

BHARATHI WOMEN'S COLLEGE (AUTONOMOUS), CHENNAI – 600 108
M.A. HISTORICAL STUDIES
(CBCS Syllabus for UG students admitted from the year 2019 – 2020 on wards)

Year	Semester	Paper	Code	Title of the paper	Credits	Hours
I	I	I	19MKA	Social and Cultural History of India Upto A.D. 1526	5	6
		II	19MKB	Social and Cultural History of Tamil Nadu from Sangam Age to A.D. 1565	5	6
		III	19MKC	History of Revolution	5	6
		IV	19MKD	Principles and Methods of Archaeology	5	6
	II	V	19MKE	Social and Cultural History of India from A.D. 1526 to 1947	5	6
		VI	19MKF	Economic History of India from A.D. 1857 to 1947	4	5
		VII	19MKG	Social and Cultural History of Tamil Nadu from A.D. 1565 to 1947	4	5
		VIII	19MKH	Archival Keeping	4	5
II	III	IX	19MKJ	History of Ancient Civilization Upto A.D. 476 (Excluding India)	5	6
		X	19MKK	History of East Asia from A.D. 1900 to 1947	5	5
		XI	19MKL	Indian Constitution	4	5
		XII	19MKM	Indian and Her Neighbours	4	5
	IV	XIII	19MKN	Historiography	5	6
		XIV	19MKP	Women's Studies	5	6
		XV	19MKQ	PROJECT	6	6

CORE ELECTIVE (History Major)

I	I	I	19EK1	International Relations	5	6
I	II	II	19EK2	Human Rights	4	5
II	III	III	19EK3	Journalism	4	5
II	IV	IV	19EK4	History of Chennai	5	6
II	IV	V	19EK5	Contemporary History of India (Excluding Foreign Policy)	5	6

SUPPORTIVE ELECTIVE

I	II	I	19SK1	Museology	3	4
II	III	II	19SK2	Panchayat Raj in India	3	4

Total Credits - 110

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M.A. HISTORICAL STUDIES
(CBCS Syllabus for UG students admitted from the year 2019 – 2020 onwards)

CORE ELECTIVE (History Major)

Year	Semester	Paper	Code	Title of the paper	Credits	Hours
I	I	I	19EK1	International Relations	5	6
	I	I	19EK2	Performing Arts in Tamil Nadu	5	6
	I	I	19EK3	Travel Agency and Air Ticketing	5	6
I	II	II	19EK4	Human Rights	4	5
	II	II	19EK5	Nationalism in South East Asia	4	5
	II	II	19EK6	World Tourism	4	5
II	III	III	19EK7	Journalism	4	5
	III	III	19EK8	History of West Asia A.D. 1919 To 2003	4	5
	III	III	19EK9	India and SAARC Countries	4	5
II	IV	IV	19EK10	History of Chennai	5	6
	IV	IV	19EK11	History of Science and Technology in Modern India	5	6
	IV	IV	19EK12	Outlines of Indian Architecture	5	6
II	IV	V	19EK13	Contemporary History of India (Excluding Foreign Policy)	5	6
	IV	V	19EK14	History of Ideas	5	6
	IV	V	19EK15	Economics of Tourism	5	6

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M.A. - HISTORICAL STUDIES

CORE PAPER – 1 SOCIAL AND CULTURAL HISTORY OF INDIA

UPTO A.D. 1526

(For the students admitted from the academic year 2019 – 2020)

HOURS PER WEEK: 6

SEMESTER: I

CREDITS: 5

SUBJECT CODE: 19MKA

OBJECTIVES:

- To acquire knowledge about the social and cultural aspects of India from the Indus Civilization.
- To learn the religious ferment in 6th century.
- To know the Glory of the classical age.
- To identify the contributions of the Chalukyas, Hoysalas and the Rashtrakutas to the cultural history of India.
- To make the students understand every important facet of the social and cultural history of India.

LEARNING OUTCOME:

- Benefits the students with the knowledge pertaining to national integrity.
- Creates awareness towards the rich social and cultural heritage of India.
- Provides room for analyzing unity in diversity.

UNIT – I:

Sources – Indian Civilization – Social and Cultural Pattern – Early Vedic Age – Culture, Social Patterns – Religious conditions - Later Vedic Age Social and Cultural patterns – Caste System – Position of Women – Literature.

UNIT – II:

Religious ferment in 6th century B.C. – Jainism and Buddhism – Age of the Mauryas – Social conditions – Literature – Art and Architecture.

UNIT – III:

The Classical Age – Gandhara Art and Madura Art – Society – Art and Architecture under the Guptas – The Satavahanas.

UNIT – IV:

Rajputs – Society and Culture – Contributions of the Chalukyas – The Hoysalas and the Rashtrakutas – Art and Architecture.

UNIT – V:

Society under the Sultanate – The Vijayanagar – Development of the Art and Architecture and Literature.

BOOK FOR STUDY:

1. Basham A.L., **Cultural History of India**, Rupa& Co., New Delhi, 2003.
2. Basham A.L., **Wonder that was India – Vol. I**, Rupa& Co., New Delhi, 2003.
3. Jayapalan N., **Social and Cultural History of India Since 1556**, Atlantic Publishers and Distributors, New Delhi, 2000.
4. Mahalingam T.V., **Administration and Social Life under Vijayanagar**, Part II, University of Madras, Madras, 1975.
5. Srinivas M.N., **The Sultanate of Delhi**, Shiva LalAgarwala& Company, Delhi. 1982.

BOOK FOR REFERENCE:

1. Joshi P.S., et al., **Ancient Indian History – Civilization and Culture**, S. Chand & Co., Pvt., Ltd, New Delhi.
2. Pandey B.N., **A Book of India**, Rupa& Co., New Delhi, 2002.
3. Robert Sewell, **A Forgotten Empire**, London, 1924.
4. Rizwi S.A.A., **Wonder that was India – Vol. II**, Rupa& Co., New Delhi, 2003.
5. Sharma. L.P., **History of Medieval India 1000-1740**, Konark Publisher Pvt., Ltd., New Delhi, 1994.
6. Sathianathaier. R., **Political and Cultural History of India**, Vol. I, Viswanathan Printers & Publishers Private Ltd., Chennai, 1999.
7. Basham, A.L., **A Cultural History of India**, Oxford University Press, New Delhi, 2006.
8. RomilaThapar, **Ancient Indian Social History**, Orient Longman (P) Ltd., New Delhi, 2004.
9. Luniya. B.N., **Life and Cultural in Ancient India**, Evolution of Indian Culture, Lakshmi Narain, Agra, 2001.
10. Sharma. L.P., **History of Ancient India**, Konark Publishers Ltd., New Delhi, 1977.
11. Jayapalan. N., **History of Indian Culture**, Atlantic Publishers & Distributors, New Delhi, 2001.
12. PonThangamani, **A Political and Cultural History of Ancient India upto 1206**, Pathipagam, Chennai.
13. Jha. D.N., **Ancient India**, Manohar Publishers, New Delhi, 2004.

BHARATHI WOMEN'S COLLEGE (AUTONOMOUS), CHENNAI – 600 108

M.A., HISTORICAL STUDIES

**CORE PAPER – II SOCIAL AND CULTURAL HISTORY OF TAMIL
NADU FROM SANGAM AGE TO A.D. 1565**

(For the students admitted from the academic year 2019 – 2020)

HOURS PER WEEK: 6

SEMESTER: I

**CREDITS : 5
19MKB**

SUBJECT CODE:

OBJECTIVES:

- To study the glory of Sangam Literature and the cultural tradition of Tamil Nadu during the Sangam period.
- To know the causes that led to the emergence of Bhakti Movement.
- To appreciate the richness of Art and Architecture of the Pallavas and the Cholas.
- To analyse the rise of religious conflicts,
- To understand the administration of the Cholas.

LEARNING OUTCOME:

- The students learnt the sophisticated cultural tradition of Tamil Nadu.
- The students understood the Art and Architecture of the Pallavas and the Pandyas.
- The students learnt the development of moral literature in Kalabhras period.
- Throws light on the administration of the Cholas

UNIT I:

Geographical Features of Tamil Country – sources – Archaeological – Literary – Pre-historic Culture – Athirambakkam – Gudiyam – Adichanallur and latest Excavations.

UNIT II:

Age of Kalabhras – Development of Literature – The Early and Later Pallavas Cultural and Cultural condition – Caste and Communities – Education – Fairs and Festivals – Development of Literature – Evolution of Art and Architecture.

UNIT III:

Transformation of Society – Creation of Brahmadeyas and Devadana Grants – Development of Bhakti Literature – Devaram – Tiruvasagam – Panniru Thirumurai.

UNIT IV:

The Imperial Cholas – Society, Caste and Community - Status of Women – Education - Festivals Development of Literature – Evolution of Temple Architecture.

UNIT V:

Second Pandyan Empire – Social condition – Development of Literature – Architecture – Marco Pola’s View on Society – Impact of Muslim Invasion – Social condition under Madurai Sultanate – Vijayanagar – Social Condition – Development of Literature – Evolution of Art and Architecture.

