

ANNAMALAI UNIVERSITY

M.A. HISTORY

SYLLABUS

UNDER CBCS

(2021-2022)

The Course of Study and the Scheme of Examination

Sl. No.	Study Components		ins. hrs / week	Cred it	Title of the Paper	Maximum Marks		
	Course Title					CIA	Uni. Exam	Total
SEMESTER I								
1	Core	Paper- 1	6	4	Social and Cultural History of Tamil Nadu from sangam age to 1565 C.E.	25	75	100
2		Paper- 2	6	4	Social and Cultural History of India up to C.E 1526	25	75	100
3		Paper- 3	6	4	Social and Cultural History of India from C.E. 1526 to C.E.1773	25	75	100
4		Paper- 4	6	4	India and her Neighbours since C.E.1947	25	75	100
Internal Elective for same major students								
5	Core Elective	Paper-1	3	3	(To choose one out of 3) A. Intellectual History of India B. Archives Keeping C. Economic History of India up to 1526. C.E	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
6	Open Elective	Paper-1	3	3	(To choose one out of 3) A. Contemporary History of Tamil Nadu from C.E.1947 to C.E. 2001 B. Introduction to Tourism C. Constitutional History of India from C.E.1773 to C.E. 1947	25	75	100
			30	22		150	450	600
SEMESTER II						CIA	Uni. Exam	Total
7	Core	Paper- 5	6	4	Social and Cultural History of Tamil Nadu from C.E 1565 to C.E 2000	25	75	100
8		Paper- 6	6	4	Social and Cultural History of India from C.E. 1773 to C.E. 2000	25	75	100
9		Paper- 7	6	4	General Studies for Competitive Examinations	25	75	100

Internal Elective for same major students								
10	Core Elective	Paper-2	5	3	(To choose one out of 3) A. Administrative History of India B. Introduction to Archaeology C. Economic History of India from C.E. 1526 to C.E. 1857	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
11	Open Elective	Paper-2	5	3	(To choose one out of 3) A. The Indian National Movement B. Panchayat Raj C. The Constitution of India	25	75	100
12	*Field Study		-	2		100	-	100
13	Compulsory Paper		2	2	Human Rights	25	75	100
			30	22		250	450	700

* FIELD STUDY

There will be field study which is compulsory in the first semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluation the field study report.

- (i). Head of the respective department
- (ii). Mentor
- (iii). One faculty from other department

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SEMESTER-I

PAPER - 1

SOCIAL AND CULTURAL HISTORY OF TAMILNADU

FROM SANGAM AGE TO C.E 1565

Objectives

Recent researchers in the ancient history of Tamilnadu has brought to light the glory of the cultural past of the Tamils. The students will acquire knowledge about the Social and cultural aspects of the Tamil Society from the Sangam Age to A.D 1565 in this paper.

UNIT-I

Physical features of Tamilaham – Location – Areas and boundaries – Climate – Major soil distribution – Alluvial – Red – Black – Desert Soils – Major cultivable crops – Natural Vegetation and wild life - Sources – Sangam Age – Sangam Literature – Socio, Economic and Religious life.

UNIT-II

Invasion of Kalabhras (Dark Age) – Establishment of Pallavas rule in Kanchi – Society, Economy, Religious condition during Pallavas- Pallavas Contribution to Art and Architecture -Art and Architecture –Education – Bhakthi Movement.

UNIT-III

First Pandiyan Empire – Society, Economy, Culture, Art and Architecture – Rise of Imperial Cholas – Society – Economy and Culture – Art and Architecture.

UNIT-IV

Establishment of Second Pandiyan Empire – Society, Economy and Culture under Sccond Pandiyan Empire– Art and Architecture.

UNIT-V

Muslim Invasion (Malik Kafur) – Society, Economy and Culture Establishment of Madurai Sulatanate - Vijayanagar rule – Society – Economy – Culture, Art and Architecture.

Course Outcome:

Unit 1 : The students were enabled to understand the Physical features of Tamilnadu

Unit II : The students realized the dark age of Tamil Nadu - The students will know about the style of Art and Architecture and the contribution of Pallavas in various fields

Unit III : The study enhances the students the growth of Tamil Nadu in the middle ages

Unit IV : The students were given an insight of reestablishment of Pandiyan Empire

Unit V : The overall growth of Tamil Nadu which attracted the Muslim invasion from the Northern India and the establishment of Madurai Sultanate and the Vijayanagar Empire.

Books for Reference:

1. Balasubramanian. C - The Status of Women in Tamilnadu during the Sangam Age, 1976.
2. Devanesan. A - History of Tamilnadu, 1977.
3. Mahalingam .T.V - Administration and Social life under Vijayanagar, 1940.
4. Dr.Minakshi. C - Administration and Social life under the Pallavas,1977
5. Nagaswamy. R - Studies in South Indian History and Culture.
6. Pillay. K.K - A Social History of the Tamils.
7. Srinivasa Aiyengar - History of the Tamils, 1929. M.A. History: Syllabus (CBCS)

PAPER - 2
SOCIAL AND CULTURAL HISTORY OF INDIA
UPTO C.E. 1526

Objectives

This paper aims at understanding various cultural heritages of our ancient India and to preserve our entity in the present trend of changing cultural phenomenon

UNIT-I

Pre History – Proto History of India – Races in India - Sources of Ancient Indian History – Indus Valley Civilization – Early and Later Vedic Culture –Position of Women – India in the 6th Century BEC – Birth of Jainism and Buddhism and their Principles.

UNIT-II

Establishment of Maurya Dynasty – Chandra Gupta – Bindusara and Asoka – Art and Architecture and Society – Ashoka embraces Buddhism - Ashoka's Dharma- India between 2nd century BC to 3rd century A.D. – Brahminical Cultural Revival – Gandhara and Madura School of Art.

UNIT-III

Guptas – Golden Age of Guptas - Art and Architecture – Religion and Society – Paintings – Sculpture – Education – Astro- Physics during Guptas - Literature Advent of the Arabs – Social Change and life. – Revival of Hinduism -

UNIT-IV

Establishment of Delhi Sulthanate – Slave – Khilji – Tuqhlac – Sayyad – Lodi Dynasties Social Condition during Delhi Sultanate – Slave System - Literature - Art and Architecture – Advent of Moghuls.

UNIT-V

Bhakti Movement – Alwars and Nayanmars – Gurunanak – Kabir – Sufi Movement – Social and Culture life Under Vijayanagar rule-Art and Architecture.

Unit I : The students will be enlightened about the Indian culture and history and the foundation of new religious philosophy

Unit II : Mauryas were the first dynasty almost the entire subcontinent and the propagation of Buddhist philosophy in the Oriental countries. New techniques of art and architecture

Unit III: The revival of Hinduism and it is recorded as the Golden period in Indian History

Unit IV: The students will know how the Muslim rule in Delhi was governed

Unit V : The revival of Hinduism in South India and Sikhism in Punjab; Muslim reform movement in North India – The rule of Vijayanagar empire in South India.

