. International Studies (Quarterly) New Delhi: J.N.U.
8. Pacific Affairs: An International Review of Asia and the Pacific (Quarterly) Vancouver: University of British Colombia. World Focus, New Delhi.

#### Course Outcomes:

On successful completion of the course, the students will be able

- CO1:** To know the Historical and diplomatic importance of relationship among various countries.
- CO2:** To understand about a particular land, characteristic of human being and interactions with other countries.
- CO3:** To examine various political, social and economic relations and impacts of global development.
- CO4:** To interpret in the fields of economics, management, politics, diplomacy, law, history, Philosophy which enables students to contribute innovatively at international environment.
- CO5:** To know the present global issues, economic and social significance of the contemporary world politics.

Course Prepared by Mrs.T.Sangeetha

Course Verified by HOD i/c

Title of the Subject

: **INDIAN POLITY AND GOVERNANCE**

Code No.

: **18HIAC16**

**No. of Credits: 4**

**No. of Teaching Hours: 65**

#### Course Objectives

1. To provide knowledge about the organs of Indian government and their functions.
2. To make the students aware of Indian Politics and Party system.
3. To introduce the idea of political system and the account of the making and working of constitutional institutions.
4. To make the students aware of various concepts, ideas and terms related with Indian Polity and Governanace.

### **UNIT – I : Making of the Indian Constitution**

Making of the Indian Constitution: Legacies of the British rule; different social and political perspectives; Salient Features of the Indian Constitution: The Preamble, Fundamental Rights and Duties, Directive Principles; Parliamentary System and Amendment Procedures; Judicial Review and Basic Structure doctrine.

### **UNIT – II : Principal Organs of the Union Government**

Principal Organs of the Union Government: Envisaged role and actual working of the Executive, Legislature and Supreme Court; Principal Organs of the State Government: Envisaged role and Actual working of the Executive, Legislature and High Courts; Grassroots Democracy: Panchayat Raj and Municipal Government; significance of 73<sup>rd</sup> and 74<sup>th</sup> Amendments; Grassroot movements.

### **UNIT – III : Centre and State Commissions**

Statutory Institutions/Commissions: Election Commission, Comptroller and Auditor General, Finance Commission, Union Public Service Commission, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Women; National Human Rights Commission, National Commission for Minorities, National Backward Classes Commission.

### **UNIT – IV : Federalism and Various Reforms**

Federalism: Constitutional provisions; changing nature of centre – state relations; integrationist tendencies and regional aspirations; Inter-state disputes. Planning and Economic Development: Nehruvian and Gandhian perspectives; Role of planning and public sector; Green Revolution, land Reforms and Agrarian relations; liberalization and Economic Reforms.

### **UNIT – V : Party System and Various Movements**

Caste, Religion and Ethnicity in Indian Politics; Party System: National and Regional political parties, Ideological and social bases of parties; patterns of coalition politics; Pressure groups, trends in electoral behavior; changing socio- economic profile of Legislators. Social Movements: Civil liberties and Human rights movements; women's movements; Environmentalist movements.

### **Reference Books:**

1. Heywood Andrew, Political theory: An introduction, Palgrave Macmillan series, 2015.
2. Mehta V.R, Foundations of Indian Political Thought: An Interpretation – From Manu to the Present Day.
3. Fadia B.L. Indian Government and Politics, Sahitya Bhawan, 2017.
4. Ganguly Sumit, India's foreign Policy : Retrospect and Prospect, Oxford, 2011.
5. Kothari Rajni, Politics in India, Orient Blackswan, 2012.
6. Arora N D, Political Science for Civil Services Mains Examination, Tata McGraw Hill, New Delhi, 2016.
7. Laxmikanth M, Governance in India, McGraw Hill, New Delhi, 2014i
8. Kothari Rajni, Caste in Indian Politics, Orient Blackswan, 2<sup>nd</sup> edition, 2010.
9. Chakrabarty Bidyut, Indian Government and Politics, Sage Publications, New Delhi, 2008.
10. Devesh Kapur, Public Institutions in India: Performance and Design, Oxford, 2007.
11. Subhash C Kashyap, Our Constitution, National Book Trust, 2<sup>nd</sup> edition, 2011.



**Course Outcomes:**

On successful completion of the course, the students will be able

- CO1:** To know the Historical background of Making of the Indian Constitution
- CO2:** To understand about Principal Organs of the Union Government
- CO3:** To examine about functions and powers of Statutory Institutions and various Commissions.
- CO4:** To interpret Constitutional provisions, Planning and Economic Development of India which enables students to contribute innovatively at national environment.
- CO5:** To know the Party System, Social Movements and others.