BOOKS FOR STUDY:

1. Chellam. V.T., *History of Tamil Nadu*, Thirumalai Book House, Madras, 1985.
2. MayilaiCheeni, *KalabhrarAatchiyilTamizhagam (Tamil)*, VidiyalVenkatasamiPathippagam, Kovai, 1975.
3. NilakandaSastri. K.A., *History of Tamil Nadu from the Pre-historic Times to the Fall of Vijayanagar*, Oxford University Press, Bombay, 1971.
4. Thangavelu. G., *TamizhagaSamugaPanpattuVaralaru*, Amildam Publications, Chennai, 2008.
5. Dharmaraj. J., *TamizhagaVaralaru*, Tensy Publications, Sivakasi, 2008.

BOOKS FOR REFERENCE:

1. Baker. C.J., & Washbrook. D.A., *South India*, Macmillan, London, 1975.
2. Meenakshi. C., *Administration and Social Life under the Pallavas*, University of Madras, Madras, 1977.
3. NilakantaSastry. K.A., *The Colas*, University of Madras, Chennai, 1975.
4. Pillay. K.K., *Studies in the History of India with Special Reference to Tamil Nadu*, Madras, 1979.
5. Pillay. K.K., *Social and Cultural History of the Tamils*.
6. Raasamanickanar. M., *ChozharVaralaaru (Tamil)*
7. SadasivaPandarathar. T.V., *PirkaalaChozhargalVaralaaru (Tamil)*, 2 Vols., NaamTamizharPathippagam, Chennai, 2008.

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M.A., HISTORICAL STUDIES

CORE PAPER – III HISTORY OF REVOLUTIONS

HOURS PER WEEK: 6

SEMESTER: I

CREDITS : 5

SUBJECT CODE: 19MKC

OBJECTIVES:

- To learn causes and course of the French Revolution.
- To know role of Lenin in Russian History.
- To analyse the changes brought about by the agriculture and industrial revolution.
- To study the causes for the American Revolution.
- To discuss the meaning and process of Globalisation.

LEARNING OUTCOME:

- Familiarises with the Globalization process
- Introduces the Russian history with a special emphasis on Lenin's socialism.
- Study of agrarian and industrial revolution discloses the merits and demerits of capitalism.

UNIT – I:

The French Revolution –Louis XV – Philosophers – Tennis Court Oath – Women's March – Siege of Bastille – Reign of Terror.

UNIT – II:

The Russian Revolution – 1917 – Anti – Semitic Policy – 1905 Bloody Sunday – Russia and World War I – Abdication of Czar – Menshevik Government – Rise of Bolshevik – Lenin.

UNIT – III:

Industrial Revolution - Preliminaries – Trade and Manufacturing – The Domestic System – Textile Machinery – Steam Engine – Transportation – factory System - Agricultural Revolution – Backwardness in Agriculture – Nature – Capitalism in Farming – Scientific Farming.

UNIT – IV:

The American Revolution – English Colonies in America – Political and Economic grievances – Imposition of Customs Duties – Boston Tea Party – Declaration of Rights.

UNIT – V:

Glorious Revolution – Bloodless Revolution – James VI – Declaration of Indulgence – The Bill of Rights – Globalization – Meaning – Definition – Process – Economic of Globalisation – European Economic Market – GATT – WTO – IMF.

BOOKS FOR STUDY:

1. Cater & Mears, *A History of Britain*, Surjeet Publications, Delhi, 1960.
2. Charles Dower Hazen, *Modern World since 1789*, S. Chand & Co., New Delhi, 2000.
3. Chaudhury, K.C., *British History (1485-1717)*, New Central Book Agency, Calcutta, 1971.
4. Fisher, H.A.L., *History of Europe*, Omsons Publications, New Delhi, 1997.\
5. Flenly R, & Weech, W.N., *World History*, 3 Vols., Mohit Publications, New Delhi, 1999.
6. Ketelbey, C.D.M., *A History of Modern Times from 1789*, Oxford University Press, Bombay, 1929.

BOOKS FOR REFERENCE:

1. Rajayyan, K., *A History of the United States*, Ratna Publications, Madurai, 2000.
2. Robert S. Walters & David H. Blake, *The Politics of Global Economic Relations*, Prentice Hall, New Jersey, 1992.
3. Sailendra Nath Sen, *Europe and the World 1789-1945*, S. Chand & Co., New Delhi, 1998.
4. Samir Das Gupta & Jan Nederveen Pieterse, *Politics of Globalization*, Sage Publications, New Delhi, 2009.
5. Swain. J.E., *History of world Civilizations*, Eurasia Publishing House, New Delhi, 1938.
6. Wells. H.G., *A Short History of World*, Atlantic Publishers and Distributors, New Delhi, 1996.

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M.A., HISTORICAL STUDIES

**CORE PAPER – IV PRINCIPLES AND METHODS OF
ARCHAEOLOGY**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: I

**CREDITS : 5
19MKD**

SUBJECT CODE:

OBJECTIVES:

- To know the importance of learning archaeology.
- To understand the connection of archaeology with other sciences like Anthropology and Geology.
- To understand the various methods of excavation.
- To highlight the various sites of excavation in Tamil Nadu.
- To learn the importance of numismatics and epigraphy in writing history.

LEARNING OUTCOME:

- Imparts understanding about the explorations and excavations.
- Study of different sites of excavations highlights rich culture of India.
- Knowledge of numismatics and epigraphy furthers the importance of research

UNIT – I:

Definition – Scope and Aims of Archaeology – Archaeology and Other Sciences – Geology – Geography – Anthropology – New Archaeology – Environmental – Underwater Archaeology.

UNIT – II:

Principles of Exploration and Excavations – Indian Monuments Act - Methods of Excavation and Dating – Types of Potteries and their importance.

UNIT – III:

Stone Age Cultures – Paleolithic – Neolithic – Indus Valley Civilization – Chalcolithic Culture – Iron Age Culture – Megalithic Culture – Important Sites – Archaeology of Tamil Nadu – Arikamedu – Adichanallur – Athirapakkam - Poompuhar.

UNIT – IV:

Epigraphy and its importance – Brahmi Scripts – Asokan Script – Tamil Brahmi Script – Types of Inscriptions with special reference to Tamil Nadu – Copper Plate Grants: its nature and importance.

UNIT – V:

Numismatics and its importance – Punch Marked Coins – Coins of Greeks – Romans – Guptas – Sangam Rulers – Imperial Cholas – Pandyas and Vijayanagar.

BOOKS FOR STUDY:

1. Kosambi. D.D., *Indian Numismatics*, Orient Longman, New Delhi, 1992.
2. Krishnamurthi. R., *SangaKaalaCherarNaanayangal (Tamil)*, Garnet Publishers, Chennai, 2005.
3. NatanaKasinathan, *Marine Archaeology*, State Department of Archaeology, Chennai, 1992.
4. Subramani. T.N., *PandaiTamizhEzhuttukkal (Tamil)*, International Institute of Tamil Studies, Chennai, 2004.
5. Manimegalai. D., *Tholliyal (Tamil)*, New Century Book House, New Delhi, 1991.

BOOKS FOR REFERENCE:

1. Ernst Herzfeld, *Kushano-Sasanian Coins, Memoirs of Archaeological Survey of India*, No. 38, Swati Publications, Delhi, 1991.
2. Minakshi. C., *The Historical Sculptures of the VaikunthaperumalTempla, Memoirs of the Archaeological Surevey of India*, No. 63 & 4, Kanchi, Swai Publications, Delhi, 1991.
3. James Fergusson, *Archaeology in India with special reference to the Works of BabuRajendralalaMitra*, Asian Educational Services, New Delhi, 1990.
4. Longhurst. A. H, *The Buddhist Antiquities of Nagarjunakonda*, Madras Presidency, Memoirs of the Archaeological Survey of India, No. 54, Swati Publications, Delhi, 1991.
5. Manimegalai. D., *Tholliyal (Tamil)*, New Century Book House, New Delhi, 1991.
6. MayilaiCheeniVengatasami, *BrahmiKalvettugal (Tamil)*, ThennindiyaSaivasiddaantha Noor PathippuKahagam, Chennai, 1981.
7. RaasuPavundururai, *PandaiTamizhagaVaraivugalumKuriyeedugalum (Tamil)*, International Institute of Tamil Studies, Chennai, 2004.
8. RajasekharaThangamani. M., *Tholliyal (Tamil)*, KonguPAthippagam, Karur, 2007.
9. RamprasadChanda, *Survival of the Prehistoric Civilization of the Indus Valley*, Memoirs of the Archaeological Survey of India, No. 41, Swati Publications, Delhi, 1991.
10. Subramani. T.N., *PandaiTamizhEzhuttukkal (Tamil)*, International Institute of Tamil Studies, Chennai, 2004.
11. Sircar, *Inscriptions of Asoka*, Publication Division, New Delhi, 1998.

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M.A., HISTORICAL STUDIES

CORE ELECTIVE – I INTERNATIONAL RELATIONS

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: I

**CREDITS : 5
19EK1**

SUBJECT CODE:

OBJECTIVES:

- To discuss the major issues involved in International Relations.
- To explain the efforts taken against Fascism, Nazism and Racism.
- To study the move taken by the world countries against nuclear weapons
- To make the students familiarize with the concept of Liberalisation, Privatisation and Globalisation.
- To expose the students with areas of conflict in contemporary world.

LEARNING OUTCOME:

- Discloses the need for studying International Relations in the present scenario.
- Creates awareness about the Atlantic Charter and the UNO.
- The study of conflicts in the contemporary world makes the students to realize the need for world peace.