Books for Reference:

1. Chandra, Satish, Essays on Medieval Indian History, Oxford University press, New Delhi 2004
2. Chandra, Satish, Medieval India from Sultanate to Mughal Part1 1206 to 1526, Murnad publications New Delhi 1975.
3. Majumdar R.C. An Advanced History of India Macmeillan India.
4. Rizvi S.A. The Wonder that was India Vol.II Penguin Books New Delhi 2000.
5. Sathyanathaiyer.R. A Political and Cultural History of India Vol.1, S.Viswanathan Printers and Publishers Chennai.

PAPER - 3

SOCIAL AND CULTURAL HISTORY OF INDIA FROM C.E. 1526 TO C.E.1773

Objectives

To help the P.G. Students to acquire the Knowledge of various dimensions of the life style of the people of India from 1526 to 1773.

UNIT-I

India Under Mughals - Sources – Babur – Humayun –Akbar – Jehangir – Shajahan – Aurangazeb - Social and Cultural Conditions – The Ruling Class- Manzabdars, Jagirdars, Zaminadars – Peasants – Status of Women – Religion – Din i – Ilahi – Sur Dynasty

UNIT-II

Cultural condition under the Mughals – Literature – Education – Painting – Music –Art and Architecture.- Indo Persian style

UNIT-III

Establishment of Maratha rule - Social and cultural History of Marathas.

UNIT-IV

Age of Religious Reformers – Impact of Religious reforms on Sikhs – Hindus – Muslims.

UNIT-V

Advent of Europeans – Portuguese - Dutch – French and English – Rivalry of French and English - Growth of Indology – Social and Cultural Policy of the East India Company – Activities of Christian Missionaries – Growth of Humanitarianism.

Unit I : Elaborates the insight of the Mughals regarding their contribution

Unit II : Students will be enlightened about the rich contribution of the Mughals

Unit III : How the Marathas established their power during the Imperial Mughal period

Unit IV : Students will be given to understand the contribution of religious leaders

Unit V: The advent of Europeans changed the course of Indian History and the contributions of Christian Missionaries in the field education, literature and health.

Books for Reference:

1. Chandra, Satish: Essays on Medieval Indian History, Oxford University Press, New Delhi, 2004.
2. Chandra, Satish: Medieval India from Sultanate to Mughal - Part - I, 1206-1526, Haranand Publications, New Delhi, 1975.

3. Habib and Nizami: Delhi Sultanate, Indian History Congress Publications, New Delhi, 1970.
4. Luniya, B.N: Indian History and Culture, New Delhi, 1980.
5. Mahajan, V.D: History of Delhi Sultanate, Sultan Chand, New Delhi, 2000.
6. Majumdar R.C: An Advanced History of India, Macmillan India, Ray Choudari, H.C & Datta, K.K. New Delhi, 1970.
7. Qureshi Ishtiaque Hussain: Administration under the Delhi Sultanate, Kitab Bhavan, New Delhi, 1980.
8. Rizvi, S.A.A: The Wonder that was India, Vol-II, Penguin Books, New Delhi, 2000.
9. Sharma, L.P: History of Medieval India 1000-1740, Konark Publishers Pvt Ltd, New Delhi, 1994.
10. Sherwani, H.K: The Bahmanis, New Delhi, 1972.

PAPER - 4

INDIA AND HER NEIGHBOURS SINCE C.E.1947

OBJECTIVES

After India became independent, it made constant endeavors for regional cooperation. Even at international level the regional associations have fostered faster economic growth, peace and co-operation. This paper offers insight into India's effort to cultivate good neighborly relations and confidence building in the improvement of relations with the neighbors. The formation of SAARC is a typical example of regional co-operation which the students of modern history are expected to be familiar. This paper fulfills the need.

UNIT-I

India and Pakistan – Areas of Conflict – Kashmir and Border issues – Afghan Crisis – Its Impact on Indo- Pak Relations – Kargil War – Terrorist attacks in India – Recent trends in the Indo-Pak relationship.

UNIT-II

India and China – Nehru and Chou en Lai – Strains and the process of Normalization – Tibetan Issues – India and Nepal – Economic Cooperation.

UNIT-III

India and Bangladesh – Areas of Cooperation and Crisis – India and Bhutan Insurgency in the North Eastern states – India and Burma – Historical Ties.

UNIT-IV

Indo-Sri Lanka Relations – Ethnic problem in Sri Lanka – Peace Process – Indian and Maldives – Political and Cultural ties.

UNIT-V

Regional Organizations – India's role in the NAM – SAARC and its Activities – Its Future – SAPTA – Nuclearization of South Asia – Its impact.

Course Outcome:

Unit I : The students will be taught on why and how the partition made enmity.

Unit II : The students were given an insight about the two great nations in the world and their relationship

Unit III: Students will be taught how India helped Bangladesh to attain freedom and the contribution of Indra Gandhi. The relationship between Bhutan and Burma.

Unit IV: The ethnic problem in Srilanka and the India's drive for peace in Srilanka and the relationship between India and Maldives

Unit V: Regional organizations towards peace and prosperity

Books for Reference:

1. Bipan Chandra: India After Independence, 1947-2000. Penguin Books, New Delhi, 2000
2. Chaitanya, Mishra: "Indo-Nepal Relations: A View from Kathmandu", Sage Publications, New Delhi, 1993.
3. Dixit, J.N.: Assignment Colombo, Konark Publishers, New Delhi, 1998.
4. Dixit, J.N.: Indian Foreign Policy and Its Neighbours, Gyan Publishing House, New Delhi, 2001.
5. Deb Arinda : Bhutan and India: A Study in Frontier Political Relations.
6. Dutt, V.P.: India's Foreign Policy in Changing World, Vikas Publishing House, New Delhi, 1993.
7. Muhammed Shamsul Haq: Bangladesh in International Politics, Sterling Publishers, 1993.
8. Nanda, B.R. (ed): Indian Foreign Policy: The Nehru Years.
9. Palanithurai, G. & Mohanasundaram, K: Dynamics of Tamil Nadu Politics in Sri Lankan Ethnicity, Northern Book Centre, New Delhi, 1993.
10. Phadis Urmila: Maldives: Winds of Change in the toll state.
11. Ramesh Thakur: The Politics and Economics of India's Foreign Policy.
12. Sathis Kumar (ed): Documents of India's Foreign Policy (1974) The Macmillan co., Delhi, 1977.
13. Shelton U.Kodikara (ed): Dilemmas of Indo-Sri Lanka Relations.
14. Sisir Gupta, K: Kashmir: A Study in India – Pakistan Relations.

