



MANONMANIAM SUNDARANAR UNIVERSITY,
TIRUNELVELI-12

SYLLABUS

UG - COURSES – AFFILIATED COLLEGES

Course Structure for B.A. History
(Choice Based Credit System)

(with effect from the academic year 2026-2027 onwards)



Semester-V				
Part	Subject Status	Subject Title	Subject Code	Credit
III	CORE	HISTORY OF THE WORLD 1919 - 2020 CE	FCHI51	4
III	CORE	SELECTED THEMES IN HISTORY OF U.S.A	FCHI52	4
III	CORE	(REGIONAL HISTORY) - HISTORY OF CHENNAI	FCHI53	4
III	CORE	PROJECT (WITH VIVA VOCE)	FCHI5P	3
III	ELECTIVE	WOMEN STUDIES	FEHI52	3
III	ELECTIVE	HISTORY OF DRAVIDIAN MOVEMENT	FEHI5A	3
IV	NAAN MUDHALVAN	INTRODUCTION TO INDIAN CULTURE AND HERITAGE		2
IV		SUMMER INTERNSHIP/IND. TRAINING / FIELD VISIT	FIFK51	2



Total Marks: 100 Internal Exam: 25 marks + External Exam: 75 marks

A. Scheme for internal Assessment:

Maximum marks for written test: **20 marks**

3 internal tests, each of **1 hour** duration shall be conducted every semester.

To the average of the **best two** written examinations must be added the marks scored in. The **assignment** for 5 marks.

The break up for internal assessment shall be:

Written test- 20 marks; Assignment -5 marks Total - 25 marks

B. Scheme of External Examination

3 hrs. examination at the end of the semester

A – Part : 1 mark question two - from each unit

B – Part : 5 marks question one - from each unit

C – Part : 8 marks question one - from each unit

➤ **Conversion of Marks into Grade Points and Letter Grades**

S.No	Marks	Letter Grade	Grade point (GP)	Performance
1	90-100	O	9-10	Outstanding
2	80-89	A+	8-8.9	Excellent
3	70-79	A	7-7.9	Very Good
4	60-69	B+	6-6.9	Good
5	50-59	B	5-5.9	Above Average
6	40-49	C	4-4.9	Pass
7	0-39	RA	-	Reappear
8	0	AA	-	Absent

➤ **Cumulative Grade Point Average (CGPA)**

$$CGPA = \frac{\Sigma (GP \times C)}{\Sigma C}$$

- **GP** = Grade point, **C** = Credit
- CGPA is calculated only for Part-III courses
- CGPA for a semester is awarded on cumulative basis

➤ **Classification**

- a) First Class with Distinction : CGPA $\geq 7.5^*$
- b) First Class : CGPA ≥ 6.0
- c) Second Class : CGPA ≥ 5.0 and < 6.0
- d) Third Class : CGPA < 5.0



HISTORY OF THE WORLD 1919-2020 CE

Learning Objectives

The learning objectives are to impart:

- Understanding of the impact of Fascism and Nazism.
- Factors that led to the emergence of Cold War and its various phases.
- The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
- The rise of Arab nationalism and the Israel-Palestinian Wars.
- The causes and consequences of decline of the Soviet Union.

Unit I

Impact of First World War - League of Nations - International Relations in Inter - War Years – Russian Revolution of 1917- Great Depression and its impact- Fascism and Nazism

Unit II

Second World War – Causes – Course – Consequences – UNO - Aims and Objectives - Organization- Specialized Agencies - Achievements - Post World War Settlements - Cold War.

Unit III

Anti - Colonial Struggles - Decolonization Process in Asian and African countries – Indonesia - Indo-China - Philippines - West Asia & Africa.

Unit IV

Chinese Revolution of 1949 - US and Latin America in the Cold War Era – Arab Nationalism and Israel - Palestinian Wars.