UNIT I:

Meaning and Definition of International Relations – Major issues involved in International Relations – Theoretical approaches to International Relations – Diplomacy and its various dimensions

UNIT II:

Major trends in International Relations between 1914 and 1945 containment of aggressive nationalism and communism – Woodrow Wilson's 14 points towards a global arrangement – League of Nations – ILO – International Court of Justice – Ideological and military mobilisation of nations – global efforts against Fascism, Nazism and Racism

UNIT III:

Atlantic Charter – UNO and its subsidiaries – International efforts in post-war arrangement issues arising out of decolonization in Asia and Africa – Nature and origin and phases of Cold War – end of cold war – European union and its impact on International Relations – Bipolar World and Non-Alliance Movement – Disarmament moves – global moves against nuclear weapons – IAEA

UNIT IV:

Disintegration of the USSR – unipolar world to multipolar world – Emergence of a New global Economic order – Liberalisation, Privatisation and Globalisation (LPG) – WB, WTO, IMF, GATT, TRIPS, TRIMS – Social clauses

UNIT V:

International efforts against terrorism and global warming – environment issues – Human Rights Regional co-operation: ASEAN, SAARC, SHANGAI CO-OPERATION, ADB, GT, G-20, BRICS, etc. – Areas of conflict in contemporary world – Palestinian issue – Middle East Crisis – Religious Fundamentalism and terrorism

BOOKS FOR STUDY:

1. Palmer & Perkins, *International Relations*, CBS Publishers and Distributors, Chennai, 2001.
2. Thomas W. Smith, *History and International Relations*, Routledge Publications, New York, 1999.
3. Chris Brown, *Understanding International Relations*, McMillan Publishers, New York, 1997.
4. C. W. Pevehouse, *International Relations*, Pearson Education, New Delhi, 2017.

BOOKS FOR REFERENCE:

1. Derry T.K and Jarman. T. L., *The European World 1870 – 1975*, Surjeet Publications, Delhi, 1982.
2. Rao. B.V., *History of Modern Europe 1890- 2002*, Sterling Publishers, New Delhi, 1993.
3. Robert Ergang & Donald Rohr, *Europe Since Waterloo*, Surjeet Publications, Delhi, 1980.
4. Mahajan. V.D., *History of Modern Europe since 1789*, S. Chand & Co., New Delhi, 2010.
5. Dharmaraj. J *Airopiya Varalaru 1789-1919, (Tamil)*, Tensy Publications, Sivakasi, 2005.
6. Fisher H.A.L., *History of Europe*, Omsons Publications, New Delhi, 1997.
7. Marriott. J.A.R., *A History of Europe*, Surjeet Publications, New Delhi, 1979.
8. Nanda. S.P., *History of Modern Europe and the World*, Anmol Publications PVT., Ltd., New Delhi, 2000.
9. J. H. Hayes, *History of Europe*, Macmillan Company, New York, 1959.
10. Norman Norman Davies, *Europe: A History*, Harper Perennial, New York, 1998.

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M.A., HISTORICAL STUDIES

**CORE PAPER – V SOCIAL AND CULTURAL HISTORY OF INDIA
FROM A.D. 1526 TO 1947**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: II

**CREDITS : 5
19MKE**

SUBJECT CODE:

OBJECTIVES:

- To help the students understand the social and cultural life of people in India.
- To throw light on the Indian society during the British rule.
- To get knowledge about the role of missionaries in the growth of English education
- To study the various socio-religious movements and their impact on the Indian society.
- To study about the rise of Bhakthi movement and important personalities responsible for it.

LEARNING OUTCOME:

- Understanding the social and cultural life of people in India helps to do research
- The social system like caste system, position of women, the fairs and festivals throws light on the need for change.
- The study of the personalities who have contributed for the social change inspires.

UNIT – I:

Social and Cultural life under the Mughal ruling class – Peasants – Women – Education – Art – Architecture – Literature.

UNIT – II:

Social and Cultural Life of the Marathas – Caste Systems - Literature – Position of Women - Religion – Fairs and Festivals -

UNIT – III:

Society and Culture during the British Period – Social Structure and Change – Women Upliftment – Removal of Untouchability, Education – Role of Missionaries and English Education,

UNIT – IV:

Socio-Religious Movements in the 18th Century – Renaissance – Hindu Reforms and Revival Movements – Brahma Samaj – AryaSamaj – Ramakrishna Mission – The Theosophical Movement – Aligarh Movement.

UNIT – V:

Bhakti Movement – Kabir, Guru Nanak, Tukka Ram, MeeraBai – Sufi Movement – KhwajaMuinuddinChisti, FariuddinGanj-i-Shakar, Nizam-ud-din Auliya.

BOOKS FOR STUDY:

1. Bipin Chandra, **Essays on Colonialism**, Orient Black Swan, Hyderabad, 2009.
2. JadunathSarkar, **A Short History of Aurangazeb**, Orient Black Swan, New Delhi, 2009.
3. IrfanHabib, **Essays in Medieval Indian History**, Tulika, New Delhi, 1998.
4. Monica Juneja, **Architecture in Medieval India**, Permanent Black, Ranikhet, 2008.

BOOK FOR REFERENCE:

1. Francois Bernier, **Travels in the Mughal empire**, Asian Educational Services, New Delhi, 2010.
2. JadunathSarkar, **The Fall of the Mughal Empire**, 4 Vols, Orient Black Swan, New Delhi, 2008.
3. Mujeeb M., **The Indian Muslims**, MunshiramManoharlal Publisher Pvt., Ltd., New Delhi, 2003.
4. Satish Chandra, **History of Medieval India**, Orient Black Swan, New Delhi, 2010.
5. Stanley Lane Pool, **Medieval India under Mohammadan Rule A.D. 1712 – 1764**, Universal Publication, New Delhi, 1971.
6. SumitSarkar, **Modern India A.D. 1885 – 1917**, Macmillan, Madras, 1990.
7. Srinivas M.N., **Social Change in Modern India**, Orient Black Swan, New Delhi, 2009.

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M.A., HISTORICAL STUDIES

**CORE PAPER – VI ECONOMIC HISTORY OF INDIA FROM
A.D. 1857 TO 1947**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5 SEMESTER: II

CREDITS : 4 SUBJECT CODE: 19MKF

OBJECTIVES:

- To make the students understand how the wealth of India was once drained by the British.
- To learn how traditional agriculture was commercialized.
- To give a picture of indigenous industries and their contribution to Indian economy
- To study the development of transport and information sector during the British rule.
- To know about the trading activities of the British in India.

LEARNING OUTCOME:

- The students will have a comprehensive profile of the economic conditions of India during the British Rule
- It enhances the understanding of the specific region and communities, economic activity.
- Students will be able to describe the various facets of Indian Economy and analyse the cause for economic disparity.

UNIT – I:

Introduction – Impact of British Revenue System on Indian Economy – Economic Drain from India – DadabhaiNaoroji

UNIT – II:

Agriculture – Commercialization of Agriculture – Irrigation – Famine and Famine Administration – Peasants conditions – Slavery.

UNIT – III:

Industries – Indigenous and Major Industries – Cotton, textile, Jute, Iron and Steel, Sugar and Chemical – Labour Problems and Labour Legislation.

UNIT – IV:

Transport and Communication – Roadways – Railways – Waterways – Communication – Modernization and Development – Post and Telegraph.

UNIT – V:

Trade and Commerce – Internal Trade – External Trade – Principal Trade Centres in India – Trade Organization.

BOOKS FOR STUDY:

1. Grover B.L & Grover. S., *A New Look at Modern Indian History*, S. Chand & Co., Ltd., New Delhi, 1999.
2. Nanda. S.P., *Economic and Social History of Modern India*, Anmol Publications Pvt., Ltd., New Delhi, 1999.
3. Giri V.V., *Labour Problems in Indian Industries*, APH Publishers, Bombay, 1958.
4. Dharma Kumar, *The Cambridge Economic History of India 1757-1970*, Orient Longman, New Delhi, 1982.
5. Romesh Dutt, *Economic History of India*, Government of India Publications Division, New Delhi, 1976.

BOOKS FOR REFERENCE:

1. Chaudary. K.N., *Economy and Society*, Oxford University Press, Cambridge, 1979.
2. Gadgil. D.R., *The Industrial Evolution of India*, Oxford University Press, Cambridge, 1942.
3. Ghose. K., *Agricultural Labourers in India*, Indian Publishers, Calcutta, 1967.
4. Mehta Balraj, *Crisis of Indian Economy*, Sterling Publishers Pvt., Ltd., New Delhi, 1973.
5. Chamlal Revri, *Indian Trade Union Movement*, Orient Longman, Delhi, 1972.
6. Usha Singh, *Economic Thought of Indian Society*, Deep & Deep Publications, New Delhi, 1985.
7. Appadurai, *Economic conditions in South India*, Vol. I & II, University of Madras, Madras, 1936.

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M.A., HISTORICAL STUDIES

**CORE PAPER – VII SOCIAL AND CULTURAL HISTORY OF
TAMIL NADU FROM A.D. 1565 TO 1947**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: II

**CREDITS : 4
19MKG**

SUBJECT CODE:

OBJECTIVES:

- To learn the social and cultural condition under the Nayaks
- To appreciate the contributions of the Nayaks to art and architecture.
- To study the achievements of Serfoji.
- To acquire knowledge about the administration of Tamil Nadu under the Marathas.
- To discuss the causes and consequences of Anglo – French Rivalry.