CORE ELECTIVE

PAPER 1

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

A. INTELLECTUAL HISTORY OF INDIA

Objectives

The aim of the paper is to make the students familiar with the life, career, ideals and principal life of the intellectuals of the 20th Century India. The intellectuals of 20th Century India played a crucial role in shaping the course of events which culminated in the attainment of India's independence. The younger generation is expected to take them as role models in developing their own personality.

Unit – I

Political Thinkers :- Surendranath Banerjee – Gopalakrishna Gokhale – Thilak- Mahathma Gandhi - B.R.Ambedkar- Jawarhalal Nehru – Indira Gandhi.

Unit – II

Social Thinkers:- Rajaram Mohanray Veerasailingam Panthalu- Jothiba Phule- Muthulakshmi Reddi –E.V.Ramasamy- Mother Theresa.

Unit –III

Religious Thinkers:- Dayanath Saraswathi –Ramakrishna Paramahamsa-Swami Vivekananda –Sri Saiyed Ahmed Khan.

Unit –IV:

Socialist and communists Thinkers M.N.Ray – S.A Dange – E.M.S Namboodripad Singaravelar –Jeeva

Unit –V:

Literary Thinkers :- Rabindranath Tagore - Mohmed Iqbal – Subramanya Bharathi Thiru-Vi-Ka- Sarojini Naidu –Bharathidasan.

Course Outcome:

Unit I : It enhances the ideologies of the Indian political thinkers

Unit II : This unit enables the students about the contribution of the great social thinkers in India

Unit III : The students will be given an insight of the various religious thinkers and their ideas about the religion

Unit IV: The students will be enabled to the new political ideologies during the later 19th and 20th Centuries

Unit V: The contributions of great souls whose contributions towards literature

Books for Reference:

1. Ahluwalia, B.K &: Sardar Patel – rebel and ruler, Akbe Group, New Delhi 1981, Shashi Ahluwalia
2. Bharathi : Mahatma Gandhi, Man of the Millennium, S.Chand & Co, New Delhi, 2000
3. D.K. Publications : On Periyar, Chennai.
4. Gopalakrishnan, M.D.: Periyar, Father of Tamil Race, Emerald Publishers, Chennai.
5. Grover, B.L.& Grovers, S.: A New Look at Modern Indian History, (From 1707 to the Modern Times), S.Chand & Co, New Delhi, 2006.
6. Nanda, B.R.: Jawaharalal Nehru Rebel and Statesman, Oxford University Press, Delhi, 1995.
7. Naravane, V.S.: Modern Indian Thought, Orient Longman, New Delhi, 1978.

CORE ELECTIVE

PAPER 1

B. ARCHIVES KEEPING

Objectives

1. To define the birth of records and practice of archives keeping
2. To examine different types of preservation techniques
3. To understand explicate the rules to access the records in archives
4. To elucidate the different types of documentation procedures
5. To realize the importance of national and state archives

Learning activities

1. Preparing assignment by using government records
2. Field trip to Tiruchirappalli Archives
3. Field Work in Madras State Archives
4. Experts opinion on Documentation procedure
5. Practical knowledge on records management

Unit – 1

Definition of Archives – Creation of Archives –Uses of Archives – Archives and Library - Various types of Archives – Materials used for creation – Birth of a document

Unit – 2

History of Archives in Europe and India - Preservation techniques – Enemies of Records – Rehabilitation of Records – Functions of Archivist

Unit – 3

Functions and Administration: Role of IT in the development of Archives – Rules relating to accession of records in Archives – Appraisal of Records- Retention Schedule – Compilation and Publication

Unit – 4

Various aspects of records management such as Documentation practices and filing system, life cycle of a file and nature of modern records – Classification of records and methods of control on mass production

Unit – 5

National Archives of India and Tamil Nadu State Archives – Requirement of Record Room – Administration of Tamil Nadu Archives – Saraswathi Padasala of Tanjore – Jesuits Archives in Shenbaganur – Field Work

General Course outcome:

The students will be given to understand the importance archives in the study of history and its allied subjects. How to maintain the documents and the preservation techniques will be taught in this subject.

Books for Study:

1. Reference Books
- 1 D. Thiyagarajan, Archives Keeping, Madurai. (Unit - 1 to 5)
1. Cook, Michael, Archives Administration, Dawson UKI Ltd.
2. Hodson, John, VK, An Introduction to use of Public Records, Oxford Clarendon Press, 1934.
3. Jenkinson Hilary, An Introduction to use of Public records, Oxford Clarendon Press, 1934.
4. Kahn, Gilbert, Filing System and Record Management, New York, 1971.
5. Mac Millan, David (ed), Archives, Techniques and Functions in a Modern Society, Sydney, 1957.
6. Muller, Samuel, Feith, JA, Frunin, R, Manual for the arrangement and description of Archives, Train from the Dutch, New York.

CORE ELECTIVE

PAPER 1

C. ECONOMIC HISTORY OF INDIA UP TO 1526. C.E.

Objectives

Economics without History has no root. History without Economics has no fruit. This clearly indicates the value of Economics. So, it is necessary to introduce this paper to the students of History. Further, as History is the record of the past events, the students of History must know the economic condition of Ancient India. This paper would turn the mind and heart of the students to create Healthy and Wealthy India in Future.

UNIT-I

Early Vedic Age – Later Vedic Age – Economic condition – Trade and Means of Transport – Foreign trade in early times – Maritime trade – India's trade relationship between India and Egypt.

UNIT-II

Economic condition of North India from 6th Century BEC. 4th Century BEC. – Sisunaga and Nanda Period – Mauryas – Kushanas.

UNIT-III

Economic conditions under Sathavahanas – Guptas – Harsha – Rashtrakutas.

UNIT-IV

Economic condition of South India – Sangam Age – Pallavas – Cholas – Pandyas – Chalukyas.

UNIT-V

Economic condition under Delhi Sultanate.

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Course Outcome:

Unit I : The students will understand the India's trade with other countries in the ancient period

Unit II : India's economic growth between 6th and 4th Century BEC

Unit III : India's economy during the later half of the ancient period

Unit IV: The students will be given an insight of the economic conditions in the Southern India

Unit V: Economic condition of India during the Delhi Sultanate

Books for Reference:

1. Appa Durai : Economic Conditions in South India, Vol I & II, University of Madras, Madras 1936.
2. Bhargava, P.L.: India in the Vedic Age, S.Chand & Company, New Delhi, 1970.
3. Meera Abraham: Medieval Merchant Guilds, New Delhi Publications, 1988.
4. Dr.Minakshi, C : Administration and Social Life under the Pallavas, University of Madras, 1977.
5. Nilakantasastri, K.A.: The Colas, University of Madras, Madras, 1984.
6. Nilakantasastri, K.A.: A History of South India from Pre-Historic times to the fall of Vijayanagar, Oxford University Press, 1966.
7. Tripathi, R.S.: History of Ancient India, Motilal Banarasi das Publishers, Banares, 1981.
8. Romesh Dutt: Economic History of India, Govt. of India Publications Division, New Delhi, 1976.
9. Salepore, R.N.: The Early Indian Economic History, Tripathi Publications, 1973.
1. 10.Srinivasan, T.M.: Irrigation and Water Supply, New Era Publications, 1991.
2. 11.Sathianathaier, R.: A Political and Cultural History of India, Vol.I, S.Vishwanathan Printers & Publishers, Chennai, 1999.

