



MANONMANIAM SUNDARANAR UNIVERSITY,
TIRUNELVELI-12

SYLLABUS

PG - COURSES – AFFILIATED COLLEGES

Course Structure for M.A. History

(Choice Based Credit System)

(with effect from the academic year 2024-2025 onwards)



Semester-IV				
Part	Subject Status	Subject Title	Subject Code	Credit
III	CORE	CONTEMPORARY INDIA		4
III	CORE	PEASANT AND LABOUR MOVEMENTS IN INDIA		4
III	CORE	INTERNATIONAL RELATIONS SINCE 1945 CE		4
III	ELECTIVE	WOMEN IN INDIA THROUGH THE AGES / SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE		3
III	CORE	PROJECT WITH VIVA PROJECT		5
III	SEC	RESEARCH AND REPORT WRITING		2
		EXTENSION ACTIVITY EXTENSION ACTIVITY		1



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	10	Outstanding
2	80-89	A+	9	Excellent
3	70-79	A	8	Very Good
4	60-69	B+	7	Good
5	50-59	B	6	Above Average
6	40-49	C	5	Pass
7	0-39	RA	-	Reappear
8	0	AA	-	Absent

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

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

- **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



CONTEMPORARY INDIA

Learning Objectives:

- Evaluate the contribution of different governments.
- Assess the impact of government's policy on scientific advancements in India.
- Describe the India's economic development and foreign policy.
- Explain the uniqueness of Indian society and culture.
- Examine the culture and Arts in Independent India

UNIT I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population. The Political Development – Reorganisation of States on Linguistic basis – Channels of integration – Political parties.

UNIT II

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.
Transport and Communications – Railways – Roads – Shipping – Civil Aviation – Postal, Telegraph – Telecommunication – Landline – internet, Communication Satellites – Mobile Communication.

UNIT III

The Economic Development – Planning Commission – National Development Council – State Plans – Five Year plans – Liberalization and Privatization and its impact.

The Foreign policy- objectives, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

UNIT IV

Indian Society: Rural and Urban context - Constitutional framework for safeguarding the social interest Education – Indian

Education Commission – University Grants Commission – Kothari Commission – Progress of women education-growth of science and technology.

UNIT V

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

LEARNING RESOURCES

Recommended Books

1. S.C. Dube (Ed) : India since Independence (1947-1977)
2. S.Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
3. M.J.Akbar : The Siege within: Problems of Modern India
4. A.Appadurai : Foreign policy (Consumer Library)
5. V.D. Mahajan : History of Modern India up to 1980's



References

1. B.Kuppuswamy : Social Change in India
2. R.N. Sharma : Social problems in India
3. Ronald Segal : The Crisis of India
4. Bipan Chandra, et. al. : India After independence, 1947- 2000

Web Sources

1. <https://www.ddutkal.ac.in>
2. <https://www.jstor.org/contemporaryindia>

PEASANT AND LABOUR MOVEMENTS IN INDIA

Learning Objectives:

- Explain the impact of the agrarian change brought about by colonial government.
- Examine the nature of peasant struggles in India.
- Describe the rise of industries and the emergence of working class in India.
- Evaluate the contribution of trade unions towards the amelioration of the working class.
- Assess the significance of labour laws and various recommendations

UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness – Wage Labour -Bonded labour-Plantation labour

UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period – Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

UNIT IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector

UNIT V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO's Convention and Recommendation – Trade Union Act, 1926 - Industrial Disputes Act - Malviya



Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

LEARNING RESOURCES

Recommended Books

1. Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
2. Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
3. Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
4. Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
5. Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983.
6. Chakrabarty, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.
7. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

References

1. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.
2. Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
3. Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
4. Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.
5. Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
6. Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984
7. Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.
8. Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992

Web Source

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/peasantmovementinindia>
3. <https://www.jstor.org/stable/27768140>



INTERNATIONAL RELATIONS SINCE 1945 CE

Learning objectives

- Explain the various theories and concepts of International Relations.
- Evaluate the impact of cold war.
- Assess the achievements of UNO and other regional organizations.
- Examine the role of international economic organisations
- Examine the key international issues with special reference to India's concerns

UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

UNIT IV

Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO

UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

LEARNING RESOURCES

Recommended Books

1. Palmer and Perkins ., International Relations: World Community in Transition
2. Hans J. Morgenthau., Politics among Nations
3. Peter Calvocoressi., World Politics since 1945
4. AsitSen ., International Politics
5. Prakash Chandra., International Relations: Foreign Policy of Major Powers and Regional Systems



References

- | | |
|----------------------------------|---|
| Joseph Frankel | : International Relations in a Changing World |
| Michael Dockrill | : The Cold War: 1945-196 |
| K.P. Misra & K.R. Narayanan, ed. | : Non-Alignment in Contemporary International Relations |
| Rasul B. Rais | : The Indian Ocean and the Superpowers |
| K.R. Singh | : The Indian Ocean: Big Power Presence and Local Response |

Web Source

1. <https://www.britannica.com/topic/international-relations>
2. <https://www.futurelearn.com/experttracks/global-studies-international-relations>

Women in India through the Ages

Learning Objectives:

- Explain the various perspectives on women's issues
- Appreciate the contribution of social reformers to women's cause
- Outline the constitutional safeguards for women
- Examine the position of women in society
- Examine the women welfare organisations and its schemes

UNIT I

Perspectives on Women's Issues: Liberal – Radical – Socialist – Marxist – Historical Aspects: Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle.

UNIT II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar

Unit III

Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –

Unit IV

Women's Welfare Organizations and Schemes: Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India

Unit V

Women and Economy: Women and Economic Growth – Women in Unorganised



Sector – Impact of Globalisation on Women’s Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups – Women and Media: Women in Print- Visual and Social Media

LEARNING RESOURCES

Recommended Books

1. Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.
2. NandalSantosh , “Women and Development”, A Mittal Publications, New Delhi, 2012
3. Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.

References

1. Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019
2. Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.
3. Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.
4. Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

Web sources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>
2. <https://www.sociologydiscussion.com>

SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE

Learning Objectives:

- Describe the evolution of India’s Science & Technology Policy
- Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- Examine the advancements in the field of atomic and space research
- Outline India’s progress in the frontier areas of scientific research
- Examine the social and economic impact of scientific advancements.

UNIT I

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India’s Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

UNIT II

Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution



UNIT III

Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

UNIT IV

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

UNIT V

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

LEARNING RESOURCES**Recommended Books**

1. Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale. Hyderabad. Orient Longman Limited.
2. Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
3. Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.
4. Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.
5. Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.
6. Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.
7. Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd. India Year Book, Publications Division, Government of India

References

1. Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
2. Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New



Delhi, March.

3. Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
4. Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
5. Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
6. Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy
7. Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.
8. Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

1. <https://dst.gov.in/>
2. <https://www.india.gov.in/topics/science-technology>

PROJECT WITH VIVA

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

RESEARCH AND REPORT WRITING

Learning objectives:

- explain the importance of report Writing
- point out the method of research writing
- explain the methods of writing research proposals
- point out the importance of ethics in research
- highlight the best practices

Unit I

Introduction: Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations. - Characteristics of Academic and Research Reports / Presentations.



Unit II

Research Writing

Types of Research Papers, Structure of research papers -Research Paper Formats – Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.

Unit III

Report Writing

Writings project proposals - Lecture notes - Progress reports- Utilization reports – Scientific Reports – Analyse One Government report from the Library

Unit IV

Ethics and research- fabrication- plagiarism- misrepresentation

Unit –V

Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

LEARNING RESOURCES

Recommended Books

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>
2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