LEARNING OUTCOME:

- Students understand the scope of the study of the ancient history of Tamil Nadu.
- Provides awareness about the social and cultural conditions of Tamil Nadu
- Study of music, dance, drama and films introduces to the exquisiteness of Tamil Nadu.

UNIT I:

The Nayaks of Tamil Nadu – Social and Cultural conditions under three Nayaks – Spread of Christianity and its impact – Development of Art and Architecture under the Nayaks – Palace – Forts – Mandapas – Temples – Sculptures.

UNIT II:

Tamilagam under Marathas – Social and Cultural conditions – Literature – SaraswathiMahal Library - Development of Art and Architecture.

UNIT III:

The Sethupathis of Ramnad – Social and cultural condition- Religion – Literature – Fine Arts – Fort Architecture – PanchalamKurichi - Dindigul– Sivagangai -

UNIT IV:

Settlement of Europeans in Tamil Nadu – Social Transition – New Communities – Slavery – Status of Indian and European Women – Development of Education and Art and Architecture – Gothic – Church Architecture – Fort St. George – Fort St. David – Tranquebar.

UNIT V:

Cultural Change – Development of Film – Industry – Kalakshetra – Development of Drama – Development of Music – Music Trinity – Folk Dance and Songs – Festivals.

BOOKS FOR STUDY:

1. Rajayyan. K., *History of Tamil Nadu 1565 – 1982*, Oxford University Press, Oxford, 1924.
2. Pillay. K.K., *Studies in the History of India with special reference to Tamil Nadu*, Madras, 1979.
3. Sathiyanaithaiyer. R., *Tamizhagam in the 17th Century*, University of Madras, Madras, 1956.
4. Thangavelu. G., *ThamizhagaSamuhaPanpattuVaralaru*, Vol. II, AmulthamPathippagam, Chennai, 2008.
5. Venkatesan. G., *TharkalaThamizhgaVaralaru*, V.C. Publication, Rajapalayam, 2011.
6. Dharmaraj. J., *ThamizhagaVaralaru 1565 – 2015*, Tensy Publication, Sivakasi, 2015.

BOOKS FOR REFERENCE:

1. David Arnold, *The Congress in Tamil Nadu: Nationalist Policies in South India, 1919 – 1937*, South Asia Books, Columbia, 1977.
2. Gopalakrishnan. M.D., *Periyar: Father of the Tamil Race*, Emerald Publishers, Madras, 1992.
3. Geetha. V., & Rajadurai. S.V., *Towards a Non-Brahmin Millennium from Auothithaas to Periyar*, Smya Publications, New Delhi, 1992.
4. Krishnamurthy. V.M., *History of Tamil Nadu*.
5. NilakantaSastry. K.A., *The Colas*, University of Madras, Chennai, 1975.
6. Pandian. J., *Caste, Nationalism: An Interpretation of Tamil Cultural History and Social Order*, PopularPrakasham, Bombay, 1987.
7. Robert. P. E., *History of British India*, Vol. III, Oxford University Press,
8. SrinivasaIyengar, *Tamils*, Asian Educational Services, New Delhi, 2001.
9. Thangavelu. G., *ThainilaVaralaaru*, Vol. I (Tamil), AmizhthamPathippagam, Chennai, 2002.

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M.A., HISTORICAL STUDIES

CORE PAPER – VIII ARCHIVAL KEEPING

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: II

**CREDITS : 4
19MKH**

SUBJECT CODE:

OBJECTIVES:

- To trace the growth of archives in ancient, medieval and modern period.
- To know the recent developments in archival keeping.
- To learn the importance of preserving archival materials
- To acquire knowledge about administration and functions of archives.
- To expose to the students the role of archival organisations in promoting historical research.

LEARNING OUTCOME:

- Imparts knowledge of preservation of books, documents and manuscripts through modern techniques.
- Provides information about the various manuscripts, G.Os and documents.
- Instills the ability to analyze these primary sources for research.

UNIT – I:

Meaning – Origin and Growth of Archives – History of Archives – Ancient, Medieval and Modern – Archival Keeping – Europe and India – Importance of Archives.

UNIT – II:

Creation of Archives – Classification – Recent Development – Registry Archives and Libraries – Racking – Shelves and other materials.

UNIT – III:

Preservation of Archival Materials – Preventive Measures – Methods of Preservation – Lamination- Docketing – Book Bindings – Reprography – Records Maintenance.

UNIT – IV:

Administration of Archives – Functions of Archives – Publication Facilities to Researches – Modern Methods in Archives Keeping – Uses of Archives – Rules and Regulations.

UNIT – V:

Archival Organisations – National Archives of India – Tamil Nadu Archives – Private Archives – International Council of Archives – Indian Historical Council of Archives – Indian Historical Records Commission (IHRC), The Historical Manuscripts Commission – Role of Archives in the present day World.

BOOKS FOR STUDY:

1. Baliga. B.S., **Studies in Madras Administration**, Government of Madras, Madras, 2 Vols, 1962.
2. Jenkinson Hilary, **A Manual of Archives Administration**, Oxford, London, 1937.
3. Michael Cook, **Archives Administration – A Manual for Intermediate and Smaller Organisations and for Local Government**, Dawson & Sons Ltd., Kent, England, 1977.

BOOKS FOR REFERENCE:

1. Dodwell H. Henry, **The Madras Weavers under the Company, Indian Historical Record Commission**, Proceedings, Government of India, Calcutta, 1922.
2. Schellenberg T.R., **Modern Archives Principles and Technique**, The University of Chicago, Prasna Chicago, 1956.
3. Sundararaj. M., **A Manual of Archival Systems and The World of Archives**, Siva Publications, Chennai. 1999.

PERIODICALS:

1. *Archives: The Journal of the British Records Association*, London, Vol. I, 1955.
2. *Indian Archives 1948 – 1990's*, National Archives of India, New Delhi.
3. *Restaurateur: International Journal for the Preservation of Library and Archival Material 1972-1997*, Restaurateur Press and Richard Smith, Denmark.

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M.A., HISTORICAL STUDIES

CORE ELECTIVE – II HUMAN RIGHTS

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: II

**CREDITS : 4
19EK2**

SUBJECT CODE:

OBJECTIVES:

- To summarize the historical development of human rights
- To learn the importance of the Universal Declaration of Human Rights.
- To analyse the role of NGO's in protecting human rights.
- To know the steps taken to protect the rights of women, children and minorities in India.
- To discuss some of the contemporary human rights issues.

LEARNING OUTCOME:

- Provides the students with the capacity to identify the issues and problems relating to the human rights violation.
- Analyses the various aspects of human rights implementation.
- Students are not only beneficiaries of this subject, but also take part in the advising process to the victims

UNIT – I:

Definition of Human Rights – Theories on Human Rights – Historical Development of Human Rights – Concept of Human Rights in Ancient Europe and Asia – National Rights, Ancient, Medieval and Modern periods – Historic Experience – Magna Carta, French Revolution and Anti-slavery Movement.

UNIT – II:

The emergence of Human Rights in the modern world – Human Rights and the U.N.O Universal Declaration of Human Rights – International Covenants of Civil, Political, Economic, Social and Cultural Rights – UN Human Rights Commission.

UNIT – III:

European convention on Human Rights – Mexico Declaration on Human Rights – Helsinki charter, Role of N.G.O's in the protection of Human Rights.

UNIT – IV:

India and Human Rights – Evolution of Human Rights in India through the Ages – Evolution of Fundamental Rights during Freedom struggle – Gandhian thoughts on Human Rights – Nature of Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission and its recommendations.

UNIT – V:

Contemporary Human Rights Issues – Civil Rights – Women’s Rights – Children’s Rights – Bonded Labour – Refugees – Capital Punishment – Environment and Human Rights violation – Human Rights Violations and Remedies.

BOOKS FOR STUDY:

1. Bajwa. G.S., **Human Rights in India**, Anmol Publications, New Delhi, 1997.
2. SankarSen, **Human Rights in a Developing Country**, APH Publishing Corporation, New Delhi, 1998.
3. SivagamiParamasivam, **Human Rights – A Study**, Sriram Computer Prints & Offset, Salem, 1998.
4. Jayashree Gupta, **Human Rights and Working Women**, Publications Division, New Delhi, 1999.
5. Agattiya Lingam, **ManidaUrimaigal (Tamil)**, Tamil Puthakalayam, Chennai, 2004.

BOOKS FOR REFERENCE:

1. Agattiya Lingam, **ManidaUrimaigal (Tamil)**, Tamil Puthakalayam, Chennai, 2004.
2. Khanna. S.K., **Women and Human Rights**, Common Wealth Publishers, New Delhi, 1998.
3. Krishna Iyer. V., **Human Rights and Inhuman Wrongs**, B.R. Paperback, Delhi, 2001.
4. LalitParmar, **Human Rights**, Anmol Publications, New Delhi, 1998.
5. ManikChakraborty, **Human Rights and Refugees**, Deep & Deep Publications, 1998.
6. Paramjit S. Jaswal, **Human Rights and the Law**, APH Publishing NishthaJaswal Corporation, New Delhi, 1996.
7. SivagamiParamasivam, **ManidaUrimaigao (Tamil)**, Thai Pathippagam, Salem, 2010.
8. Suuresh Kumar Soni, **Human Rights Concept, Issues, Emerging Problems**, Regal Publications, 2007.
9. Vijay Kaushik, **Women’s Movement and Human Rights**, Pointer Publishers, Jaipur, 1997.