OPEN ELECTIVE

PAPER 1

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

A. CONTEMPORARY HISTORY OF TAMIL NADU FROM C.E.1947 TO C.E.2001

Objectives

This paper aims at making the students to acquire critical knowledge about the current History of Tamilnadu. The students may develop an analytical approach towards Socio Economic development of contemporary Tamilnadu. The students from other discipline will understand the present day condition of Tamilnadu

UNIT-I

Tamilagam under Congress Rule: Pre - Rajaji Period C.Rajagopalachari - K.Kamaraj - M.Bhaktavatsalam - Their achievements - Social - Economic - Educational Policies.

UNIT-II

Tamilagam under D.M.K Rule : Emergence of DMK and its Ideology - Policies - C.N.Annadurai - M.Karunanidhi - Social - Economic - Languages Policies - Role of Communist Party.

UNIT-III

Tamilagam under AIADMK Rule : Rise of ADMK - M.G.Ramachandran - V.N.Janaki - J.Jayalalitha - Socio and Economic Policies - Higher and Professional Education.

UNIT-IV

Growth of press and media in Tamilnadu - Film and Politics - Its Impact on Tamilnadu - Development of Information Technology - Its Impact on the Society and Economy.

UNIT-V

Social - Cultural - Economic development of Tamilnadu 1947 - 2001.Social Legislation and Social Welfare measures - Cultural Progress - Developments of Arts and Fine Arts - Women development - Progress of Higher Education and Industry.

Course outcome:

Unit I : The students were elaborated their insight regarding the Congress rule in Tamilnadu

Unit II : The emergence of DMK and its ideology will be taught in this unit

Unit III : This unit taught the students how the matinee idols came to power in Tamilnadu

Unit IV: This unit taught how the media popularizes the conditions of Tamilnadu and take it to the general public

Unit V: This unit taught the students about the overall growth the conditions of womenfolk and higher education and Industry in Tamilnadu

Books for Reference:

1. Aruna, Alladi : Kamarajar Ore Vazhikati, (In Tamil), Madhivanan Publications Pvt Ltd, Chennai,2002.
2. Chellam, V.T : Tamilagam History and Culture, Thirumalai Book House,Chennai, 1984.
3. Devanandan, P.D : The Dravida Kazhagam, A Revolt against Brahmanism, Christian Institute for the study of Religion and Society, 1960.
4. Hard Grave, R : The Dravidian Movement, Popular Prakasam, Bombay, 1965.
5. Jagadeesan, P. : Marriage and Social Legislations in Tamilnadu, 1990.
6. Kandaswamy, P. : The Political Career of K.Kamaraj, Concept Publishing Company, New Delhi, 2001.
7. Kapur, R.P : Kamaraj, The Iron Man, Deepak Associates, Pvt Ltd, New Delhi, 1966.
8. Muthusamy, M.S : K.Kamaraj : A Socio Political Study, Tamilnadu Academy of Political Science, Madras, 1988.
9. Raju Kalidoss : History and Culture of the Tamils , Vijay Publications,Dindigul, 1976.
10. Rajayyan, K. : History of Tamilnadu (1565 – 1982) , Raj Publishers, Madurai, 1982.
11. Spratt, P. : DMK in Power, Nichiketa Publications Ltd, Bombay, 1970.
12. Subramanian, N. : Social and Cultural History of Tamilnadu, A.D.1336-A.D1984, Ennes Publications, Udumalpet, 1999.
13. Thandavan, R. : All India Anna Dravida Munnetra Kazahagam, Tamilnadu Academy of Political Science, Madras University, 1987.
14. Thandavan, R. : Dr.J.Jayalalitha - A Phenomenon, Academy of Public Affairs, Anna centre, Madras University, 1996.

OPEN ELECTIVE

PAPER 2

B. INTRODUCTION OF TOURISM

Objectives

A student with a strong sense of history and a very strong historical background is best suited to the field of tourism. The chief prospect for the students of history are greater compared to others with not so similar a background. The introduction of 'Principles of Tourism' as an elective subject will facilitate the students knows the basics of tourism and will enthuse their interests in the tourism industry.

UNIT-I

Tourism: Definition, Nature and Meaning – Need for Tourism – Origin and Growth of Tourism – Tourism through the ages – Domestic and International Tourism – Basic components of Tourism (Local, Transport and Accommodation).

UNIT-II

Tourism as an Industry: Government Policies – Tourism and Economy – Social, Cultural and Environmental impact of Tourism.

UNIT-III

Kinds of Tourism : Historical Tourism – Cultural Tourism – Heritage Tourism – Religious Tourism – Eco Tourism – Modern concepts in India on Tourism : Entertainment Tourism – Medical Tourism – Educational Tourism – Pleasure and Sports Tourism.

UNIT-IV

Cultural and Historical Resources: Art and Architecture, Historical, Monuments, Sculpture, painting, handicrafts, fairs and festivals.

UNIT-V

Religious Resources: Places of Pilgrimage – Hindu, Muslim, Christian, Jain, Buddhists and Sikhs – Temples, Mutts, Mosques, Churches and Gurdwaras – Shrine, Samadhis, Stupas and Darghas – Historical, Cultural, Religious and Natural Places of Interest in India and Tamilnadu.

Books for Reference:

1. Babu, A.Satish : Tourism Development of India, A.P.H.Publishing Corporation, New Delhi, 1998.
2. Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.
3. Bhatia, A.K. : Tourism Development : Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
4. Bhatia, A.K. : Tourism in India – History and Development, sterling publishers Pvt.Ltd., New Delhi, 1978.
5. Coltman, Micheal.M : Tourism Marketing, Van Nostrand Reinhood, New York, 1989.

6. Gill, Pubpinder, S: Tourism : Planning and Management, Anmol Publications Pvt. Ltd. New Delhi, 1997.
7. Panda, Tapan, K, Sitikantha Mishra and Birsaj Bhusan Parida(Eds,) : Tourism Development: The Socio-Economic and Ecological Perspective, Universities Press, Hyderabad, 2004.
8. Selvam, M: Tourism Industry in India, Himalaya Publishing House, Bombay, 1989.
9. Mishra, Lavkush: Religious Tourism in India, New Delhi, 1990.

