

DEPARTMENT OF HISTORY
M.A. Applied History
P.G. PROGRAMME
SYLLABUS

Effective from the Academic Year 2016-2017



Loyola College (Autonomous)

Chennai- 600 034



RESTRUCTURING-2016 (2016-17 batch ONWARDS)
PG - Arts / Science / Commerce / Social Work

Part	Semester 1	Semester 2	Summer Vacation	Summer 3	Summer 4	Total Hours
Major Core (MC)	30(20 C)	24(20 C)	--	20(15 C)	30(24 C)	104(79 C)
Elective Subject (ES)	--	4(3 C)	--	4(3 C)	--	8(6 C)
Inter - Disciplinary (ID)	--	--	--	6(5 C)	--	6(5 C)
Self study Paper (SSP)				Outside class hours(2C)		(2 C)
Summer Training Program (STP)	--	--	3 to 4 weeks (1 C)	--	--	(1 C)
Life Skills Training (LST)	--	2h + 2h# (2 C)	--	--	--	2+2# (2 C)
Extension Activities	LEAP	LEAP(3 C)	--	--	--	(3 C)
Total Hours (Total Credits)	30 (20 C)	30+2# (23+5 C)	-(1 C)	30 (23+2 C)	30 (24 C)	120+2# (90+6+2*)C

Note: A theory paper shall have 5 to 6 contact hours and a practical session shall have 3 to 5 contact hours.



**New format of the subject codes from the
2016 regulation
Subject codes are 10 characters long:**

1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
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- 1st & 2nd digits – last two digits of regulation year in YY format (If 2016, it will be 16).
- 3rd alphabet: U – UG / P – PG / M – M.Phil. / D – Ph.D.
- 4th & 5th alphabets: department wise program code (example – MT / CO / HT.....)
- 6th digit: Semester for UG/ PG / M.Phil. and year for Ph.D.
- 7th & 8th alphabet: Category of paper or group of category of papers (GE/RL/OL/HE/OR/AL /ES/SK/MS/CM/CC/)
- 8th & 9th digits: subject number range (01 to 99).

For example,

Example 1:16UCH1MC01

16 – Admitted in 2016
U – UG student
CH – Chemistry Student
1 – 1st Semester subject
MC01 – Major paper

Example 2:16PCO2ID01

16 – Admitted in 2016
P – PG student
CO – Commerce Student
2 – 2nd Semester subject
ID01 – Inter disciplinary paper

- For subjects which are carried forward from one regulation to the next, the first two digits representing the regulation alone will change.
- Subjects which are not carried forward from one regulation to the next, will not appear in the new regulation.
- For new subjects which need to be added to a regulation, a new subject code must be created in continuation of the last created code under that type/category.
- Subject codes which are identical (except for the first two digits which represent the regulation year) are treated as equivalent for the purpose of syllabus / question paper setting / conducting examination / etc.



M.A APPLIED HISTORY

Sl. No	Sub. Code No.	Title of the paper
1	16PHT1MC01	HISTORY OF AGRO-ECONOMY GROWTH AND RESISTANCE IND
2	16PHT1MC02	HISTORY OF INDIAN CULTURE THROUGH THE AGES
3	16PHT1MC03	SOCIO ECONOMIC AND CULTURAL HISTORY OF MODERN TAMIL NADU
4	16PHT1MC04	EMERGENCE AND GROWTH OF WORLD CIVILISATIONS
5	16PHT1MC05	INTELLECTUAL HISTORY OF INDIA
6	16PHT2MC01	HISTORICAL STUDY ON LABOUR MOVEMENT IN INDIA SINCE 1870
7	16PHT2MC02	HISTORY OF THE MARGINALIZED - A SUBALTERN PERSPECTIVE
8	16PHT2MC03	EUROPE IN TRANSITION (1945 TO 2000)
9	16PHT2MC04	HISTORIOGRAPHY
10	16PHE2FC01	LIFE SKILLS TRAINING
11	16PHT2ES01	HISTORICAL STUDY OF SCIENCE AND TECHNOLOGY IN INDIA SINCE 1500
12	16PHT3MC01	STATE, COLONIALISM AND MODERNITY
13	16PHT3MC02	INTERNATIONAL RELATIONS AND INDIA IN THE WORLD POLITICS
14	16PHT3MC03	WESTERN POLITICAL THOUGHT



15	16PHT3MC04	HISTORY OF SOUTH AND SOUTH EAST ASIA
16	16PHT3ES01	HISTORY OF LATIN AMERICA AND AFRICA (MODERN PERIOD)
17	16PHT3ES02	HISTORY OF THE MIDDLE EAST 1919 - 2003
18	16PHT3TP01	SUMMER TRAINING PROGRAMME
19	16PHT3ID01	RESEARCH METHODOLOGY
20	16PHT4MC01	PRINCIPLES OF ARCHAEOLOGY AND MUSEOLOGY
21	16PHT4MC02	ARCHIVAL MANAGEMENT
22	16PHT4MC03	INDIAN POLITY AND THE CONSTITUTION
23	16PHT4MC04	HISTORY OF EAST ASIA
24	16PML4MC03	DISSERTATION



**16PHT1MC01 HISTORY OF AGRO- ECONOMY GROWTH
AND RESISTANCE IN INDIA**

SEMESTER	I	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To understand the Peasant Movements in India.
2. To aware the Agrarian conditions in India.
3. To learn the theoretical issues of agrarian economy and its relations in India

Unit – I:

Agrarian Economy: Theories of Economic History – Condition of Agriculture – Land Revenue – Village Community – Agrarian Change – General Tendencies

Unit – II:

Land Settlement: Land Settlements and Reforms – Zamindari – Ryotwari – Mahalwari – Post Independence Land Reforms

Unit – III:

Marketing Agricultural Products: Agrarian Production – Effects of Market Expansion – Commercialization of Agriculture – Growth and Stagnation

Unit – VI:

Agrarian Struggles in the 19thcentury: Agricultural Struggles in the 19th Century – Santhals 1855-56 - Revolt of 1857 – Indigo Revolt 1860 – Maratha uprising1875

Unit – V:

Resistance and Change: Agrarian Struggles in the 20th Century – Paradigm Shift – Champaran – Kisan Sabha – Malabar (Mappilla) – Bardoli– Tebhaga – Telengana – Tanjore



BOOKS FOR REFERENCE

1. Ambirajan, S., Classical Political Economy and British Policy in India, Cambridge University Press, 2007.
2. Burton Stein, The Making of Agrarian Policy in British India 1770-1900, Oxford University Press, 1992.
3. Danagere, D. N., Peasant Movements in India, Oxford University Press, 1983.
4. David Hardiman, (ed.), Peasant Resistance in India 1858 – 1914, Oxford University Press, 1992.
5. Desai, A. R., Peasant Struggles in India, Vol. I & II, Oxford University Press, 1979.
6. Irfan Habib & Chaudhuri, The Cambridge Economic History of India, Vol. I, Cambridge University Press, 1983.
7. Sabyasachi Bhattacharya, Essays in Modern Indian Economic History,

16PHT1MC02 HISTORY OF INDIAN CULTURE THROUGH THE AGES

SEMESTER I	CREDITS	4
CATEGORY MC(T)	NO.OF HOURS/ WEEK	6
Objectives		

1. To understand the social and cultural history of India.
2. To critically evaluate the socio-cultural ethos of Indian Society.
3. To examine the society and culture under Colonial Regime.