Unit V

Decline of Soviet Union: Causes and Consequences

LEARNING RESOURCES

Recommended Books

1. Andrew Porter, European Imperialism, Palgrave, 1994.
2. Anthony Wood, Europe 1815 – 1945, Longman, 1984.
3. Basil Davidson, Africa in Modern History, Longman, 1994.
4. Chris Warren, A Peoples History of the World, Book Marks, 1999
5. Dilip Hiro, Inside the Middle East, Routledge, 1982.
6. Hobsbawn, E.J., Age of Extremes, Vintage Books, 1994.



7. Hourani, A., A History of The Arab People, Faber and Faber, 1991
8. Taylor, A.J.P., The Origins of Second World War Penguin Books, New York, 1963.

References

1. Andre Gunder Frank, Capitalism and Under Development in Latin America, Monthly Review Press, 1967.
2. Carr, E.H., International Relations between the two World Wars 1919-1939, Palgrave, 2004.
3. Edward Said, The Question of Palestine, Routledge & Kegan Paul, 1980.
4. Howard Zinn, A People's History of American Empire, Metropolitan Books, 2008

Web Resources

1. <http://www.worldhistory.org>
2. <http://khanacademy.org>

SELECTED THEMES IN HISTORY OF USA

Learning Objectives

Learning objectives are to

- Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
- Create awareness of the westward movement and industrialization and their consequences
- Understand the USA's efforts to become an imperialist and joining First World War
- Understand the transformation of USA as a world power and the setting of a bio- polar world
- Impart knowledge about America's multi-culturalism and the war on terrorism

Unit- I

Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction – The Civil Rights Act- 14th Amendment - Carpet Baggers – Scalawags – Black Codes.

Unit- II

Westward Movements -Industrialization and the Rise of Big Business – Growing Pains of Urbanization - Politics in the Gilded Age.

Unit- III

The Progressive Era – McKinley- Spanish American War – Theodore - Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – First World War



Unit- IV

Inter - War Years - Great Depression – Franklin D. Roosevelt – New Deal – Second World War - Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War

Unit- V

Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush. – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular Culture - The Afro- Americans Experience - Hispanics and Asians.

LEARNING RESOURCES**Recommended Books**

1. Arnold S. Rice and John A Krout, United States History From 1865, Harper Collins College, New York, 1991.
2. Henry B. Parkes, The United States of America, Scientific Book Agency, Calcutta, 1968.
3. Jack Lane, Maurice O' Sullivan., A Twentieth-Century American Reader, USIA, Washington DC, 1999.
4. Howard Cincotta., (Ed.) An Outline of American History, USIS Publication, United States Information Agency, 1994.
5. Subramanian, N., A History of the USA, Ennes Publications, Udumalpet, 1995.
- Thomas S. Kidd., American History 1877 to Present - B&H Academic, 2019.

References

1. Douglas K. Stevenson, American life and Constitution, USIA, Washington D.C. 1998.
2. George Brown Tindall with David E. Shi., 'America, A Narrative History, Vol. I& II,
3. Howard Zinn., A People's History of The United States, Harper and Row, Harper Collins, U.S.A., 1990.
4. Thomas S. Kidd., American History-Combined Edition: 1492 to Present—B&H Academic, 2019.

Web Resources

1. <https://besthistorysites.net/american-history/>
2. <https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>



(REGIONAL HISTORY) – HISTORY OF CHENNAI – For University of Madras

Learning Objectives

The learning objectives are to impart:

- History of the region
- Knowledge of the advent of Europeans and development of the city.
- Knowledge of the growth of educational and health facilities in Chennai.
- The origin and growth of industry and trade union movement in Chennai.
- Knowledge of the nationalist politics in Chennai.

UNIT I

Early History of Madras – Consolidation of the British rule in Madras - Establishment of Madras City – Formation of Madras Presidency– Fort St.George - Thomas Pitt - Elihu Yale - Thomas Munro –Ripon – Pennycuick.