OPEN ELECTIVE

PAPER 3

C. CONSTITUTIONAL HISTORY OF INDIA FROM C.E.1773 TO C.E.1947

Objectives

The chief prospect for the students of history are greater compared to others with not so similar a background. The introduction of 'Constitutional History of India' as an elective subject will facilitate the students knows the development of constitution and will enthuse their interests in the history of India. The main objective of this study is to enable the students who are seeking to attend competitive examinations.

Unit - I

East India Company - Dual System in Bengal - Regulating Act 1773 – Pitt's India Act 1784 - Charter Acts of 1793, 1813, 1833 and 1853 - Causes and Effects of the Mutiny of 1857 on the Development of the Constitution - India under the Crown - Indian Councils Acts of 1861, 1892 - Minto - Morley Reforms 1909 - Central and Provincial Governments according to the Act of 1919.

Unit - II

Simon Commission's Report - Round Table conference and India's Reactions - Central Government According to 1935 - Provincial Governments according to the Act of 1935 - Provincial Autonomy - Constitutional Deadlock and August offer from Cripp's Mission to Mountbatten Plan - Indian Independence Act 1947 - Making of the Constitution of Indian - India's National Constitution - Union Executive - State Executive - Union Parliament - State Legislative - Union and States - Judiciary - Amendments of the Constitution - Development of Public Services - Local Government.

Unit - III

Rebellion against Company Rule in South India - The Vellore Mutiny - Revolt of 1857 - Act of 1858 – Queen's Proclamation 1858 - Social and Religious Reform Movements in the Second Half of the 19th Century - Birth of the Indian National Congress - Extremist movements of the Congress 1885 - Partition of Bengal 1905 - Movements Abroad for India's Freedom - Rise and Growth of Muslim Communalism in India - Home Rule Movement - Lucknow Pact - First World War - Dyarchy in the Provinces - Congress Reaction - Rowllat Act - Amristar Tragedy - Khilafat Agitation.

Unit - IV

Non Cooperation Movement - Swaraj Party - Simon Commission - Boycott of the Commission - Recommendations of the Commission - The Nehru Report – Jinnah's Fourteen Points - Lord Irwin's Proclamation - Civil Disobedient Movement - Repression by Government - Round Table Conferences - Resumption of Civil Disobedience Movement - Communal Award - Poona Pact - White Paper Reforms 1933 - Elections in 1937.

Unit - V

World War II and Constitutional Deadlock - Offer of the 8th August 1940 - Individual Satyagraha - Subash Chandra Bose and the Indian National Army - Proposals of Sir Stafford Cripps - The Great Upheaval of August 1942 - C.R. Formula - Wavell Plan - Simla Conference - Declaration of Attlee and Wavell - Cabinet Mission Plan - Direct Action by the Muslim League - Establishment of Interim Government - Partition of India - Mountbatten Plan of 3rd July 1947 - Princely States and their Role in the Freedom Struggle - Factors Responsible for the Independence of India - Some Leaders of the Freedom Struggle.

Course outcome:

Unit I : This unit teaches the non major students to understand how we are governed by the acts

Unit II : This unit gives an insight during the Gandhian era and various activities during this period

Unit III : This unit elaborates how Indians struggled for freedom

Unit IV : This unit gives an sufficient information towards India's independence.

Unit V : This unit teaches the non-major students how India attained independence.

Reference Books

1. Agarwal, R.C. , and Bhatnagar ,Constitutional Development and National Movement of India,
2. Banerjee ,A. C, Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta, 1948.
3. Basu ,D.D., Introduction to the Constitution of India, Lexis Nexis, 2015.
4. Busi, S. N., Dr. B. R. Ambedkar framing of Indian Constitution, 1 Edition, 2015.
5. Gupta, Dharma Chand, Indian National Movement and Constitutional Development, Vikas Publishing house Pvt. Ltd., Noida, 1983.
6. Gupta, Manik Lal, Constitutional developments in India, Atlantic Publishers, New Delhi, 1989.
7. Kieth, A. B, Constitutional History of India, Central Book Depot, Allahabad, 1961.
8. Pon Thangamani ,Indian Constitutional History – A. D 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.
9. Pylee, M. V, Constitutional Government in India, Asia Publishing, Bombay, 1967. S. Chand &Company Ltd, New Delhi, 2006.
10. Singh, Sumita, Constitutional Development in British India, Pragun Publications, New Delhi, 1012.

SEMESTER II

PAPER - 5

SOCIAL AND CULTURAL HISTORY OF TAMIL NADU

FROM C.E. 1565 TO C.E. 2000

Objectives

To understand the developments of Tamil Society, Development of Tamil language, Culture and the advertisement in various titles Since the Nayak rule, that encompasses the service of Christian Missionaries for the Tamil Language and the Gradual advancement of Society through Social returns this work and Maratha rule:

UNIT-I

Nayak Society – economy – culture – Paintings and architecture.

UNIT-II

The European Missionaries – Service to Tamil Literature – Caldwell – G.U. Pope- Impact on Education.

UNIT-III

Tamil Nadu in the 19th and early 20th centuries Maraimalai Adigal – Thanithamizh Iyakkam – Kalyana Sundaram – Trade Union Movement.

UNIT-IV

Justice party – Theayagaraya Chetti –Introducing Reservation –Emergence of Self Respect Movement – EVR periyar – Dravidan Movement and Revival of the glory of the tamils.

UNIT-V

Development of Industries and Economic Progress – Social Welfare Schemes – Role of Press and Media – Empowerment of women – Achievements in the field of Education.

Course outcome:

Unit I : This unit bring to light the contributions of Nayaks to economy, culture and fine arts

Unit II : The contributions of Christian missionaries towards the development Tamil literature

Unit III : This unit gives an insight Tamilnadu during the 19th and 20th centuries and the growth of trade union movement

Unit IV : This unit narrates the emergence of reservation policies and the Dravidian movement

Unit V : This unit brings the student the overall growth of Tamilnadu and womenfolk.

Books for Reference:

1. Chellam , V.T. : Thamizhaga varalarum panpadum , Manivasagar pathippagam, Chennai, 2005.
2. Pillay k.k. : A Social History of the Tamils University of Madras, Madras, 1969.
3. Tamil Nadu History, Its people and culture for International Institute of Tamil Nadu Studies, Chennai, 2004.
4. Rajaraman, P: The Justice party, 1916-1937, Poompozhil Publishers, Madras, 1988.
5. Subramanian,P: Social history of the Tamils (1707-1947) D.K. Print world (p) ltd, New Delhi, 1999.

PAPER - 6

SOCIAL AND CULTURAL HISTORY OF INDIA FROM C.E.1773 TO C.E. 2000

OBJECTIVES

Eighteenth, Nineteenth and Twentieth Century Indian History is replete with alien domination and repression and Indian resistance and development. The introduction of western concepts in agriculture, industry and education changed the course of Indian History. The study of this paper will lead to a clear understanding of the various facets of development that took place in the last two and a quarter century of Indian History.