Unit– I:

Early human settlements in India: Pre and Post Historic Culture- Harappan Culture: Art and Architecture, Religion, Society- Vedic Culture: Religion, Society – Religious ferment in 6th century B.C. - Buddhism and Jainism- Social and Cultural changes.

Unit– II:

Mauryan Empire: Society – Religion - Art and Architecture - Policy of Dhamma - Gupta Empire: Society – Literature – Education – Science – Religion - Art and Architecture.



Unit– III:

Islamic Culture under Delhi Sultans and Mughals: Medieval Indian Society - Nobility and Slavery - Art and Architecture - Mughal Paintings - Bhakti Movement – Sufism – Sikhism.

Unit– IV:

The British rule – Western Education – Westernization of Society and Culture – Art - Architecture - Music and Dance under the British Rule.

Unit– V:

Indian Renaissance: Social Religious Reform Movement of the 19th and 20th centuries - Brahamo Samaj – Prathana Samaj - Ramakrishna Mission - Wahabi Movement -Bankim Chandra Chatterji - Rabindranath Tagore – Qazi Nazural Islam, Hindi and Urdu - Premchand and Iqbal.

BOOKS FOR REFERENCE:

1. Basham, A.L., Cultural History of India, Rupa Publications, Delhi, 1999.
2. Basham, A.L., The Wonder that was India, New Rupa Publications, Delhi, 2003.
3. Grover and Grover, History of Modern India, Penguin Publishing House, New Delhi, 2000.
4. Kosambi, D.D., The Culture and Civilization, Standard Book Distribution House, New Delhi, 2001.
5. Luniya, B.N., Evolution of Indian Culture, Lakshmi Narayan Publications, Agra, 2005.
6. Metcalf D and Thomas, R. Metcalf, A Concise History of India, Cambridge University Press, 2002.
7. Metha, J. L, A Advanced History of Medieval India, Vol-III, Sterling Publications, New Delhi, 1979.
8. Romila Thapar, A History of India, Vol-I, Penguin Publishing House, New Delhi, 2005.
9. Romila Thapar, History and Beyond, Oxford University Press, Delhi, 2000.



10. Smith, V.A, History of India, Oxford University Press, New Delhi, 2001.
11. Srivastava, Society and Culture in Medieval India, Chugh Publications, Allahabad, 1975.
12. Sumit Sarkar, Modern India (1885 – 1947), Mac Millan Publishing House, Delhi, 1983.

**16PHT1MC03 SOCIO ECONOMIC AND CULTURAL
HISTORY OF MODERN TAMILNADU**

SEMESTER I		CREDITS	4
CATEGORY MC(T)	NO.OF HOURS/ WEEK		6

Objectives

1. To perceive the nature of Tamil society during the pre and post-independence era.
2. To highlight the social and economic changes in Tamil Nadu over the years.
3. To create an awareness of the contemporary scenario.

Unit – I:

Constructing Tamil Society – Perception of Tamil Society during Colonialism – Nature and the Character of Native Response to Colonial Perception of Tamil Society – Advent and settlement of Europeans.

Unit – II:

Education: traditional system of education – Christian Missionaries’ contribution towards education – Rev. Swartz – American Madura Mission – Public Education – G.U. Pope – Growth of Higher Education – Establishment of Universities and Colleges.

Unit – III:

Social and Religious Reform Movements – Madras Mahajana Sabha – Justice Party and Social Reforms – EVR and Self Respect Movement – Women’s Movements and Social Legislations – Religious Developments – St. Ramalinga Adigal – Pandit Iyothidasar – Bhakti Movement in Tamil Nadu – Impact of Christianity.



Unit – IV:

Economic condition – The Pre-British Land Revenue Administration in Tamilagam – Permanent Settlement – Ryotwari System – Development of Agriculture – Irrigation – Development of Industries - Trade and Commerce.

Unit – V:

Growth of Modern Tamil Literature – Islamic Literature in Tamil – Christian Literature in Tamil – Development of Vernacular Literatures in the 20th century – Bharathiyar – Bharathidasan – Namakkal Ramalingam Pillai - V. Kalyana Sundaram - Prose – Poetry – Novels – Drama – Press and Magazines and its impact on society.

BOOKS FOR REFERENCE:

1. Arnold David., The Congress in Tamilnadu, Curzon Press, London,1977.
2. Baker.C.J., and Washbrook D.A., South India – Political Institutions and Political Change, 1975.
3. Eugene F. Irschick, Tamil Revivalism in the 1930s, Madras, 1986.
4. Hardgrave R.L., The Dravidian Movement, 1965.
5. Eugene F. Irschick, Politics and Social Conflict in South India – The Non-Brahmin Movement and Tamil Separatism, 1969.
6. K.K.Pillay, A Social History of the Tamils, University of Madras, 1975.
7. K.Rajayyan, Tamil Nadu – A Real History, Ratna Publications, Madurai, 2005.



16PHT1MC04

EMERGENCE AND GROWTH OF WORLD CIVILISATIONS

SEMESTER I	CREDITS	4
CATEGORY MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To learn the Great Civilisations of the world.
2. To understand the contributions of the Civilisations.
3. To study the various aspects like Polity, Literature, Philosophy, Science and Arts of these Civilisations.

Unit – I:

Definition of Civilisation – Comparison between Culture and Civilisation – views of civilisations: Toynbee - D.D. Kosambi.

Unit – II:

Ancient Civilisations: Indus – Egypt – Sumerian – Babylonian – Persian – Greek – Roman – Chinese – Mayan -Aztec and Incas.