UNIT II

Administration – Chennai Corporation –Police – Banking – Industries: Parry’s – Spencer’s – Addison& Co. – P. Orr & Sons – Trade Union Movement in Madras

UNIT III

Education –Formal Education - Elementary Education – Higher Education – Technical – Engineering – Non-Technical - University of Madras – Arts and Science Colleges – Medical Education – Women Education

UNIT IV

Cultural Renaissance in Chennai – Art – Music – Dance – Drama – Cinema – Theatre – Business Houses – Tamil Isai - Cultural Organisation – Press - English and Vernacular – Chennai’s Architectural Heritage

UNIT V

Development of Transportation – Tramways – Roadways — Railways – Airways – Buckingham Canal – Chennai Port Trust.

LEARNING RESOURCES

Recommended Books

1. B.S. Baliga, Administartionof Madras Presidency, Vols. 1 &2,Government Press,1935
2. C.S. Srinivasachariar, History of the City of Madras, P. Varadachary Co., Madras, 1989
3. K.R.A. Narasiah, Madras: Tracing the Growth of the City since 1639, Oxygen



Books, 2008

4. P.Rajaraman, Chennai through the Ages, Poompozhi, Chennai, 1997
5. S.Muthiah, Madras Discovered, East West, Chennai, 1992
6. S.Muthiah, Madras Rediscovered, East West, Chennai, 2018

References

1. Chiranjeevi J. Nirmal, Madras Perspectives: Explorations in Social and Cultural History, Institute of Indian and International Studies, Madras, 1992.
2. K.V.Raman, Early History of the Madras Region, AmudhaNilayam Pvt. Ltd., Madras, 1959
3. Madras Tercentenary Celebration Committee, The Madras Tercentenary Commemoration, Volume, Oxford University Press, Madras, 1939
4. N.S. Ramaswami, The Founding of Madras, Orient Longman. Madras 1977

Web Resources

1. <http://chennai.nic.in/history>
2. <http://sudhoganga.inflibnet.ac.in-originandgrowthofmadras>
3. <https://www.madrasmusings.com>

Project with vivo voce

ELECTIVE: ELEMENTS OF HUMAN RIGHTS/ WOMEN STUDIES

ELEMENTS OF HUMAN RIGHTS

Learning Objectives

The learning objectives are to impart:

- Understanding of the origin and development of human rights
- Importance of the UDHR
- Understanding of the role of NGOs in safeguarding the human rights
- Understanding the importance of NHRC and SHRC in protecting human rights
- Knowledge of the human rights issues of women, child and labourers.

UNIT I

Origin and Development of Human Rights- Magna Carta – Peace of Westphalia – Bill of Rights in England – Declaration of Rights of Men and Citizen – Bill of Rights in USA – Definition and Classification of Human Rights - Civil – Political – Religious

UNIT II

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)



UNIT III

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists

UNIT IV

Human Rights in India - Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations

UNIT V

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants

LEARNING RESOURCES**Recommended Books**

1. C.J. Nirmal, Human Rights in India: Historical, Social and Political Perspectives, OUP, 2000
2. Debarati Haldar, et. al., Advancement of Human Rights in India: Contemporary and Emerging Challenges, Sage Publications, 2021
3. H.O. Agarwal, Human Rights, Central Law Publications, 2020
4. H.O. Agarwal, International Law and Human Rights, Central Law Publications, 2020
5. Julie A. Mertus, The United Nations and Human Rights: A Guide for a New Era, Routledge, 2005
6. Satwinder Juss, ed., Human Rights in India, Manohar Publishers and Distributors, 2020

References

1. Thomas Cushman, Handbook of Human Rights, Routledge, 2013

Web References

1. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
2. <https://www.ohchr.org/en/what-are-human-rights>
3. <https://nhrc.nic.in/>
4. <http://www.shrc.tn.nic.in/>



WOMEN STUDIES

Learning Objectives

The learning objectives are to impart:

- Understand the gender perspective in all domains of knowledge in India
- Realization of the role of education for women empowerment.
- Knowledge about the economic participation of women.
- Awareness about the Constitutional provisions and legislations for Women.
- Motivation among women students to be active stakeholders in the process of nation building

Unit- I

Women Empowerment – Meaning – Nature- Concept and Strategies – Classification and Dimensions of Women Empowerment - Role of Women in Freedom Struggle.