UNIT-I

Education in British and Independent India: Traditional Hindu and Muslim Educational Systems – Patshalas and Madrasas – Introduction of Western Education – Wood’s Despatch – Universities of 1857 – Hunter Commission – Radha Krishna Commission – University Grants Commission: Its Contribution to Higher Education – Kothari Commission – New Education Policy of 1986 – Centres of Higher Education : Indian Institute of Technology, Indian Institute of Management, National Institutes of Technology and other institutions – Engineering and Information Technology Education : Overview.

UNIT-II

Religious and Social Reform Movements in British India: Brahmo Samaj, Prathana Samaj, Satya Shodhak Samaj, Arya Samaj, Ramakrishnan Mission. Theosophical Society – Swami Narayana (Gujarat), Satnamis and Narayans Guru (Kerala) – Muslim Reform Movements: Deoband, Aligarh, Ahmadiyya, Barelwi and Ahl-i-Hadith Movements – Sikh Reform Movements: Nirankari and Namdhari Movements – Parsi Reform Movement: Rehnuma-i-Mazdayaznan – Neo Buddhism “Navayana” of Ambedkar.

UNIT-III

Peasant Movements: European Planters and Indian Peasants – Agrarian Crisis during the British period – Kisan Sabha and Ekta Movements in U.P. –Mapilla Rebellion in Malabar – Bardoli Satyagraha in Gujarat – Great Depression and Agricultural Crisis In India – All India Kisan Congress – N.G.Ranga and Swami Shajanand – Karshaka Sangams of Malabar – Kisan Sabhas of Punjab and Bengal – Peasant Movement in Post Independent Tamil Nadu: Peasant and Cauvery, Krishna Water issue.

UNIT-IV

Trade Union Movements: Growth of Trade Union Movements from 1920 to 1947 – Trade Union Movements in Post-Independence India (1947-2001): Major Trade Unions M.A. History: Syllabus (CBCS) 18 – AITUC – BMS – INTUC – CITU – HMS – Trade Unions of Tamil Nadu: Progressive Labour front and Anna Thozhilalar Sangam.

UNIT-V

Art and Architecture: Colonial Art and Architecture – Post Independent India: Cultural Development – Sahitya Academy, Sangeet Natak Academy and Sangeet Kala Academy – Accomplished Classical Musicians and Classic Dancers – Painters and Sculptors of Modern India.

Course outcome:

Unit I : This unit brings to light the efforts of British towards the development of Education in India and the Indian Government's contribution in the field of education.

Unit II : This unit explains how religious and social reform movements took place in India

Unit III : This unit teaches the student about the Agrarian movement in India

Unit IV : This unit gives an insight of the trade union movements in India

Unit V : This unit elaborated the development of fine arts in India

Books for Reference:

1. Chandra, Bipin: India's Struggle for Independence, Penguin Books, New Delhi, 2000.
2. Chandra, Bipin: India since Independence, New Delhi, 2002.
3. Chandra, Bipin: Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 1999.
4. Majumdar, R.C. Ray Chaudhari, H.C. and Kalikinkar Datta: An advanced History of India, Macmillan Press, Madras, 1998.
5. Jones, Kenetah, W : Socio – Religious Reform Movements in British India, The New Cambridge History of India Series, Foundation Books, Cambridge University Press, New Delhi, 1994.
6. Sarkar, Sumit, : Modern India 1885-1947, Macmillan Press, New Delhi, 2002.

PAPER - 7

GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Objectives: A student with a strong sense of history and a very strong historical background is best suited to study various other dimensions of India apart from history to enable him / her to prepare for the competitive examination

UNIT: I

Geography The Earth-Atmosphere- various types of Soils - Minerals – Metallic and Non Metallic, Food Crops, Cash Crops - Flora and Fauna - Forests, Monsoons-Mountain ranges, Rivers, National highways, Airports-National Wild-Life Sanctuaries - Tribes in India.

UNIT: II

Indian Economy- Planning Commission, NDC - New Economic Policy, LPG Liberalization, Privatization, Globalization – Taxes - Currency System.

UNIT: III

Indian Polity - President, Parliament – Judiciary – Centre – state relation – state Government – Panchayat raj - Recent amendments.

UNIT : IV

Bio-technology – Nano Technology – Space research – Oceanography – plate tectonic – Natural Disaster Management.

UNIT : V

Present Day India and World; Indian States-Census, Flag, Emblem, River Valley Projects - Art & Music, Railways-Awards in India and World – Sports - Major Events in India and World - Who is Who - UNO.

Course outcome:

Unit I : This unit will enable the students to understand the physical geography of India

Unit II : This unit covers how the economy of India is distributed

Unit III : This unit gives an insight how the Union and State government were governed and also understand the Parliamentary democracy

Unit IV : This unit narrates the modern day technology and the growth of Science

Unit V : This unit teaches the meanings of our national flag, water savings, contributions of sports personalities and some of the major events in India and the world

REFERENCE BOOKS:

1. General studies UPSC and State Civil Services Preliminary Examinations, Unique Publishers.
2. General knowledge Manual, Pearson Publication.
3. India 2012, Publication Division, Government of India.
4. Geography of India, 'M' n 'M' series
5. Dutt and Sundaram – Indian Economy 6. Science and Technology-Spectrum Publications
6. 'The Hindu' National Newspaper
7. Civil Services Chronicle, Competitive Examination Monthly Magazine.

CORE ELECTIVE

PAPER 2

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

A. ADMINISTRATIVE HISTORY OF INDIA

Objectives: A student with a strong sense of history and a very strong historical background is best suited to study various other dimensions of India apart from history to enable him / her to prepare for the competitive examination

UNIT - I

Administration :- Meaning and scope of Administration – Origin and growth of Public Administration in India – Pre Mauryas – Mauriyan Administration – special reference to city Administration

UNIT – II

Ancient Indian Administration – Harsha – Guptas administrative policies – Introduction to Muslim Administrative systems – General Revenue, Land, Defence and judicial systems Administrative development in India under the British rule.

UNIT – III

Administrative functions in free India - Central Secretariat – Functions and role of the Ministries of Home affairs, Finance, Defence, Human Resource Development- Health, Law and External Affairs – Minister Secretary relationship – O & M in Central Governments.

UNIT – IV

Constitutional Authorities – The Finance Commission planning commission and Comptroller and Auditor General of India – Problems and issues in Central – State Administrative relation- inter Governmental issues.

UNIT – V

Administrative functions of Indian States – State Secretariat – State planning commission – Planning and Schemes – State Public Services – District Administration – Local self-Government.