Unit – III:

Medieval Civilisations: Byzantine - Saracenic – Feudalism – Crusades – Growth of cities and progress of education.

Unit – IV:

Modern Civilisations: Renaissance – Reformation – Counter Reformation – French Revolution – Industrial and Agrarian Revolutions.

Unit – V:

Civilisation of Peace: Woodrow Wilson – Gandhi – Martin Luther King Jr. – Nelson Mandela – League of Nations – UN Charter.

BOOKS FOR REFERENCE:

1. B.K. Gokhale, Introduction to Western Civilisation, S. Chand and Company Ltd., New Delhi, 1982.
2. Edward Mc Nall Burns, Western Civilisation – Their History and their Culture, W.W. Norton & Company Inc, New York, 1963.



3. Fernand Burnell, A History Civilisation (Translated by Richard) Mayne, Penguin Books, New York, 1993.
4. J.E. Swain, A History of World Civilisation, Eurasia Publishing House, New Delhi, 1992.
5. John C. Stipp, C. and Allen W. Dirrim, Rise and Development of Western Civilisation, Warren Holister John Willey Inc, New York, 1967
6. Joseph R. Strayer, The Mainstream of Civilisation, Harcourt Brace Jovanovich, New York, 1979.
7. Margaret L. King, Western Civilisation: A Social and Cultural History, Prentice Hall, New Jersey, 2000.
8. Norman F. Cantor, Western Civilisation: Its Genesis and Destiny (1300-1815), Scott, Foresman and Illinois, USA, 1963.
9. Roland N. Stromberg, A History of Western Civilisation, The Dorsey Press, Irwin-Dorsey Ltd., George Town, 1969.
10. Simon Hornblower and Antony Spawforth, The oxford companion to classical civilisation, The Oxford University Press, Oxford, 1998.
11. T. Walter Wallbank and Alastair M. Taylor., Civilisation – Past and present, Scott, Foresman and Company, Chicago, USA, 1992.
12. Will Durant, The Age of Faith, Simon and Schuster, New York, 1950.
13. Will Durant, The Life of Greece, Simon and Schuster, New York, 1939.
14. Will Durant, The Reformation, Simon and Schuster, New York, 1957.
15. Will Durant, The Renaissance, Simon and Schuster, New York, 1953.



**16PHT1MC05 SELECT INTELLECTUAL HISTORY OF
INDIA**

SEMESTER I	CREDITS	4
CATEGORY MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To expose the students to the intellectual tradition of India.
2. To study the eminent intellectual thinkers paradigms.
3. To understand the composite Indian culture represented by the intellectuals.

Unit- I:

Background: Modernization- Socio-Political and Economic transition in 19th Century.

Unit- II:

Social Perspective: Raja Ram Mohan Roy: Thinker, Philosopher and Social Reformer; Periyar E.V. Ramasamy: Self Respect Movement, Dravidar Kazhagam, Rationalist Thought.

Unit- III:

Socialist Perspective: M.N. Roy: Militant Activist – Radical Humanism; Jaya Prakash Narayan: Total Revolution and Sarvodaya Movement.

Unit- IV:

Liberal Perspective: Gopala K. Gokhale; Teacher – Writer – Legislator – Servants of India Society; Sir Syed Ahmed Khan: Contribution to Muslim Education – Aligarh Movement; Rabindranath Tagore: A Political and Social Theorist – Philosopher.

Unit- V:

Secular Perspective: B. R. Ambedkar: Making of the Indian constitution – Leader of the Oppressed – Neo Buddhism; J.N. Nehru: Ideas of Democracy, Secularism, Socialism – Maker of Modern India; M. K. Gandhi: Non – Violence and Satyagraha – Non Co-operation Movement – Rural Reconstruction.



BOOKS FOR REFERENCE:

1. Chandra Bipan, History of Modern India, Orient Blackswan, New Delhi, 2009.
2. Das, H.H., and Patra, P.S.N., Indian Political Traditions, Sterling Publisher Pvt., Ltd., New Delhi, 1995.
3. Debi, Chatterjee, Marxist Thought in India, Chatterjee Publishers, Calcutta, 1985.
4. Kapoor, A.N. & Gupta, V.P., Dictionary of Gandhian Thought, Ambe Books, New Delhi, 1995.
5. Kumar, R., (ed.) Essays on Gandhian Politics, Clarendon Press, Oxford, 1971.
6. Mathur Sobhag and Goyal Shankar, Spectrum of Nehru's thought Publications, New Delhi, 1994.
7. Mukhi, H.R., Modern Indian Political Thought, SBD Publishers and Distributors, New Delhi, 1997.
8. Naidu, B.N. Intellectual History of Colonial India, Rawat Publications, New Delhi, 1996.
9. Prasad Bimal, Gandhi, Nehru and J.P studies in leadership, Chanakya Publications, New Delhi, 1985.
10. Ray, B.N. Tradition and Innovation in Indian Political Thought Politics and Vision, Ajanta Publications, New Delhi, 1998.
11. Vishnoo Bhagwan, Indian Political Thinkers, Atma Ram and Sons, Delhi, 1996.

**16PHT2MC01 HISTORICAL STUDY ON LABOUR
MOVEMENT IN INDIA SINCE 1870**

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To understand the Trade union and Labour Movements in India
2. To become aware of the socio-economic conditions of the Labourers.
3. To be learn of national issues and the Labour Class.



Unit – I:

Traditional Indian Economy – Industrial growth – Emergence of Working Class – Origin of the Trade Unions.

Unit– II:

Trade Unionism: Theory of Industrial Democracy – Karl Marx – Gandhi - Collective Bargaining - Economic Protection Theory – Robert F. Hoxie’s Theory – Theory of Frank Tannenbaum.

Unit– III:

Development in India (1870 – 1935): Labour Movement in India 1870 – 1935 – Preparatory Phase for the Organized Trade Union - Movement upto 1914 – Factory Commission 1884 – N.M. Lokhande – Shrimati Anusuyaben – Impact of the First World War – Impact of Russian Revolution 1917 – B.P.Wadia – Annie Besant – Left Wing Trade Unionism 1924 – 1935.

Unit– IV:

Development in India (1935 – 1969): Labour Movement and New Constitution – World Economic Crisis 1931 – 1936 – Impediment during World War II 1939 – 1946 – Post Independent Movement up to 1969 – Conditions and Compositions of Factory Labour in Tamil Nadu.