Unit- II

Social Empowerment – Women's Education –Women and Health - Contribution of Periyar - Bharathiar - Bharathidhasan - Annadurai – Karunanidhi – MG.Ramachandran - Jayalalitha.

Unit- III

Economic Empowerment – Participation of Women– Organised and Unorganised Sectors – Women Self-Help Groups – ICT and Women.

Unit- IV

Political Empowerment of Women in India – Women Leaders – Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

Unit- V

Women Education- Women Legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental Schemes for Women by Government of Tamil Nadu.

LEARNING RESOURCES

Recommended Books

1. Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.
2. Government of India, Towards Equality — Report of the Committee on the Status of Women in India. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1975.
3. Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977
4. Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001



5. Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000
6. Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

References

1. Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981
2. Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008
3. Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002
4. Prasanna Kumar(Ed.),Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai,1995.
5. Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

Web Resources

1. <http://www.archives.gov>

ELECTIVE: HISTORY OF DRAVIDIAN MOVEMENT / HISTORY OF REVOLUTIONS

HISTORY OF DRAVIDIAN MOVEMENT

Learning Objectives

The learning objectives are to impart:

- Understanding the Growth of Socio-Political Movements of the 20th Century
- Comprehend the Dravidian Movement and its growth in Tamil Nadu
- Knowledge about Justice Party and its administration and Periyar's ideology
- Comprehend the evolution of DK and DMK
- Awareness about the impact of the Dravidian Movement In Tamil Nadu

UNIT- I

Madras Mahajana Sabha – Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir Pitty Thiyagaraya Chetty.

UNIT- II

Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement– Justice Party Government-Administration – Communal G.O.- Education and Employment for Non- Brahmin - Women Employment and Other Reforms.

UNIT- III

Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravida Khazagam.



UNIT- IV

Down of Dravida Munnetra Kazhagam – Anti- Hindi Agitations - C.N Annadurai's Ministry – Naming Madras State as Tamil Nadu – Two Language Formula -Self Respect Marriages Act - Karunanidhi's Administration - Social Welfare Measures – Education – Agriculture – Industrial Development- Women Empowerment Schemes.

UNIT- V

Formation of AIADMK – M.G. Ramachandran – Welfare Measures – J. Jayalalitha's Rule – Welfare Schemes- Impact of Dravidian Movement – Socio-Economic - Educational and Cultural Development in Tamil Nadu.

LEARNING RESOURCES**Recommended Books**

1. Eugene F. Irschick, Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929, University of California Press, California, 1969
2. Hardgrave Jr., R.L., The Dravidian Movement, Popular Prakasam, 1965
3. K.Rajayyan, History of Tamil Nadu, 1565 to 1982, Raj Publishers, 1982
4. M.S.S. Pandian, Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present, Permanent Black, New Delhi, 2016
5. N. Subramanian, History of Tamil Nadu, 1336 to 1984, Koodal Publications, 1976
6. Nambi Aarooran, Tamil Renaissance and Dravidian Nationalism 1905-1944. Koodal Publishers, Madurai, 1990
7. Rajaram, P., The Justice Party – A Historical Perspective, 1916-1937, Poompozhi Publishers, Madras, 1988
8. Ramaswamy.A, Thakala Thamizhnattu varalaru, New Century book House, Chennai, 2018 (Tamil)