**Course Prepared by** Mr.K.Karthiphan

**Course Verified by** HOD i/c



**Project work & Viva-Voce / Guide evaluation**

**Semester-IV**  
Internal :100 marks

**Course Credits: 12**  
External : 200 marks

**DEPARTMENT OF HISTORY AND TOURISM  
BHARATHIAR UNIVERSITY: COIMBATORE – 641 046**

**Project Evaluation & Viva – Voce**

**Date:**

Department :	Semester: <b>IV</b>
Programme : <b>M.A. History</b>	Month and Year of Exam:
Course Code :	Course title:
Course Faculty :	Credits :

Sl. No	Register No.	Name of the Student	Internal Assessment				
			Sessional Assessment <b>100</b>	Project Evaluation 150	Viva 50	Total <b>200</b>	Grade
1							
2							
3							

Signature of Internal Examiner

Signature of External Examiner

signature of HOD with Seal

**DEPARTMENT OF HISTORY AND TOURISM  
BHARATHIAR UNIVERSITY: COIMBATORE – 641 046**

**Project Evaluation & Viva – Voce**

**Date:**

Name of the Guide:

Department :			Semester: <b>IV</b>				
Programme : <b>M.A.HISTORY</b>			Month and Year of Exam:				
Course Code :			Course title: <b>Project and Viva Voce</b>				
Course Faculty :			Credits : <b>12</b>				
Sl.No	Register No.	Name of the Student	Internal Assessment				
			Sessional Assessment <b>100</b>	Project Evaluation <b>150</b>	Viva <b>50</b>	Total <b>200</b>	Grade
1							
2							

Signature of External Examiner

Signature of the Guide

### P.G.Diploma in Epigraphy

1.	Indian Palaeography	4	25	75	100
2.	Indian Epigraphy (Inscriptions of North India)	4	25	75	100
3.	Indian Epigraphy (Inscriptions of South India)	4	25	75	100
4.	Important Inscriptions of Tamil Nadu	4	25	75	100
5.	Practicals in Palaeography	8	-	-	200

### P.G.DIPLOMA IN EPIGRAPHY (NON-SEMESTER) SYLLABUS

#### PAPER-I: INDIAN PALAEOGRAPHY

Definition and importance of Palaeography - Origin and antiquity of writing in India – Brahmi – Kharosti - Ancient Numerals - Dating and Eras - Writing Materials – Engraving -Seals.

#### PAPER-II: INDIAN EPIGRAPHY (INSCRIPTIONS OF NORTH INDIA)

1. Inscription of Asoka (No.13)
2. Besnagar Garuda Pillar Inscription.
3. Hatigumpha Inscription of Kharavela.
4. Mathura Stone Inscription of Huvishka (A.D.106)
5. Kanishka's Inscription-Sarnath Buddhist Inscription of the time of Kanishka-I.
6. Nasik Cave Inscription of the time of Nahapana
7. Nasik Cave Inscription of Pulumavi.
8. Junagadh Inscription of Rudradaman.
9. Samudragupta's Allahabad Pillar Inscription.
10. Mathura Pillar Inscription of Chandragupta-II.
11. Mehrauli Pillar Inscription of Chandra.
12. Banskhera Copper-Plate Inscription of Harsha.

#### PAPER-III: INDIAN EPIGRAPHY (INSCRIPTIONS OF SOUTH INDIA)

1. Brahmagiri and Maski Edicts of Asoka.
2. Banavasi Naga Inscriptions.
3. Halmidi Inscriptions.
4. Gudnapur Inscriptions.
5. Talagunda Inscriptions.
6. Nagarjuna Konda Inscription of Virapurisudatta.
7. Badami Cliff Inscriptions of Pulakesi-I.
8. Aihole Inscription of Pulakesi-II.
9. British Museum Plates of Govinda-III.
10. Sravabelagola Inscription of Bukka-I.
11. Belur Inscription of Vishnuvardhana.
12. Uttiramerur Inscription of Parantaka.

**PAPER – IV: IMPORTANT INSCRIPTIONS OF TAMIL NADU**

1. Natural Cavern With Tamil-Brahmi Inscription, Kudumiyamalai, Pudukkottai District
2. Tamil-Brahmi Rock Bed Inscription, Arunattarmalai, Pugalur Near Karur.
3. Inscription of Early Chola, Kodumbalur, Pudukkottai District.
4. Inscription of Vikrama Chola, Sendalai, Thanjavur District
5. Inscription of Pandya, Pillamangalam, Sivaganga District.
6. Rock cut cave temple inscription of Maranjadayyan, Tirukkokarnam, Pudukkottai District.
7. Musical Notes in Grantha Script, Kudumiyamalai, Pudukkottai District.
8. Jain Sculptures with Inscriptions in Vattezhuthu Script, Thirupparankunram, Madurai District
9. Rajakesari (Peruvazhi) Highway inscription in both Tamil & Vattezhuthu (verse), Sundaikamuthur, Coimbatore District.
10. Sendan Maran's Irrigation Inscription in Vattezhuthu, 7th Century CE, Vaigai river bed, Madurai.
11. Narasimha Pallava's Inscription in Nagari Script, Saluvankuppam, Mamallapuram
12. Rudrapalayam (Displayed at Dept. Site Museum, Coimbatore)
13. Tank inscription of Ainnurruvar, 13th Century, Pozhichchalur, Kanchipuram District
14. Nanadesi guild inscription (rear side) , Elgamvalsu, Erode District.

**PAPER-V: PRACTICALS IN PALAEOGRAPHY**

- a. Practical Training in taking estampages of stone and copper plate inscriptions.
- b. Evolution and Development of one of the scripts mentioned above with reference to estampages & Transcribing inscriptions to modern script.

**Reference Books:**

1. Sibadas Chaudhur, Bibliography of Studies in Indian Epigraphy, 1926-50, Oriental Institute, 1966
2. Dineshchandra sircar, Indian Epigraphy, Motilal Banarasidas, 2<sup>nd</sup> edition, 2017.
3. Satyamurthy K, Textbook of Indian epigraphy, Low Price Publications, 1992.
4. Sudha Prasad, Ancient Indian Epigraphy, Motilal Banarasidas, 2013.