Unit– V:

Constitutional Directives: Constitutional Rights and Directives – Concept and Definition of Strikes and Lockout – ILO’s Convention and Recommendation (1919) – Trade Union Act, 1926 – Industrial Disputes Act, 1947 – Malavia Commission on Labour Welfare – National Commission on Labour, 1969.

BOOKS FOR REFERENCE:

1. Bose, Sanat., Essays on Indian Labour, Moitrali Mukhopadhaya, Calcutta, 1996.
2. Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.



3. Desai, Aravindrai N., Trade Unionism and Industrial Development, Ashish J. Dholaki and Gopal Krishnan Publications, 1989.
4. Gaur, G.L., Trade Unionism and Industrial Relations, Deep and Deep Publication, New Delhi, 1984.
5. Jayaprakash Reddy, R., Economics of Labour, New Delhi, APH Publications, 2004.
6. Jayaprakash Reddy, R., Labour Welfare and Personnel Service, APH Publications, New Delhi, 2004.
7. Karnik, V.B., Indian Trade Unions, Bombay, 1978.
8. Krishna, C.S., Labour Movement in Tamil Nadu 1919 – 1933, New Delhi, 1989.
9. Pelling Henry., A History of British Trade Unionism, Mac Millan, 1972 Pant, S.C., Indian Labour Problems, Prasadarao, P.D.P., Strikes in India, Hyderabad, Ravi and Brothers, 1972.
10. Ramanujam, G., Indian Labour Movement, Delhi, 1986.
11. Sen Sunil Kumar, Working Class Movements in India 1855 – 1975, OUP, Madras, 1944.
12. Sen, Sukomol, Working class of India: History of Emergence and Movement 1830 – 1970, K.P. Bagchi and Co., Calcutta, 1977.
13. Sharma Ganga Sahai, Trade Union Freedom of India, New Delhi, Deep and Deep Publications, 1990.
14. Sharma, G.K., Labour Movement in India: It's Past and Present (1885 – 1960), Jaipur 1962.
15. Srivastava, Suresh C., Industrial Disputes and Labour Management Relations in India, Deep and Deep, New Delhi, 1984.
16. Vasantha Kumaran, P., God father of Indian Labour, M. Singaravelar, Poornima Publication, Chennai, 2003.



**16PHT2MC02 HISTORY OF THE MARGINALIZED - A
SUBALTERN PERSPECTIVE**

SEMESTER II		CREDITS	5
CATEGORY MC(T)	NO.OF HOURS/ WEEK		6

Objectives:

1. To expose the learners to the concept of subaltern perspective
2. To identify and recognize the contribution of women as a subaltern sector to the Nation.
3. To make the learners aware of the discrimination experienced by Dalits

Unit – I:

Subaltern Studies: Conceptual clarification – Subaltern Manifesto – Formation of Identities – Denial of Identity to Women and Dalits.

Unit – II:

Women Through the Ages: Condition of Women in the ancient, medieval and modern times – Subjugation – Feminist Theories.

Unit– III:

Protection of Women: International Standard – CEDAW 1979 – SPECIAL Rapporteurs on violence against women – National Standards – Legislations for protecting women and girl child – National and State Women’s Commissions.

Unit– IV:

Dalit Reality: The Caste structure – Origin and Growth – Untouchability, Unseability and Inapproachability – Caste clashes and violence –Discrimination and exploitative forms of labour.

Unit– V:

Protection of Dalits: International standards – Convention on the Elimination of Racial Discrimination – Constitutional Protection – SC/ST Prevention of Atrocities Act, 1989 – India’s Obligation under the International law.



BOOKS FOR REFERENCE:

1. Ablime Roy, Human Rights of Women, Royal Publication, 2003.
2. Desai Neera, Women in Modern India, Ajanta Publishers, New Delhi, 1987.
3. Dharma Vir, Contemporary Indian Women, Collected Works, 6 Vols, Academic Publishers, 1996.
4. Guha Ranajit, Subaltern Studies (Ten Volumes), OUP, New Delhi, 1986.
5. Human Rights Watch, Broken People (Caste Violence against India's Dalits). James Massey, A Concise History of Dalits, Bangalore, 1989.
6. Louis Prakash, Political Sociology of Dalit Assertion, Gyan Publication House, New Delhi, 2003.
7. Michael S.K. (Ed.), Dalits in Modern India, Vistaar Publications, New Delhi, 1999.
8. Misra, N., Exploitation and Atrocities on the Dalits in India, Kalpaz Publication, New Delhi, 2004.
9. Shah, G., Dalit Identity and Politics, Sage Publication, New Delhi, 2001.
10. Urvasi Bhutalia, Resurgent Patriarchies (Challenges for Women's Movement). Varalakshmi Janapath, Indain Women through the Ages, Gyan Publication House, New Delhi, 2002.

16PH2MC03 EUROPE IN TRANSITION (1945 – 2000)

SEMESTER II	CREDITS	5
CATEGORY MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To enlighten the students with the knowledge of the Socio – Economic developments in contemporary Europe.
2. To facilitate our students to critically look at European Politics, Society and Economy.
3. To study the European role in Global Scenario



Unit- I:

Europe in Transition: Socio – Economic impact of World War II on Europe – Cold War – Two Power Blocks – Truman Doctrine – Marshall Plan – European Recovery Programme – Military Alliances – NATO – Warsaw Pact – SALT - I, SALT – II, START – I, START – II, CTBT, NPT.

Unit – II:

Towards Stability: A divided Germany – East (GDR) – West (FDR) – Berlin Blockade – Air Lift – Fall of Berlin Wall – A reunified Germany – Economic Development – EU – End of Monarchy in Italy – Establishment of Republic – Government of Alcide De Gasperi (1947 – 53) – New Constitution 1947 – Recognition of Roman Catholicism as the State Religion – Parties and Governments – Political instability in the 60s and 70s – Efforts for stability and developments in the 80’s and 90’s.

Unit- III:

Role in Common Market: France after World War II – The French Republics – Algerian Crisis – Student Unrest – Policy of Charles de Gaulle – Jacques Chirac; England after World War II – Problems and Policies – Parties and Governments – Margarete Thatcher – Free Market Reforms - Tony Blair and Labour Government.

Unit- IV:

Turmoil in Eastern European Countries: Emergence of Russia as Super Power – Spread of Communism – Satellite Communist States – Commonwealth of Independent States(CIS) – Present day relevance of CIS - Unrest and Liberation in East European countries.

Unit- V:

Emergence of European Union: Formation of Regionalism – European Union – Common Market – European Parliament – Transition – Regional Co-operation – Organisations.