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M.A., HISTORICAL STUDIES

SUPPORTIVE ELECTIVE – I MUSEOLOGY

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 4

SEMESTER: II

**CREDITS : 3
19SK1**

SUBJECT CODE:

OBJECTIVES:

- To trace the development of Museums with its types and classifications
- To understand the administrative set up of a museum.
- To know about the facilities which a museum should possess.
- To gain knowledge about the factors which affects the museum objects.
- To highlight the role of Museum in education.

LEARNING OUTCOME:

- The information on museum management instills interests in the students to take it up as a profession.
- The knowledge of conservation and preservation of museum objects helps them to know the value of museum.
- The students become well informed about the role of museum in education, and its' job opportunities.

UNIT – I:

The origin and development of Museums – Types of Museums – Classification of Museum objects – Collection Management – Indian Treasury Act 1878 - Documentation of Museum objects.

UNIT – II:

Museum Administration – Director: - Duties – Curator – Duties and Responsibilities – Financial Committee – Purchase Committee – Administrative Office.

UNIT – III:

Muslim Architecture – Traditional Style – Gothic Style – Display Management - Ventilation – Lighting System – Natural Light – Artificial Light System - Dioramas – Display of Stone Sculptures - Coins – Bronze – Paintings – Other Objects.

UNIT – IV:

Conservation and Preservation of Museum Objects – Factors affecting Museum objects
Traditional method of Conservation – General Method – Storage and Safety Measures –
Disaster Management – Rule of Laboratories.

UNIT – V:

Role of Museum in Education – Job Opportunities – Museum Guide – Museums in
Chennai – Connemara Museum and Fort Museum.

BOOKS FOR STUDY:

1. Venkatraman. R., *Indian Archaeology – A Survey*, Ennes Publication, Udumalpet, 1985.
2. Jeyaraj. V., *Museology – Heritage Management*, Government Museum, Chennai, 2005.
3. Jeyaraj. V., *Conservation in Museums*, Government Museum, Chennai, 2002.
4. Jeyaraj. V., *Conservation in Museums*, Government Museum, Chennai, 2002.
5. Harinarayana & Jayaraj. V., *Care of Museum Objects*, Government Museum, Chennai, 2002.
6. Kannan. R., *Present Trends in Museology*, Government Museum, Chennai, 2004.

BOOKS FOR REFERENCE:

1. Agarwal O.P., *Preservation of Art Objects and Library Materials*, National Book Trust of India, New Delhi, 1999.
2. Government Museums, *Madras Government Museum in India*, Centenary Souvenir, Government Museum, Chennai, 1999.
3. Jeyaraj. V., *Care of Paintings*, Government Museum, Chennai, 2002.
4. Markam. S.P., *The Museums of India*
5. Satyamurthi. S.T., *Hand Book of the Madras*, Government Museum, Chennai, 1964.
6. Smita J. Baxi, *Modern Museums – Organisation in India*.

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M.A., HISTORICAL STUDIES

**CORE PAPER – IX HISTORY OF ANCIENT CIVILIZATIONS UPTO
A.D. 476 (EXCLUDING INDIA)**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: III

CREDITS : 5

SUBJECT CODE: 19MKJ

OBJECTIVES:

- To understand the origin and growth of different civilizations.
- To describe the like of ancient civilizations.
- To learn the social and economic life of the people through the ages.
- To know about the contributions made by past civilization to the present mankind.
- To study the legacy of Greek and Roman Civilization.

LEARNING OUTCOME:

- Imparts knowledge about the origin and development of the civilizations.
- Identify and define the world civilizations and how it shaped the developments.
- Analyzes and interpret primary source documents that elucidates the development of civilizations.

UNIT I:

Prehistoric civilization – Paleolithic and Neolithic Civilization – Egyptian.

UNIT II:

Sumerian civilization – Babylonian civilization – Assyrian civilization – Assyrian Contributions to the world – Legacy of Babylonia.

UNIT III:

Hebrew civilization –Ethical Monotheism – Phoenician civilization – Phoenician Alphabet – Persian civilization –Syrus the Great.

UNIT IV:

Chinese Civilization – Han Age as the Golden Age – Features of Ancient Chinese culture and civilization – Great Wall of China – Mayan civilization – Azteches and Incas Civilization – Strings which talk about Incas Civilization.

UNIT V:

Aegean civilization – Greek civilization – Athenian Democracy Religion – Roman civilization – Julius Ceaser – Golden Age of Augustus marked by reforms – The Legacy of Rome.

BOOKS FOR STUDY:

1. Edward D' Cruz, *A Survey of World Civilization*, Lalvani Publishing House, Bombay, 1970.
2. Edward McNall Burns, *Western Civilization – The History and their Culture*, W.W. Norton & Company, Inc., New York, 1958.
3. Gokale. B.K., *Introduction to Western Civilization*, S. Chand & Co., New Delhi, 1999.
4. McNeil and Burns, *A World History*, Oxford University Press, New York, 1965.

BOOKS FOR REFERENCE:

1. Flenley R. & Weech W.N., *World History – 3 Vols.*, Mohit Publications, New Delhi, 1999.
2. Manoj Sharma, *History of World Civilization*, Anmol Publications Pvt., Ltd., New Delhi, 2005.
3. Swain. J.E., *A History of Civilization*, Eurasia Publishing House, New Delhi, 1938.
4. Wells. H.G., *A Short History of the World*, Atlantic Publishers and Distributors, New Delhi, 1996.
5. Dharmaraj. D., *UlagaNagarigangalinVaralaru*, Tensy Publications, Sivakasi.
6. Robin W Winks, *World Civilization: A Brief History*, Rowman and Littlefield Publishers, Maryland, United States, 1983.
7. Vishal Sood, *Ancient Civilizations of the World*, APH Publishing Corporation, New Delhi, 2012.

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M.A., HISTORICAL STUDIES

CORE PAPER – XHISTORY OF EAST ASIA FROM A.D. 1900 - 1947

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: III

**CREDITS : 5
19MKK**

SUBJECT CODE:

OBJECTIVES:

- ❖ To have an idea about the reforms and revolts in the history of China.
- ❖ To learn the role played by China in the First World War.
- ❖ To understand the rivalry between China and Japan on Manchuria.
- ❖ To discuss the rise of imperialism in Japan.
- ❖ To study the importance of Washington Conference.
- ❖ To highlight the role of Japan in Second World War.

LEARNING OUTCOME:

- Ideologies about the causes and effects of the Revolution of 1911 that led to the downfall of the Manchus, demilitarization and democratization are created.
- Students understand the causes and results of the cultural revolution in China.
- Generates proper clarifications about the events that led to the World War II

UNIT I:

China under the Manchu – Arrival of the Europeans and its Impact – Rebellion – Causes and Effects of Revolution of 1911 – Down fall of Manchus – Dr. Sun-yatSen: Political Thoughts and Achievements.

UNIT II:

China under the Republic – Yuan Shi Kai – China and World War I – Demands at Paris Peace Conference – May Fourth Movement – Washington Conference – Chiang – kai– Sheik – Kuomintang – birth of Communist Party of China – Manchurian Crisis – World War II – Civil War in China

UNIT III:

Communist China: Emergence of Communism – Mao Tse Tung – Cultural Revolution – Foreign Policy of Communist China – Economic Growth

UNIT IV:

Meiji Era: Opening of Japan to the West – Rise of Political Parties – Reforms – Japanese Imperialism – Anglo-Japanese Alliance of 1902 Russian – Japanese War of 1904-05 – Japan and World War I – Washington Conference – Rise of Militarism between Two World Wars – Sino-Japanese War.

UNIT V:

Japan and World War II – Post-war Japan – Allied Occupation – Demilitarization and Democratization – Reforms – New Constitution of Japan-San Francisco Conference – Industrial and Economic Growth – Developments in Science and Technology

BOOKS FOR STUDY:

1. Jayapalan. N., *History of China*, Atlantic Publishers & Distributors, Delhi, 2004.
2. Majumdar. R.K., and Srivastava. A.N., *History of China*, SBD Publisher & Distributors, New Delhi, 2004.
3. Thiagarajan J., *History of China from A.D. 1800 – 1990*, Pavai Publications, Chennai, 1997.
4. Alalasundaram. R., *ChinavinVaralaru 1800 – 2001 Varai*, G.R.S. Pathippagam, Pondicherry, 2002.
5. Alalasundaram. R., *JapaninVaralaru*, (Tamil), G.R.S. Pathippagam, Pondicherry, 2002.
6. Paul H. Clyde & Bears, *The Far East*, Prentice Hall of India Private Limited, New Delhi, 1974.

BOOKS FOR REFERENCE:

1. Ahmed. L.L., *History of Far East in Modern Time*, s. Chand & Co., Ltd., New Delhi, 1981.
2. Chatterji. B.R., *Modern China*, MeenakshiPrakashan, Meerut, 1974.
3. Gupta. R.S., *History of Modern China*, Sterling Publishers, New Delhi, 1974.
4. Hsu. C.Y., *The Rise of Modern China*, Oxford University Press, Hong Kong, 1983.
5. Shiv Kumar & Jain, *History of Modern China*, S. Chand & Co., Ram Nagar, New Delhi, 1981.
6. Sinha P and Surya P., *China and Japan in Ancient Power Politics*, Kanishka Publishers & Distributors, 1998.