Course outcome:

Unit I : This unit teaches the students about administrative efficiency of Indian rulers

Unit II : This unit covers various measures taken for better governance

Unit III : This unit teaches us how we are governed

Unit IV : This unit teaches the administrative functionaries in independent India

Unit V : This unit elaborates the functions of State governments in India

REFERENCES BOOKS:

1. B.B. Mishra, the Administrative History of India 1834 – 1947
2. History of Indian Administration vol-I Bharathiya Vidya Bhavan, 1968 B.N. Puri.
3. B.N. Puri, History of Indian Administration Vol-II, 1975.
4. The Evolution of Indian Administration, Agra, Lakshmi Narayan Agarwal, 1970.
5. Uma Meduri – Public Administration in the Globalisation Era , 2010
6. Bidyut Chakrabarty – Public Administration , Orient Longman Ltd , 2007

CORE ELECTIVE

PAPER 2

B. INTRODUCTION TO ARCHAEOLOGY

Objectives

The study of Archaeology through Epigraphy, Excavation and Numismatics, helps, to understand and rebuild, the history of ancient period. It is a base to post graduates and research students to collect various source materials to prepare and write any article, thesis or book.

UNIT-I

Aims and methods of Archaeology – Explorations – Different types of Excavation's- Pottery types and their importance.

UNIT-II

Early stone Age- A Brief survey of Paleolithic – Mesolithic and Neolithic culture of India.

UNIT-III

Harappa Culture – Chalcolithic culture of western and central India and Deccan – Early Iron Age culture – Painted Grayware and Megalithic culture – Northern Black Polished ware and Black red ware culture of south India.

UNIT-IV

Epigraphy – Its importance – Brahmi Script – Language and Types of inscriptions with special reference to South India.

UNIT-V

Numismatics – Its illustration – Coins of Guptas, Cholas, Pandyas and Vijaya Nagara rulers.

Course outcome:

Unit I : This unit elucidates the importance of archaeology to understand our past.

Unit II : This unit describes the growth of mankind to the students

Unit III : This unit describes the planning of cities and towns in ancient India and the growth of civilization

Unit IV : This teaches the students about the importance of learning to read the inscriptions engraved on the pillars, rocks and temple walls

Unit V : The study of coins will enable the students about the trade activities in India and maritime trade.

Books for Reference:

1. Asko Parpola : South Indian Megaliths, State Dept of Archeology, Tamilnadu.
2. Ekambaranathan, A: Principles and Methods of Archeological Excavation, & Ponnusamy Aranga (in Tamil),(Third Ed.) Kulamangalam Publishers, Chennai, 2002.
3. Magalingam, T.V.: Early South Indian palaeography, madras University.
4. Dr.Narashima Moorthy(ed): Studies in South India Coins, New Era Publication.
5. Narasimhan, B: Neolithic Cultures in Tamilnadu, Sundeep Prahasan New Delhi, 1980.
6. Ramachandran. K.S.: Bibliography on Indian Megaliths, The State Dept of Archaeology,Tamilnadu.
7. Dr.Raman, K.V.: Principles and Methods of Archaeology, Parthajan Publications, Chennai, 1988.
8. Rao, S.R.: Lothal and the Indus Civilizations, Asia Publishing House, Bombay, 1973.
9. Dr.Venkataraman.R: Indian Archaeology – A Survey, Ennes Publications, Udumalpet, 1999.

CORE ELECTIVE

PAPER 3

C. ECONOMIC HISTORY OF INDIA FROM C.E. 1526 TO C.E. 1857

Objectives

The main aim of introducing this paper is to create awareness among the students to know how Agriculture played a dominant role in India and the policies taken by the then governments to improve it. In addition to this, the industrial policies of East India Company, Transport and Communication developments from 1526-1857 certainly induce the students to come forward to work for the betterment of India.

UNIT-I

Economic condition under the Mughals _ Jagirdari – Zamindari – Manzabdari - Khalsa Land and Revenue Assignments – Land Revenue under Sher Shah – Land Tenures.

UNIT-II

Agriculture and Irrigation under the Mughals – Agriculture and Irrigation under the British – Introduction of Commercial crops in British Period.

UNIT-III

Industries – Impact of Industrial Revolution on British India – Policy and Development – Village, Small Scale and Large Scale Industries in Modern India – Famines in India and the Policy of the East India Company.

UNIT-IV

Trade and Commerce under the Mughals – Vijayanagar – Marathas – East India Company – British Traders.

UNIT-V

Transport and Communication – Development of Roadways – Water Ways – Railways.

Course outcome:

Unit I : This unit teaches how the Mughal rulers introduced a system of revenue administration.

Unit II : This unit elaborates the Agrarian conditions and the introduction of commercial crops

Unit III : This brings to light the growth of Industries during British period and Independent India

Unit IV; This unit will enable the students pertaining to trade and commerce

Unit V: This unit teaches the overall development of transports.

Books for Reference:

1. Bhattacharya, H: Aspects of India Economic History – 1750, Progressive Publications, Calcutta, 1980.
2. Chablani, H.L: Economic Condition of India during the 16th Century, Delhi, 1929.
3. Chitnis, K.N.: Socio – Economic Aspects of Medieval India, Mrs. Chitnis, A1/23, Rambat Colony, Poona, 1959.
4. Chopra, D.N. Puri, B.N.: A. Social, Cultural and Economic History of India, Vol III, Macmillan & Das, M.N. Company of India Ltd. New Delhi, 1974.
5. Datta, K.K: Survey of India's Social life and Economic condition in the 18th Century, Calcutta, 1961.
6. Irfan Habib: The Agrarian system of Mughal India A.D.1566 – A.D.1707, Asia publishing House, Bombay, 1963.
7. Mahalingam, T.V.: Administration and Social Life under Vijayanagar Vol I & II, Madras, 1969 & 1971.
8. Romesh Chandra Dutt: Economic History of India Vol.I & II, govt. of india Publications and Division, New Delhi, 1970.
9. Shireen Moosvi : The Economy of the Mughal Empire, Oxford University Press, New Delhi, 1980.

OPEN ELECTIVE

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

PAPER 2

A. THE INDIAN NATIONAL MOVEMENT

OBJECTIVES:

The objectives of the paper is to impart and imbibe in students values and lessons of the Indian National Movement, sacrifices made by nationalist leaders for the cause of freedom, prepare students for the state and central government competitive examinations, and to communicate the importance of safeguarding our freedom and national values.

UNIT-I:

South Indian Rebellion - Poligars and the British - The Vellore Mutiny of 1806, Causes, Course and Results.

UNIT-II:

The Revolt of 1857: Social, Religious and Political Cause - Course and Results - Role of Native Indian Rulers - Impact of the Revolt.

UNIT-III:

Indian National Congress - Moderates and Extremists - Partition of Bengal - Muslim League - Swadeshi Movement - Revolutionaries - Home Rule Movement - Role of Nationalist Press and Literature in the Indian National Movement.