BOOKS FOR REFERENCE:

1. Alan S. Milward, The Reconstruction of Western Europe 1945 – 51, Routledge, Oxon, 2003



2. Alexandrov., A Contemporary World History 1917 – 1945, Progress Publishers, Moscow, 1986.
3. David Reynolds, Europe Divided and Reunited 1945 – 1995 in T.C.W. Blanning, The Oxford Illustrated History of Modern Europe, OUP, 1996.
4. Dimtri Volkogonove, The Rise and Fall of the Soviet Empire, Harper Collins Publishers, Great Britain, 1998.
5. Dipesh Chakrabarthi, Provincial zing Europe, Post-Colonial and Historical Difference, OUP, London. James A. Coporaso, Cold war or Détente in the 1980's in The International Policies of American – Soviet Relation, Wheat Sheaf Books, Great Britain, 1987.
6. John Gillinghem, European Integration 1950 – 2003: Super state or New Market Economy, Cambridge University Press, U.K, 2003
7. Ketelby, C.D.M., A History of Europe in Modern Times from 1789, OUP, New Delhi, 1973.
8. Norman Davies, Europe – A History, Ch. XII, Europe Divided and Undivided (1945 – 1991), OUP, New York, 1996.
9. Peter Savigear, Cold war or Détente in the 1980's in The International Policies of American – Soviet Relation, Wheat Sheaf Books, Great Britain, 1987.
10. Robin Okey, Eastern Europe 1740 – 1980, Feudalism to communism, Hutchinson & Co., Publishers, London, 1982.
11. Roger Price, A Concise History of France, Cambridge University Press, U.K., 2005
12. Steven Rosefielde, Russia in the 21st Century - The Prodigal Super Power, Cambridge University Press, U.K., 2005.



16PHT2MC04 HISTORIOGRAPHY

SEMESTER	II	CREDITS	5
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To expose students to the writings of history from ancient to the modern times.
2. To enable the students of history become aware of renowned historians and their contributions to historical developments.
3. To understand various historical perspective in writing History

Unit I:

Meaning and Scope of History: Definitions – Nature - Scope - History as a Science or an Art-Uses and Abuses – Causation in History - Structure - Forms of History.

Unit II:

Ancient and Medieval Historiography: Greek- Herodotus – Historical Method; Roman – Livy and Tacitus; Chinese – Confucius; Christian Historical Consciousness – Revolution in Historical Thinking – Medieval Muslim Literature – Ibn Khaldun.

Unit III:

Modern Historiography: Renaissance - Machiavelli - Rationalist School (Edward Gibbon) – Romantic Idealism (Hegel) - Utilitarianism (J.S. Mill) - Positivism (Comte) - Scientific Socialism (Karl Marx) - Critical Scientific (Leopold Von Ranke) - English School (Trevelyn and Toynbee).

Unit IV:

Indian Historiography: Kalhana – Alberuni – Amir Kushru – Abul Fazl – Alexander Cunnigham – Vincent A. Smith –K.P. Jayaswal-Sarkar, J- Kosambi, D.D.- Majumadar R.C – Irfan Habib – Ranajit Guha – Romila Thapar - Characteristics of Indian Historiography.

Unit V:

South Indian Historiography: Panikkar, K.M. – Nilakanta Sastri, K.A. – Pillai, K.K., Aiyangar, S.K. - Rajayyan, K – Sheik Ali – Manickam, S.- Characteristics of South Indian Historiography.



BOOKS FOR REFERENCE:

1. Bury, J.B., A History of Greece, Cambridge University Press, 2015
2. Carr, E.H., What is History?, Macmillan and Co., London, 1961.
3. Collingood R.G., The Idea of History, OUP, 1994.
4. Donald V. Gawronski, History, Meaning and Method, Illionois, 1969.
5. Manickam, S., Theory of History and Method of Research, Padumam Publishers, Madurai, 1997.
6. Rajayyan, K., Historiography: History in Theory and Method, Madurai Publishing House, Madurai, 1977.
7. Sen, S.P., Historians of and Historiography in Modern India, Institute of Historical Studies, Calcutta, 1973.
8. Sheik Ali, B., History, Its Theory and Method, Macmillan, Madurai, 1998.
9. Sreedharan, E., A Textbook of Historiography, 500 B.C – A.D. 2000, Orient Longman, New Delhi, 2005.
10. Thapar Romila., Past and Prejudice, Ministry of Information and Broadcasting, Government of India, 1973.

‘16PHE2FC01 LIFE SKILLS TRAINING SEMESTER

	II	CREDITS	2
CATEGORY	FC(T)	NO.OF HOURS/ WEEK	2+2
OBJECTIVES OF PG SYLLUBUS			

1. To improve and sustain the primal level of competence and performance of PG students through an advanced training of holistic development of oneself.
2. To empower through various skills and strengthen them to face the future life issues and challenges.
3. To equip them with practical and value based learning of soft skills for a better life in future.



INSIDE CLASS HOURS (2 hrs)

Unit – I: Constructing Identity

Self Image – Understanding self image – shadows down the lane – self acceptance - Self Knowledge – Knowing oneself - Self confidence – Guilt and grudges - Power of belief – positive thinking– optimizing confidence - Self development – perception, attitude and Behavioural change, developing a healthy and balance personality - Self esteem – signs - indicators

Unit – II: Capacity Building

Motivation – Definition, types (Intrinsic and Extrinsic), Theories (Maslow’s hierarchical needs, etc), Factors that affect motivation, Challenges to motivation, Strategies to keep motivated, motivational plan. Time Management Skills– steps to improve time management, overcoming procrastination, assessing and planning weekly schedule, challenges, goal settings, components of goal settings, consequences of poor time management, control of interruption and distractions. Communication, public speaking, talents, creativity, learning,

Unit – III: Professional Skills

-Leadership development skills – difference between leader and manager, different styles and their utilities, functions of leadership, application of knowledge, overcoming from obstacles, influential skills and Leadership qualities. Application skills – Managing Career and self-direction, Visionary thinking, formulating strategies, shaping strategies, building organizations relationships, change management. Project Management Skills, Independent working skills, Writing skills, Public Speaking, analytical Skills, Neo Research and Development. Problem solving skills – Process, approaches and its components, creative problem solving, Tools and techniques, application of SMART analysis and barriers to problem solving.