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M.A., HISTORICAL STUDIES

CORE PAPER – XI INDIAN CONSTITUTION

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: III

**CREDITS : 4
19MKL**

SUBJECT CODE:

OBJECTIVES:

- To help students preparing for competitive exams
- To understand the features of Indian Constitution.
- To help students know about their fundamental rights and fundamental duties.
- To know about the working of the Union and the State Governments.
- To familiarize the procedure in amending the Constitution of India.

LEARNING OUTCOME:

- Elaborates the events and the processes that led to the drafting of the constitution of India
- Teaches the students their responsibilities in detail about the basic elements of the Fundamental Rights and the Fundamental Duties they possess.
- Discloses the need for and the usage of the 24th, 42nd, 44th, 61st, 72nd, 73rd and 74th amendments by the people of India.

UNIT – I:

Constituent Assembly - Drafting of Indian constitution — Salient Features of the Constitution – Preamble.

UNIT – II:

Fundamental Rights Part III - Directive Principles of State Policy Part IV - Fundamental Duties Part IVA.

UNIT – III:

Union Government: - Parliament- Lok Sabha – Rajya Sabha - – Prime Minister – Cabinet – President – Supreme Court.

UNIT – IV:

Working of State Machinery – Governor – Cabinet – Legislature – High court – Centre-State Relation.

UNIT – V:

Constitutional Amendments and Procedure – 24th Amendment - 42nd Amendment – 44th Amendment – 61st Amendment - 72nd Amendment – 73rd and 74th amendments.

BOOKS FOR STUDY:

1. Agarwal. R.C., **Constitutional Development and National Movement of India**, S. Chand & Co., New Delhi, 1998.
2. Gupta. D.C., *Indian Government and Politics*, Vikas Publishing House, New Delhi, 1997.
3. Pylee. M.U., *Constitution Government in India*, S. Chand & Co., New Delhi, 2003.

BOOKS FOR REFERENCE:

1. Agarwala. B.R., **Trails of independence (1858 – 1946)**, National Book Trust, India, New Delhi, 1991.
2. Aunp Chand Kapur, **Select Constitutions**, S. Chand & Company Ltd., New Delhi, 1999.
3. Ayer S.C., **Story of the INA**, National Book Trust, New Delhi, 1997.
4. Durga Das Basu, **Constitutional Law of India**, Prentice – Hall of India, New Delhi, 1997.
5. KapoorAnoop Chandra, **Select Constitutions**, S. Chand & Co., New Delhi, 1999.
6. Subhas C. Kashyap, **Our Constitution An Introduction to India's Constitution and Constitutional Law**, National Book Trust, India, New Delhi, 1994.

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M.A., HISTORICAL STUDIES

CORE PAPER – XII INDIA AND HER NEIGHBOURS

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: III

**CREDITS : 4
19MKM**

SUBJECT CODE:

OBJECTIVES:

- To help the students understand India's foreign policy after independence.
- To know about the uniqueness Non alignment movement and Panchasheel.
- To acquire knowledge about India's relationship with other countries.
- To analyses the causes for India's conflict with China and Pakistan.
- To highlight the role of the SAARC in maintaining peace among its member countries

LEARNING OUTCOME:

- Students are benefited by understanding the need of NAM in the contemporary scenario.
- Provides an opportunity to evaluate the outcome of the Panchasheel, Shimla Agreement, Indian Peace Keeping Force...
- An eye-opener to the students to explore into the need of nuclear weapons, arms race...

UNIT I:

Evolution of India's foreign policy – Determinants of India's foreign policy: National Interest, Ideology, elements of National Power – Cold war era

UNIT II:

India and Pakistan: Panchasheel– Evolution of Non-Aligned Movement and its role in international relations – Relevance of NAM

UNIT III:

Areas of Conflict – Sino-Indian War 1962 –Indo-Pak Wars (1965) – Tashkent Agreement –Simla Agreement (1972) – Bangladesh: Birth of Bangladesh – Migration and Communal issues.

UNIT IV:

India and Nepal: Economic Cooperation-India's role in Nepal's development; India and Bhutan: Insurgency in the North Eastern States; Indo-Sri Lankan Relations: Tamil Ethnic

Problem – India’s Intervention – Indian Peace Keeping Force – India and Maldives: Political and Cultural ties.

UNIT V:

India and SAARC – the question of nuclear weapons – Arms race in the sub-continent, disarmament – conventional and nuclear arms trade, its impact on South Asia – Cross border terrorism

BOOKS FOR STUDY:

1. Subrahmanian. N., **International Relations**, Ennes Publications, Udumalpet, 1993.
2. Premalata Sharma, **International Relations**, Mangal Deep Publications, Jaipur, 1996.
3. Kaul . R.N., **Kashmir’s Mystic**, S.Chand& Co., New Delhi, 1999.
4. Davinder Kumar, **SAARC Origin, Development&ProgrammesMadaanFrom 1st to 9th Summit**, Deep & Deep Publications, New Delhi, 1997..
5. Selig S. Harrison, Parul H Kreishberg and DeunisKux, **India and Pakistan The First Fifty Years**, *Woodrow Wilson Centre Press*, Cambridge University Press, Cambridge, 1999.

BOOKS FOR REFERENCE:

1. Arjundev&IndraArjundev, **History of the World**, Orient Black Swan, New Delhi, 2010.
3. Bambhri. C.P.,**The Indian State 1947- 98**, shipra Publications, Delhi, 1998.
4. Khanna. S.K., **India 50 years of Independence**, Indian Publishers Distributors, Delhi, 1997.
5. Kulshreshtha. K.K., **A Short History of International Relation**, S. Chand & Co., New Delhi, 1993.
6. NeeraChandhoke, **Contemporary India, Economy, Society and Praveen Priyadarshini Politics**, Pearson, Nada, 2009.
7. Shelton H. Kodikara. D., **Dilemmas of India – Sri Lankan Relations 1991**
8. Sri Ram Sharma, **Indo-US Relations 2 Parts**, Discovery Publishing House, New Delhi, 1999.
9. SujathaRamcharit, **United Nations and World Politics**,Kanishka Publishers, Distributors, 1998.
10. Nanda. S.P., **History of Modern World**, Anmol Publications, New Delhi, 1998.

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M.A., HISTORICAL STUDIES

CORE ELECTIVE – III JOURNALISM

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 5

SEMESTER: III

**CREDITS : 4
19EK3**

SUBJECT CODE:

OBJECTIVES:

- To learn the history of Journalism and the role of Press in India.
- To highlight the functions of a Reporter.
- To study the importance of freedom of Press.
- To analyse the duties and functions of a Editor in Journalism.
- To know about the different Departments in a Newspaper Organisation.

LEARNING OUTCOME:

- Forays the students to assess the role of the Press and the laws pertaining to the Press.
- Enunciates the methods to be implemented to take up Journalism as a profession.
- Students get an opportunity to understand the activities of various departments that are a part of the Newspaper organizations.

UNIT – I:

Definition of Journalism – The History of Journalism and Changing Trends – The Role of the Press in a Democracy – Responsibilities of the Newspapers – Press Laws.

UNIT – II:

Reporting – Reporter's Functions – Types of Reporting – Public Meetings – Political Activities – Sports and Cultural activities.

UNIT – III:

Forms of Journalistic Writing – Inverted Pyramid Style – Writing Professional and Freelance Articles – Feature Writing – Book Reviews – Lead Articles – Letters to the Editor – Interviews.

UNIT – IV:

Editing – Editor and Sub-Editor – Headline Writing – Proof Reading – Use of Abbreviations – Symbols – Page Makeup.

UNIT – V:

Newspaper Management – Different Departments in a Newspaper Organisation – Editorial – Financial – Distribution – Role of News Agencies – Advertising Agencies.

BOOKS FOR STUDY:

1. Ahuja, *Theory and Practice of Journalism*, Surjeet Publication, Delhi, 1984.
2. Natarajan. J., *History of Indian Journalism*, The Publication Division, Delhi, 1955.
3. Rangaswami, *Basic Journalism*, Sudha Publication Pvt Ltd., Delhi, 1984.
4. Puri. G.K., *Journalism*, Sudha Publication Pvt., Ltd., New Delhi.
5. Shrivastava. K.M, *News Reporting and Editing*, Sterling Publishers Private Limited, New Delhi, 2008.

BOOKS FOR REFERENCE:

1. Alenpitt Robbins, *Newspapers To-day*, Oxford University, London, 1956.
2. Bruce Westley, *News Editing*, Oxford & IBJ Publising Co., 1968.
3. Chalapathi Rau. M., *The Press*, National Book Trust, New Delhi, 1973.
4. David Wain Wright, *Journalism Made Simple*, Rupa& Co., London, 1981.
5. Johenberg, *The Professional Journalist*, Oxford & IBH Publishing Co., New Delhi, 1980.
6. Kamath. M.V., *The Journalists Hand Book*, Vikas Publishing House Ltd., New Delhi, 1983.
7. Kamath. M.V., *Professional Journalism*, Vikas Publishing House, New Delhi, 1981.
8. Markekar. D.R., *The Press under Pressure*, Indian Book Co., New Delhi, 1973.
9. Nadig Krishna Murthy, *Indian Journalism*, ThePurasarange University of Mysore, 1966.
10. Stein. M.L., *Shaping the News*, Square Press, Washington, 1974.