References

1. Baker. C.J, Politics of South India, 1920-1937, Cambridge, 1974
2. Eugene F. Irschick, Tamil revivalism in 1930s, Cre-A, Madras, 1986
3. Eugene F. Irschick, Dialogue on History-Constructing South India (1795-1895), Oxford University Press, New Delhi, 1994
4. Rajaram. P., Chennai Through the Ages, Poompozhi Publishers, Chennai, 1997
5. Washbrook, D.A., South India, Political Institutions and Political Change from 1880 to 1940, MacMillan & Co., 1975

Web Resources

1. https://www.mids.ac.in/assets/doc/WP_120.pdf
2. <https://repositories.lib.utexas.edu/handle/2152/88016>



HISTORY OF REVOLUTIONS

Learning Objectives

The learning objectives are to impart:

- Understanding of the causes and consequences of the American Revolution
- Knowledge of the causes and impact of the French Revolution
- Understanding of the impact of Marxism and role of Lenin in the Russian Revolution
- Understanding of the Chinese Revolution
- Knowledge of the Iranian Revolution

UNIT I

American Revolution – Causes - Political – Social – Economic – Intellectual – Course – Consequences.

UNIT II

French Revolution – Causes - Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Impact of French Revolution.

UNIT III

Russian Revolution – Causes - Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War – Implications.

UNIT IV

Chinese Revolution – Causes - Role of Sun-Yat-Sen – Kuo-Min-Tang (KMT) – Tung-Meng-Hui – - End of Monarchy, 1911– Impact

UNIT V

Revolutions in Cuba and Indonesia - Social Revolution in India – contributions of Buddha – Ambedkar - Periyar - Narayana Guru - Jyotiba Phule.

LEARNING RESOURCES

Recommended Books

1. Bailyn Bernard, Davis David Brion et.al, The Great Republic A History of the American People, Massachusetts: DC Heath and Company 2000
2. Fairbank J.K & Goldman Merle, China: A New History, Cambridge: Harvard University Press, 2006
3. Kaushik Karuna, History of Communist Russia 1917-1991, Delhi: Macmillan Publishers India Ltd, 2006
4. Thomson David, Europe Since Napoleon, Penguin Books, 1970



References

1. Barrington, M. Jr. "The American Civil War: The Last Capitalist Revolution." In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.
2. Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People*. Vol. I. New Jersey: Prentice-Hall, 1995.
3. Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.
4. Lefebvre, G. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1976.
5. Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.
6. Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.
7. Figs, Orlando. *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.
8. Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

INTRODUCTION TO INDIAN CULTURE AND HERITAGE

Learning Objectives

The learning objectives are to impart:

- Understand the concept and meaning of culture
- Establish the link between culture and heritage
- Examine the rich literary heritage of India
- Identify the characteristics of religious movements in India.

Unit – I

Culture – An introduction – General characteristics of culture – Indian culture – Cultural identity, religion, region and ethnicity.

Unit – II

Ancient India – Vedic culture – Mauryan culture – Cultural development under the Gupta Period – The Pallavas and the Cholas.

Unit – III

Medieval India – Cultural heritage under Delhi Sultanate – Rise of Islam and Sufism – Development of folk arts.



Unit – IV

Modern India – Rise of the West and its impact of India – Socio Religious reformers
– Indian language and literature – Religion and philosophy.

Unit – V

Indian painting – Performing arts, music, dance and drama – Architecture – spread of
Indian culture abroad.

Reference Books :

1. Indian Art and culture for civil services and other competitive examination, Nitin Singhanian publisher MC Graw Hill, Third edition (1 August 2019)
2. Indian culture, Art and heritage, Pearson education India, First edition 2021.
3. Ancient and Medieval India, Poonam Dalal Dahiya MC Graw Hill, Second edition (25 July 2020), Noida.
4. Indian heritage art and culture, Madhukar Kumar Bhagat, G.K. Publications, New edition, 2018.
5. History of Modern India, V.D.Mahajan, S.Chand and Co, New Delhi, 1972