Unit – IV: Life Coping Skills

Life skills – Personal and reproductive Health, love, sex, marriage and family – family life education – Gender Equity - child bearing and Childrearing practices, Geriatric Care - adjustability Human Relationship – formal and informal - peer group – friends – same and



other gender - family – Colleagues – community – emotional intelligence - Stress Coping skills – Definition of stress, strategies to alleviate stress, problem and emotion focused coping, techniques to reduce stress, stress reaction phases, crisis intervention steps, creating positive affirmations, Signs, Symptoms and Reactions of Stress.

Unit – V: Social Skills

Human Rights Education, Understanding Human Rights, International and national mechanisms, protection and preservation of HRs, Human Rights in the context of new, technological and electronic society, Peace Education, Social Harmony in the context of religious fundamentalism and fanaticism, Understanding Peace and Justice, Conflict Resolution Strategies

Reference books

1. Healing Your Emotional Self: A Powerful Program to Help You Raise Your Self-Esteem, Quiet Your Inner Critic, and Overcome Your Shame by Beverly Engel, Wiley Jossey Bass, 2007
2. Self-knowledge and self-discipline by B. W. Maturin, Longmans, Green and Company, 2016
3. Motivation: Biological, Psychological, and Environmental Publications (3rd Edition) by Lambert Deckers, Routledg, Oxen, 2016
4. Getting Things Done: The Art of Stress-Free Productivity by David Allen, Little brown book group, 2015
5. Managerial Skills in Organizations by Chad T. Lewis, Allyn and Bacon, 1990
6. Social Intelligence: The New Science of Human Relationships by Daniel Goleman, Bantam, 2007

Competence building	Career Preparatory Training
Power talk	Interview Guidance
Emotional Intelligence	Group Dynamics
Stress management	Leadership skills



Decision Making	Negotiation Skills
Positive image building	Creative writing

OUTSIDE THE CLASS HOURS (2 hrs)

- Each student will choose either of the above-mentioned modules and is expected to undergo a training/workshop in that module.
- She/he will have to accomplish ten hrs outside the class hours to fulfill the 2 credits.

Methodology

Inputs, ABL model, Documentaries, group activities and Interaction, Special workshop by professionals.

Evaluation

There will be end test and a Project for ‘inside the class hours’. Viva Voce will be conducted for the ‘Outside the class hours’.

16PHT2ES01 HISTORICAL STUDY OF SCIENCE AND TECHNOLOGY IN INDIA SINCE 1500

SEMESTER	II	CREDITS	3
CATEGORY	ES(T)	NO.OF HOURS/ WEEK	4

Objectives:

1. To learn the advent and growth of Modern Science in India.
2. To understand the Indian response to Modern Science.
3. To inculcate ‘scientific temper’ among the learners.

Unit– I:

Background: Development of Modern Science in India through ages - Scientific Revolution and the Rise of Modern Science in the West.

Unit– II:

Beginning of Modern Science in India: The Advent of Modern Science in India (1500 – 1757) - Early travelers - Missionaries, Colonial Settlements and Scientific Explorations



Unit– III:

Growth of Science under the British Raj: Institutionalization of Modern Science (1757-1947) - Various Scientific Departments - Zoological and Botanical Studies - Meteorological Department - Technical Education - Agricultural and Horticultural Sciences - The Indian Medical Service – Introduction of New Technologies: Railways – Textiles – Mining – Telegraphs - Canals and Dams – The Asiatic Society - Indian Association for the Cultivation of Sciences

Unit– IV:

Indian Response: Indigenous Societies for the Learning and Cultivation of Modern Science – People’s Science Movement in India- KSSP – DSF – BGVJ – Anti- Nuclear Movement

Unit– V:

Independent India - New Directions - Science and State in Independent India: Green Revolution- Atomic Energy Commission- National Institutes and Laboratories; BARC – NGRI – CLRI – NCL – ISRO – Universities - Medical Science – Scientists - Science and Technology Policy Statements - Thrusts and Orientations.

BOOKS FOR REFERENCE:

1. Adas Michael, *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, Ithaca: Cornell University Press, 1989.
2. Anderson Robert, *Building Scientific Institutions in India: Saha and Bhabha*, Montreal, Center for Developing – Area Studies, Mc Gill University, 1975.
3. Arnold David, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, 2000.
4. Baber Zaheer, *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State and the Raj 1857-1905, Oxford University Press, Delhi.
5. Butterfield Herberc, *The Origins of Modern Science* 2nd ed.. Wiley, New York, 1991.



6. Dasgupta Subrato, Jagadis Chandra Bose and the Indian Response to Western Science, Oxford University Press, Delhi, 1997
7. Gaillard Jacques, Roland Waast and V.V. Krishna (ed.), Scientific Communities in the Developing World, Sage Publications, Delhi, 1997.
8. Goonatilake S, Aborted., Discovery: Science and Creativity in the Third World, Zed Books, London, 1984.
9. Gupta, S.P., Modern India and Progress in Science and Technology, Vikas Publishing House Pvt. Ltd., New Delhi, 1979.
10. Gupta, S.P., Science, Technology and Society in Modern Age, Ajanta Book International, 1997.
11. Headrick, D.R., The Tools of Empire: Technology and European Imperialism in the Nineteenth Century, New York, 1981.
12. Kumar Deepak (ed) Science and Empire: Essays in the Indian Context, Anamika Prakashan, Delhi.
13. Lourdusamy John., Science and National Consciousness: A study of the response to Modern Science in Colonial Bengal, Orient Longman Publishers, Hyderabad.
14. NandyAshis., Alternative Sciences, 2ndEd., Oxford University Press, Delhi, 1995.
15. Varghese Jeyaraj, S. History of Science and Technology, Anns Publications.,Uthamapalayam,1997.

**16PHT2ES02 HISTORY OF ECOLOGICAL STUDIES IN
INDIA**

SEMESTER II	CREDITS	3
CATEGORY ES(T)	NO.OF HOURS/ WEEK	4

Objectives:

1. To study the environment history as part of the social history.
2. To highlight the ecological degradation down the centuries and its impact.



3. To understand the importance of protection and conservation of Environment.

Unit I:

History, Ecology and Civilizations: Ecological History as Part of Social History – Use of Rivers – Valleys - Mountains and Soil – Topography - Growth of Civilizations

Unit II:

Ecology during Colonialism: Colonialism as an Ecological Watershed - Early Onslaughts on Forests – Forest Policy up to 1947

Unit III:

Preservation of Forests and Natural Resources: The Fight for Forest - Change in the Land Holding Pattern – Shifting Cultivation – Forms of Resistance.