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M.A., HISTORICAL STUDIES

SUPPORTIVE ELECTIVE – II PANCHAYAT RAJ IN INDIA

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 4

SEMESTER: III

**CREDITS : 3
19SK2**

SUBJECT CODE:

OBJECTIVES:

- To familiarize the concept of Panchayat Raj.
- To know the significance of the enactment of the Panchayat Raj Act of 2002.
- To summarise the evolution of Panchayat Raj system in Tamil Nadu.
- To study the functioning of the village Panchayats.
- To learn about the development of the Resources of the Panchayat.

LEARNING OUTCOME:

- Need for decentralizing the power after acquiring Independence is vividly understood.
- Summary of the Indian resources, heads of expenditure and the methods to generate income under the Panchayat are thrown open to assess.
- Spirit for involving actively in the Community Development Programmes is aroused in the thoughts of the students.

UNIT – I:

Concept of Panchayat Raj – Evolution of Panchayat Raj in India – The views of Mahatma Gandhi and Sarvodaya Leaders.

UNIT – II:

Decentralization since 1947 – Committee on Panchayat Raj after Independence – Panchayat Raj Act 2002.

UNIT – III:

Evolution of Panchayat Raj system in Tamil Nadu since 1950 – Village Panchayats and Panchayat Unions – Types of Panchayat Councils.

UNIT – IV:

Panchayat Finance – Sources of Income and Expenditures – Development of the Resources of the Panchayats.

UNIT – V:

Administration and the Management of Panchayat Raj – Community Development Programme.

BOOKS FOR STUDY:

1. Goel. S.L., **Panchayat Raj in India: Theory and Practice**, Deep & Deep Publications, New Delhi, 2009.
2. Singh. S.K., **Panchayat Raj Finances in Madhya Pradesh**, Concept Publishing Company, New Delhi, 2004.
3. Sundar Ram. D., **Panchayat Raj Reforms in India: Power to the People at the Grassroots**, Kanishka, New Delhi, 2007.
4. Dharmaraj. J., **Panchayat Raj, (Tamil)** Tensy Publications, Sivakasi, 2009.
5. Vysaulu, Vinod, **Panchayats, Democracy and Development**, Rawat Publications, Jaipur, 2003.

BOOKS FOR REFERENCE:

1. Bandopadhyay. D., **Empowering Women Panchayat Members, Mukherjee, Amitav Handbook for Master Trainers using Participatory Approach**, Concept Publishing Company
2. Ghosh, Buddhadeb, **State Politics and Panchayats in India**, Manohar Girish Kumar Publishers, New Delhi, 2003.
3. Malik, Shamsar Singh, **The New Panchayat Raj**, Aalekh Publishers, Jaipur, 2002.
4. Raj Manoj & Malini, **The State of Panchayat Raj, A Participatory Nambiar et al, Perspective**, New Delhi, 2001.
5. Singh. J.L., **Women and Panchayat Raj**, Sunrise Publications, New Delhi, 2005.
6. Sisodia, **Functioning of Panchayat Raj System**, Rawat Publications, New Delhi, 2005.
7. Sivaramakrishnan. K.C., **Courts, Panchayats and Nagarpalikas: Background and Review of the Case Law**, Academic Foundation, New Delhi, 2009.
8. Soni, Jasprit Kaur, **Governance of Panchayat Raj**, Sunrise Publications, New Delhi, 2005.
9. Raori Kamal, **Disaster Management through Panchayat Raj**, Concept Publishing Company, New Delhi, 2004.

**BHARATHI WOMEN'S COLLEGE (AUTONOMOUS), CHENNAI – 600
108**

**M.A., HISTORICAL STUDIES
CORE PAPER – XIII HISTORIOGRAPHY**

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: IV

CREDITS : 5 SUBJECT CODE: 19MKN

OBJECTIVES:

- To study the meaning and uses of History
- To compare history with other allied disciplines and social sciences.
- To make the students understand the concept of Philosophy of History.
- To acquire knowledge about recent trends in historiography.
- To develop the skill of writing thesis and research articles.

LEARNING OUTCOME:

- Transforms the students from a mere history learners to the writers of history by displaying the methodology to be adopted.
- Students are transformed into scholars by understanding the basic Philosophy of history and its' speculative as well as analytical aspects.
- An inquisitive road to sojourn into the basics of the writing of history.

UNIT – I:

Definitions and Meaning – Nature and Scope of History –Kinds of History – Values of History- Uses and Misuses of History

UNIT – II:

The Branches of History – History and Allied Disciplines – Other Social Sciences – Ancillary Sciences.

UNIT – III:

History as Science and Art – Philosophy of History – Sepculative Philosophy and Analytical Philosophy – Its Evolution

UNIT – IV:

Trends in Indian Historiography – Ancient Medieval and Modern – Recent Trends – Subaltern Studies.

UNIT – V:

Writing of History – Selection of Topics – Collection of Data – Classification of Sources
Internal and External Criticism – Objectivity in Writing History – Synthesis –
Interpretation - Exposition – Foot Notes – Bibliography.

BOOKS FOR STUDY:

1. Rajayyan. K., **A Study in Historiography – History in Theory and Method**, Ratna Publications, Madurai, 2000.
2. Subrahmanian. N., **Historiography and Historical Methods**, Ennes Publications, Udumalpet, 1973.
3. Collingwood. R.G., **The Idea of History**, Oxford University Press, Oxford, 1946.
4. Chitnis K. N., **Research Methodology in History**, Atlantic Publisher & Distributors (P) Ltd., New Delhi, 2006.
5. Dharmaraj. J., **VaralathruVaraiviyal (Tamil)**, Tansy Publications,,Sivakasi, 2007.
- 6.

BOOKS FOR REFERENCE:

1. Clark. G.K., **Guide for Research Students Working on Historical Subjects**, Cambridge University Press, Cambridge, 1969.
2. Dray. W.H., **Laws and Explanation in History**, Oxford University Press, Oxford, 1967.
3. Garnier. P., **Theories of History**, Oxford Printing Press, Oxford, 1959.
4. Khurana. K.L., **Concepts & Methods of Historiography**, Lakshmi NarainAgarwal, Agra, 2007.
5. Kochhar. S.K., **Teaching of History**, Sterling Publishers Private Limited, New Delhi, 1998.
6. Kumar, **Methods and Techniques of Social Research**, Lakshmi NarainAgarwal Agra, 2002.
7. Wilinson&Bhandarkar, **Methodology and Techniques of Social Research**, Himalaya Publishing House, Mumbai, 2003.

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M.A., HISTORICAL STUDIES

CORE PAPER – XIV WOMEN'S STUDIES

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: IV

**CREDITS : 5
19MKP**

SUBJECT CODE:

OBJECTIVES:

- ❖ To have a look at the condition of women through the ages.
- ❖ To learn about women's movement and women social reformers.
- ❖ To acquire knowledge about the various Constitutional protection given to women in India.
- ❖ To appreciate the activities of the NGO's in the upliftment of women in the society.
- ❖ To know about the role played by women in various fields in the society.

LEARNING OUTCOME:

- Students are mentored to comprehend the need for women's rights in India.
- The study of the contributions of various prominent women organizations and women inspires the students to follow their footsteps.
- Students are instilled with the rights they possess that inspires them to handle certain events of their life courageously.

UNIT I:

Nature and scope – Definition and theories of Feminism – Women Movements in the US and UK –Status of Women in India – Vedic Period – Childhood, Marriage and education – Widowhood, women in public life, women and rituals – later Vedic period – Epic period.

UNIT II:

Status of women in Medieval Period, Purdah, Sati, Jauhar - Women poets in Medieval period –KundavaiNatchiyar, SembianMadevi - Akkammadevi, Mira Bai, Lal Deb, Jahanara Begum –Iswar Chandra VidyaSagar –Virasalingam –Karve

UNIT III:

Political awakening and status of women in modern period –Role of Missionaries– Women in National Movement – Bharathiyar –Annie Besant – Periyar E. V. R. – Margaret Cousins –Muthulakshmi Reddy – Indira Gandhi – VijayalakshmiPandit – J.Jayalalitha.