UNIT-IV:

Gandhian Era - Satyagraha - Jallianwala Bagh - Non-Cooperation Movement - Swarajists - Salt Satyagraha - Round Table Conferences - Quit India Movement - British Missions - Partition and Independence.

UNIT-V:

Nationalist Leaders - Jawaharlal Nehru - Subash Chandra Bose - Sardar Vallabhai Patel - Maulana Abul Kalam Azad - Rajaji - Satyamurthy.

Course outcome:

Unit I : For the non- major students this unit will explain the struggle for freedom

Unit II : This unit covers the first war of Indian Independence in 1857

Unit III : The role of Congress towards achieving oneness is described in this unit.

Unit IV : The new phase of operation, ahimsa, is described

Unit V: This unit elucidates the role of national leaders

Books for Reference:

1. Bipin Chandra, Amal Tripathi and Barun De, Freedom Struggle, National Book Trust, 1994.
2. Bipin Chandra et al, India's Struggle for Independence, Penguin, 1989.
3. Sumit Sarkar, Modern India, Penguin, 1990.
4. V.D. Mahajan, Indian National Movement, S. Chand & Co, 1995.
5. S. Gopal, Jawaharlal Nehru - A Biography, New Delhi.
6. Bipin Chandra, editor, The Indian Left.
7. B.R. Nanda, Mahatma Gandhi - A Biography.
8. Chinnaiyan, The Vellore Mutiny.
9. S.N. Sen, Eighteen Fifty Seven, New Delhi, 1957.
10. J. Natarajan, History of Indian Journalism, New Delhi, 1955.

OPEN ELECTIVE

PAPER 2

B. PANCHAYAT RAJ

Objectives

The Constitution (73rd) Amendment Act, endowing PRIs with constitutional status, constitute a significant landmark in the evolution of grass root democratic institutions in India. It ensures full freedom to plan according to the local need and local potentials. The comprehensive framework provided now, will truly transform the rural economy and give a practical shape to people's participation in the process of economic development with social justice.

UNIT-I

Introduction of Panchayat Raj system in India- The Madras Panchayat System- people's participation in rural reconstruction.

UNIT-II

Aims and Objectives of Panchayat Raj system. Constitutional provisions of Panchayat Raj system- The 73rd and 74th Constitutional Amendment Act (CAA)

UNIT-III

Structure and functioning of Panchayat Raj institutions- Marginalized sections and their participation; Institutional mechanism and grassroots decision-making- Examining the administrative and political lacunae in the functioning of the Institution of Self-government

UNIT-IV

Natural resource management and Panchayat Raj institutions- NGOs, Panchayats and capacity-building initiatives- and decentralised planning and finance.

UNIT-V The role of Panchayat Raj institutions in villages and rural areas- Impact on the lives of the women.

Course outcome:

Unit I : This unit teaches the non-major students how effective local self - government functions

Unit II : This unit covers the main aims and objectives of Panchayat raj

Unit III : This unit gives an insight on the structure and functioning of Panchayatraj

Unit IV : This covers the role of resource management and the role of non-governmental organizations

Unit V : This unit explains the panchayat role and the emancipation of women.

Books for Reference:

1. Sanyal, B.M. India: decentralised planning, themes and issues Sanyal;
- 2 New Delhi: Concept, 2001.
- 3 Ray, C.N. Politics of Rural Development
- 4 3.Edited By Hooja, Rakesh Mathur, P.C. District and Decentralized Planning- Jaipur: Rawat Publications, 1991
- 5 Pattanayak , Raimann (ed.) Local Government Administration Reform
- 6 -New Delhi: Anmol Publications, 2002.
- 7 Singh, S.K. Panchayati Raj Finances in Madhya Pradesh -new Delhi: concept Publishing Company, 2004
- 8 Singh, J.L. Women and Panchayati Raj- -New Delhi: Sunrise Publication, 2005
- 9 Soni, Jasprit Kaur Governance of Panchayati Raj -New Delhi: Authors Press Publishers of Scholarly Books, 2005
- 10 Taori, Kamal IAS Disaster management Through Panchayati Raj-New Delhi: Concept Publishing Company, 2005
- 11 Edited by Sisodia, Yatindra Singh Functioning of Panchayat Raj System -New Delhi: Rawat Publications, 2005
- 12 Venkatesan , V. Institutionalising Panchayati Raj in India -New Delhi: Concept Publishing, 2002.
- 13 Ghosh , Buddhadeb & Girish Kumar State Politics and Panchayats In India- New Delhi: Manohar Publishers, 2003.
- 14 Sudhakar , V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.
- 15 Rai, Manoj & Malini Nambiar etc.(eds.) The State of Panchayats:A Participatory Perspective -New Delhi: Samskriti Publication, 2001.

OPEN ELECTIVE

PAPER 2

C. THE CONSTITUTION OF INDIA

OBJECTIVES

In a free and democratic country, the Constitution of the Nation is supreme and it governs the state. Being evolved after much deliberations and discussion, the Bundle of Statute contains the rules and nature of the legislature, its composition, structure of executive and the judiciary. Hence it is essential for every citizen of India to be aware of the same; in particular about the rights that is guaranteed and the duties to be performed by one and all. The objective of this paper is to enlighten the students about various aspects of the constitution under which they are governed.

UNIT-I:

Sources of the Constitution - Preamble - Salient features - Fundamental Rights and Duties - Directive Principles of State Policy.

UNIT-II:

The Union Executive: President, Vice-President, Prime Minister and the Council of Ministers - Powers and Functions - The Parliament: Rajya Sabha and Lok Sabha - Powers and Functions.

UNIT-III:

The Judiciary: The Supreme Court - Composition, Powers and Functions - High Courts in the States - Judicial System of States - Judicial Review - Important Judicial Decisions - Election Commission of India.

UNIT-IV:

The Government of the States: The Governor - Powers and Functions - Chief Minister and the Council of Ministers - The Public Service Commission - The State Legislature Council - Legislative Assembly - Powers and Functions - Election Commissions.

UNIT-V:

The Federal System: Relations between the Union and the States - Legislative, Administrative and Financial Relations - Amendments.

Course outcome:

Unit I : Every Indian should know about our Constitution which will help them for competitive examinations

Unit II : It describes the role of hierarchy in India

Unit III : This unit gives an insight about the functioning of the Indian judiciary

Unit IV: This elaborates the governance in the state and other commissions in India

Unit V: This unit describes the federal structure of our country

Books for Reference

1. Agarwal, R.C. : Constitutional Development and National Movement, S. Chand & Company Ltd., New Delhi, 2005. 2. Basu, D.D. : Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
2. Grover, B.L. & Grover, S. : The Evolution of Indian Constitution and Freedom Struggle, S. Chand & Company Ltd., New Delhi, 1985.
3. Johari, J.C. : The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.
4. Pylee, M.V. : India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.