Unit IV:

Ecology and Industrialization: Forest and Industrialization - Stages of Industrial Forestry – Selection Felling – Clear Felling and Monoculture Plantations – Farm Forestry – Import and Captive Plantations-Pollution –Resistance Movements

Unit V:

Efforts for Protection of Nature: Protection Mechanisms - Earth Summit to Kyoto Protocol – Constitutional Protection – Legislation and the Forest Policy – Contribution of People’s Movement in Protection.

BOOKS FOR REFERENCE:

1. Fernandex, W., and Menon, G., Tribal Women and Forest Economy: Deforestation, Exploitation and Status Change, Indian Social Institute, New Delhi, 1987.
2. Gadgil, M and others, Forest Management and Forest policy in India: A critical review Social Action, Vol.33, 1983.
3. Guha Ramachandra, Forestry in British and Post - British India: A Historical Analysis, Economic and Political Weekly, 29th Oct., 5-12, November, 1983.



4. Madhav Gadgil and Ramachandra Guha, This Fissured Land: An Ecological History of India, Oxford University Press, New Delhi, 1992.
5. Prakash Gyan, Another Reason: Science and the Imagination of Modern India, Princeton University Press, Princeton, 1999.
6. Qaisar, A.J., The Indian Response to European Technology and Culture, Oxford University Press, Delhi, 1982.
7. Sangwan, S., Science, Technology and Colonization: Indian Experience, Anamika Prakashan, Delhi, 1990
8. Visvanathan Shiv, A., Carnival for Science: Essays on Science, Technology and Development, OUP, Delhi, 1997.
9. Whitehead, A.N., Science and the Modern World, New York, 1925.
10. Pope Francis., Encyclical Letter “Laudato Si’ (Praise be to you), Carmel International Publishing House, Trivandrum, 2015.

16PHT3MC01 STATE, COLONIALISM AND MODERNITY

SEMESTER	III	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	5

Objectives:

1. To familiarize the growth of modernity and change in Indian scenario.
2. To understand the various schools that interpreted nationalism in the Sub-Continent.
3. To sensitize on caste, society and communal politics.

Unit - I:

India under Colonialism: India as a Political Entity – Arrival of Missionaries: Alexander Duff - William Carey - Ziegenbalg; Colonial Administrators: Cornwallis – Dalhousie: Development of Railways – Postal System – Emergence of State in India.

Unit - II:

Movements for National Consciousness: Fragmentation of National Consciousness – Namasudhra Movement, Bengal – Jyotiba Phule –



Dalit Resurgence in the Bombay Presidency – Pandit Ayothidass – Tamil Buddhist Revival Movement.

Unit - III:

Schools of Thought: Different Schools of Thought: Cambridge: Anil Seal - Dharma Kumar; Marxist: Palme Dutt - AR Desai; Nationalist: Bipin Chandra – Mushirul Hassan; Subaltern: Ranajit Guha; Regional: JH Broomfield - DA Law

Unit - IV:

Caste, Society and Communal Politics: Caste based Mobilization – Registration Society – Modern Education and Social Mobility – Idea of Social Justice and Reservation – Modernity – Collective Mobilization and Civil Society – The Rise of Communal Politics.

Unit - V:

Modernity: The Emergence of Local Response – Modernity - Print Culture - Trade Union - Farmers Movements - Film and Industrial (Business) Houses.

BOOKS FOR REFERENCE:

1. A.Oddie, (ed)., Religion in South Asia, Manohar, New Delhi, 1991.
2. Aziz Ahmad, Islamic Modernism in Indian and Pakistan, 1857-1964, OUP, London,1967.
3. Bipin Chandra (1986), Nationalist Historians' Interpretation of the Indian National Movement in S. Bhattacharya and Romila Thapar (eds), Situating Indian History, OUP, Delhi, 1978.
4. D.Allen, Religion and Political Conflict in South Asia, OUP, New Delhi, 1992.
5. G.A.Oddie, Social Protest in India: British Protestant Missionaries and Social Reform 1850-1900, Delhi, Manohar, 1979
6. George D. Bearce, British Attitude towards India 1784-1858, OUP, London, 1961.
7. HamzaAlvi ,India - Transition from Feudalism to Colonial Capitalism, Journal of Contemporary Asia, Vol. X, No. 4.



8. J.H. Broomfield ,The Regional Elites: A Theory of Modern Indian History, Indian Economic and Social History Review (IESHR), Vol II, No.3, 1966
9. Lawrence A. Babb, ,The Satnamis – Political involvement of a religious movement in M.J. Mahar (ed)., The Untouchables in Contemporary India, University of Arizona Press, Arizona, 1972
10. Lucy Caroll ,Colonial Perceptions of Indian Society and the emergence of Caste Associations, Journal of Asian Studies, vol.27., no.2., pp. 233-250.
11. M.M. Ali ,The Bengali Reaction to Christian Activities, 1833-1857,The Mehrub Publications, Chittagong, 1965.
12. Peter Robb (ed)., ,The Concept of Race in South Asia, OUP, Delhi, 1995.
13. Peter Robb ,Dalit Movements and the Meanings of Labour in India, OUP, Delhi., 1993
14. Sabyasachi Bhattacharya , History From Below, Social Scientist, Vol II, No.4.

16PHT3MC02 INTERNATIONAL RELATIONS AND INDIA IN THE WORLD POLITICS

SEMESTER	III	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	5

Objectives:

1. To expose the students to India’s Foreign Policy in theoretical and historical perspectives.
2. To study India’s relationship with other countries with particular reference to emerging regional blocs.
3. To understand India in the context of post-cold war international politics and India’s role in the UN and world politics

Unit-I:

International Relations- Nature and Scope- Regional and Global Importance. Development Debate- North-South Divide - Globalisation and Politics. ~ 28 ~



Unit-II:

Defining National Interest ideologies- Hans Morganthau on National Interest –Criteria - definition of National Interest - Emergence of Third World and Politics.

Unit-III:

Foreign Policy decision making- Idiosyncratic Individual variables- Role Variables- Bureaucratic variables-national variables-systematic variables. Foreign policy a tool to promote peace and development.

Unit-IV:

Post-Independence- Nehru- Panch Sheel- NAM-SAARC, Gujral Doctrine- Relations with the US – Nuclear deal- Strategic Relationship - Soviet Union- European Union- China- Africa and Middle East-

Unit-V:

India in the 21st century - India and the UN- India's contribution to world peace- international conventions- Terrorism and Counter Terrorism Measures- India and the World Trade Organization (WTO) – G 20, BRICS and ASEAN.