UNIT IV:

Women's Organizations and services: Indian Women Association-National Council of Women in Indian Association - All India Women's Conference -Women in Medicine: Women in Education - Women in Media

UNIT V :

Women and Law: Constitutional Rights of Women in India – Abolition of Sati – Widow Remarriage Act –Sarada Act, Suppression of Immoral traffic Act – Equal Remuneration Act – Ant-Dowry Acts – Family Court Act – Eve Teasing and Sexual Harassment (Prevention) of Women Act, 2004 – Domestic Violence Act, 2005

BOOKS FOR STUDY:

1. Bakshi S.R., *Women's Rights and Modernisation*, Book Enclave, Jaipur, 1998.
2. Jayapalan N., *Women Studies*, Atlantic Publishers and Distributors, Chennai, 2000
3. Muthu Chidambaram, *PenniyamThotramumValarchiyum*, MuthuPathippagam, Thirunelveli, 2005.
4. Altekar. A.S., *The Position of Women in Hindu Civilization from Pre-historic times to the Present Day*, MotilalBanassidas Publishers Pvt., Ltd., Delhi, 1999.
5. SumitSarkar and JanikaSarkar (Ed.), *Women and Social Reform in Modern India*, Vol. II, Permanent Black, Raikhet, 2007.
6. AnjaliVarma, *Women and Society in early Medieval India – Reinterpreting Epigraphs*, Taylor & Francis, United Kingdom, 2018

BOOKS FOR REFERENCE:

1. Immanuel M., *Women and Development*, Karnavathi Publications, Ahmedabad, 1998.
2. HarjinderKour., *Role of Women in Indian Freedom Struggle 1885-1947*, Writer Choice, New Delhi, 2015.
3. JatindraBimalChauduri, *The Position of Women in Vedic Rituals*, Asian Education Services, New Delhi, 2012.
4. Jayapalan N., *Penniyal (Tamil)*, Atlantic Pathippagam, Chennai, 2000.
5. Maithereyi Dixit, *Women and Achievements*, Kanishka Publishers, New Delhi, 1998.
6. Pandit S.K., *Women in Society*, Rajat Publications, Delhi, 1998.
7. SaralRanganathan, *Women and Social Order*, Kanishka Publishers and Distributors, New Delhi, 1998.
8. Tandon R.K., *State of Women in India*, Indian Publishers and Distributors, Delhi, 1998.
9. Tharuma. P, Paramasivan. G Alphonso. S., *Global Vision of Women Empowerment*, Victory Publishers, Delhi, 2013.

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M.A., HISTORICAL STUDIES

PROJECT

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: IV

CREDITS : 6

SUBJECT CODE: 19MKQ

**BHARATHI WOMEN'S COLLEGE (AUTONOMOUS), CHENNAI – 600
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M.A., HISTORICAL STUDIES

CORE ELECTIVE – III HISTORY OF CHENNAI

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: IV

CREDITS : 5

SUBJECT CODE: 19EK4

OBJECTIVES:

- To expose the students to the historical heritage of Chennai.
- To learn how Chennai emerged as a commercial and cosmopolitan centre.
- To acquire knowledge on the economic and industrial development of Chennai.
- To learn how Chennai grew as the Gateway of South India.
- To explore the important heritage monuments in Chennai.

LEARNING OUTCOME:

- Throws open the cultural and heritage vistas of Chennai vividly.
- Firmly develops the ideology in the minds of the students that Chennai is the gateway of South India.
- Enthusing details about the monuments and buildings of Chennai will be on the fingertips of the students.

UNIT – I:

Etymology of Chennai - Historical Background of Chennai – Origin of the City of Madras and its Development.

UNIT – II:

Madras under the English East India Company – Development of Madras as a commercial and Political Centre – Socio-Economic and Cultural History of Madras.

UNIT – III:

Emergence of the Madras as a Cosmopolitan Centre – Industrialization – Port Trust – Growth of the Trade Union Movement – Transport and Communication.

UNIT – IV:

Madras – The Gateway to South India and its Culture – Development of the Press and Film Centre of Education and its Development – Contribution of the Minorities.

UNIT – V:

Heritage Monuments – VivekanandarIllam, Fort St. George, War Memorial, Santhome Cathedral Basilica, Rippon Building, Victorial Hall, Theosophical Society, Connemara Library and Museum, Gandhi Mandapam, Anna Memorial, Egmore Railway Station, Central Railway Station, High Curt Building, Higginbothams, Parthasarathy Temple, Kapaleeswarar Temple, University of Madras, Moor Market, Rajaji Memorial, Palace of Arcot, Valluvarkottam, KhalshaMahal and their historical Background..

BOOKS FOR STUDY:

1. Love. H.D., **Vestiges of Old Madras**, 4 Vols, Asian Educational Service, Chennai, New Delhi, 1996
2. Muttiah. S., **Madras Rediscovered**, Asian Educational Service, East West Publication, Chennai, 2008
3. Charles Lawson, **Memoires of Madras**, Asian Educational Services, New Delhi, 2002.
4. **Madras Tercentenary Volume**, Asian Educational Service, Chennai. 1967
5. Muttiah. S., **Madras Marukandupidippu**, (Tamil) Asian Educational Service, East West Publication, Chennai, 2008.

BOOKS FOR REFERENCE:

1. Buchanan Francis, **Journey from Madras**, 3 Vols, Asian Educational Service, New Delhi, 1999.
2. Manian S.S., **Architectural Panorama of Chennai**, Government Museum, 2005.
3. Muttiah. S., **Madras Miscellany A Decade of People, Places and Potpourri**, East West Publications, Chennai, 2011.
4. Rajaraman. P., **Chennai Through the Ages**, Poompozhil Publishers, Chennai, 2003.
5. Narasaiah, **Madrassapattinam (Tamil)**
6. Price J.F. & Rangachari. K., **Private Diary of AnandaRangaPillai – 12 Vols**, Asian Educational Service, New Delhi, 2006.
7. Col. Reed. D.M., **Story of Fort St. George**, Asian Educational Service, New Delhi, 2007.
8. Mc. Lean, **Manual of Administration of Madras Presidency**, Vol. I, Asian Educational Service, New Delhi, 1987.
9. **Madras Handbook**, MCMXXII, Asian Educational Service, New Delhi, 2005.

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M.A., HISTORICAL STUDIES

CORE ELECTIVE – VCONTEMPORARY HISTORY OF INDIA

(EXCLUDING FOREIGN POLICY)

(For the students admitted from the academic year 2019 -2020)

HOURS PER WEEK: 6

SEMESTER: IV

**CREDITS : 5
19EK5**

SUBJECT CODE:

OBJECTIVES:

- ❖ To analyse the role of SardarVallabhai Patel in integrating Indian States.
- ❖ To learn about the socio-economic, industrial and agricultural development of India after independence.
- ❖ To study the policies of Mrs. Indira Gandhi as Prime Minister of India.
- ❖ To know about the rise of Janata Party to power.
- ❖ To examine major issues that happened in India like Cauvery water dispute and Babur Masjid issues.

LEARNING OUTCOME:

- After foraying into this subject, students will be familiarized with the age latest trends in the agricultural as well as the industrial sectors of India.
- Contributions of the national leaders in the social and economic development of India are implicitly understood.
- Strategies formulated to protect India like Lok Pal envisions the students with the domestic policy adopted in India.

UNIT I:

General Election 1951 – SardarVallabhai Patel – Integration of Indian States – Reorganisation of States – Nehru's Era – Economic Planning – Five Year Plan – Industrial, Scientific and Agricultural Development – LalBahadurSastri as Prime Minister.

UNIT II:

Indira Ganidhi – Policies of Mrs. Indira Gandhi – Socio-economic development – The Twenty Point Programme – J.P. Movement – Emergency – Election of 1977.

UNIT III:

The Janata Interregnum – Morarji Desai – Sha Commission – Political and EconomicalMeasuers – Secularism – Charan Singh as Prime Minister – Second Pase of

Mrs. Indira Gandhi's Regime – Rise of Armed Rebellion – Mrs. Indira Gandhi's Assassination.

UNIT IV:

Rajiv Gandhi as Prime Minister – Modernisation of India – Bofors Issue – The formation of National Front Government – V.P. Singh and Chandrasekhar as Prime Minister – Reservation Policy – Mandal Commission – Rajiv Gandhi's Assassination – 1991 Election – NarasimhaRao as Prime Minister – New Economic Policy – Cauvery Water Dispute – Babri Masjid Issue.

UNIT V:

1996 Election – Vajpayee (1996) – Deve Gowda (1996-97) – I.K. Gujral (1997-1998) – 1998 Election – BJP Coalition Government – Pokhran I – Pokhran II – United Front Government Dissolved – 1999 – 2004 – Vajpayee Government – Kargil War – Operation Vijay – PODA Act 2002, 2004, 2014 – Dr. Manmohan Singh (Two Terms) – Commission – Kashmir Issue – Lok Pal 2014

BOOKS FOR STUDY:

1. Venkatesan. G., *History of Contemporary India 1947 – 2008*, V.C.PublicationmRajapalayam.
2. Bipin Chandra, Mridula Mukherjee and Radha Mukherjee, *India Since Independence 1947 – 2000*, Orient Longman, New Delhi, 2000.
3. Dharmaraj. J., *SamakalaIndiyaVaralaru 1947 – 2014*, Tensy Publication, Sivakasi, 2014.

BOOKS FOR REFERENCE:

1. Bhambhri. C.P., *Indian Politics since Independence*, New Delhi, 2002.
2. Bipin Chandra, *Essays on Contemporary India*, Vikas Publishers, Delhi, 1987.
3. Chakravarthy. S. R., *Contemporary India*, Delhi, 2000.
4. Deshmukh. C.D., *Economic Development of India 1946 – 56*, Bombay Asia Publishing house, 1957.
5. Duke. S.C., *Contemporary India and its Modernisation*.
6. Kushwant Singh, *Indira Gandhi Returns*, New Delhi, 1979.
7. Partha S. Ghosh, *BJP and the Evolution of Hindu Nationalism*, New Delhi, 1999.
8. RomilaThapar (Ed.), *India: Another Millennium*, New Delhi, 2000.
9. RamachandraGuha, *India after Gandhi*, Pan Macmillan, New Delhi, 2008.

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**M.A. HISTORICAL STUDIES
(2019-2020 ONWARDS)**