BOOKS FOR REFERENCE:

1. Anthony Ellis, Ethics and International Relations, Fulbright Papers, Manchester University Press, London, 1986
2. Bandyopadhyaya, J., The Making of India's Foreign Policy: Determinants, Institution, Process and Personalities, Allied Publishers Private Limited, New Delhi, 1970.
3. Bipan Chandra, India After Independence, Viking, 1999.
4. Chakrabarti, R., & Gautham, K. Basu, Theories of International Relation; Search for Alternatives, Sterling Publishers Private Limited, 1992.
5. Jha, J.C., From Bandung to Tashkent: Glimpses of India's Foreign Policy, Sangam Books, 1983.
6. Johari, J.C, International Relation and Politics; Diplomatic History between Two World Wars, Sterling Publishers Private Limited, 1985.



7. Johari,J.C., International Relations and Politics: Diplomatic History between Two World Wars, Sterling Publishers Private Limited,1995.
8. Maqbul Ahmad, S., Indo-Arab Relations, Indian Council for International Relations, New Delhi, 1969.
9. Nithal H. Kuruppu, Non-Alignment and Peace versus Military Alignment and War Academic Foundation, New Delhi, 2004
10. Raja Reedy,K., India and Asian: Foreign Policy Dimension for the 21st Century, New Century Publications, New Delhi, 2005.
11. Roy,C. Macridis, Foreign Policy in World Politics: Prentice Hall Of India Private Limited, New Delhi, 1979,
12. Vernon Hewitt, The New International Politics of South Asia, Manchester University Press:Manchester and New York,1997.
13. Foreign Affairs – a journal on International Relations.

16PHT3MC03 WESTERN POLITICAL THOUGHT

SEMESTER	III	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	5

Objectives:

1. To make the students aware of the growth of political thought in the west by studying some distinguished political philosophers.
2. To expose the students to the key concepts in political thought such as ‘State, Equality, Justice, Revolutions’, etc.

Unit I:

Origins of Political Thinking in the West: Plato – View’s on State – Justice - Communism - Education - Philosopher King – Aristotle – Critique of Plato – Views on State – Government – Slavery – Property – Revolution – Constitutional Stability



Unit II:

Political Thought in the West during the Medieval Period: St. Augustine – Political ideas and view on the relationship between the State and the Church – Christian Cosmopolitanism – St. Thomas Aquinas: View's on Society and Government – Classification of Law – Aristotle's influence on St. Aquinas

Unit III:

The Theory of Social Contract: Thomas Hobbes – Views on Human Nature – State of Nature – Social Contract – Political Obligation – Theory on Sovereignty – Rousseau - Views on Human Nature – State of Nature – Social Contract – Political Obligation – General Will

Unit IV:

Rise of Idealism and Socialism: Hegel – Dialectical Idealism – philosophy of History - View's on Individual and freedom – Karl Marx – Historical Materialism – Theory of Class Struggle – Classless society and withering of state

Unit V:

Structuralism – Multi-Culturalism – Neo-Liberalism - Globalisation

BOOKS FOR REFERENCE:

1. Bhandari, History of European Political philosophy, Bangalore, Bangalore press, 1994
2. Catlin, The Story, of the Political Philosophers, London. Whittlesey House, 1939
3. Cocker Francis W., Reading in Political' Philosophy, New York, Macmillan, 1938
4. Cocker Francis W., Recent Political Thought. London, D. Appleton Century Company, 1934
5. Doyle, Phyllis, A History of Political Thought, London, Jonathan Cape, 1961
6. Dunning W.A. History of Political Theories from Rousseau to Spencer, Allahabad, Central Book Depot, 1970
7. Dunning W.A., History of Political Theories Ancient to Medieval, Allahabad, Central Book Depot, 1970



8. Dunning', W.A., History of Political Theories Luther to Montesquieu, Allahabad, Central Book Depot, 1976
9. Ebestein, Great Political Thinkers, New Jersey, Rinchart & co, 1954
10. R.C. Gupta, Western Political Thought, Agra, Lakshmi Narain Agarwal, 2004.
11. Roger D Masters, The Political philosophy of Rousseau, Princeton University Press, 1968
12. S.Wolin, Politics and Vision: Continuity and Innovation in Western Political Thought, Little Brown, Boston, 1960
13. Sabine, George H., A History of Political Theory, Calcutta, George G. Harrap, 1939
14. Sharma, R.P., Western Political Thought (Plato to Hugo), Bhopal, Sterling publications, 1984
15. V.P.Verma, Political Philosophy of Hegel, New Delhi, Trimurti Publications, 1973
16. Vijayaraghavan, S., and S. Jayaram, Political Thought, Bangalore, Sterling Pub, 1981

16PHT3MC04 HISTORY OF SOUTH AND SOUTH EAST ASIA

SEMESTER III CREDITS 3

CATEGORY MC(T) NO.OF HOURS/ WEEK 5

Objectives:

1. To introduce the student to the diverse countries of the region and provide an insight into the historical background.
2. To become aware of 'Colonization and Decolonization', and analyse the areas of conflict in this vital region.

Unit I:

Introduction to Asia, South and South East Asia check list of countries, geographical and historical background.

Unit II:

Western exploration and exploitation with reference to India, Burma, Malay Peninsula, Indonesia, Indo China and Philippines its impact



Unit III:

National movements for freedom Fall of colonial empires in India, Burma, Indonesia, Indo China and Philippines

Unit IV:

Problems and challenges for Independence Political and economic problems - Population and food Land versus Industry Cultural problems Racial riots Refugee movements - India, Pakistan, Afghanistan, Bangladesh, Sri Lanka. Nepal and South East Asia

Unit V:

Areas of conflict Neo Colonialism Regional co operation for regional security Aid programmes South and South East Asia's relations with outside powers

BOOKS FOR REFERENCE:

1. Asoka Mehta, Perceptions of Asian Personality, S. Chand and Company Ltd., New Delhi, 1978.
2. B.H. Farmer, An introduction to South Asia, Methuen and Company Ltd, London, 1983.
3. D.G.E.Hall, History of South–East Asia, Mac Millan Asian Histories Series, London, 1968.
4. D.R.Sar Desai, South East Asia Past and Present, Vikas Publishing House Pvt. Ltd., New Delhi, 1996.
5. K.M.Panikar, Asia and Western Dominance, George Allen and Unwin Ltd., London, 1953.
6. Lae Williams, South East Asia, A history, Oxford University Press, New York, 1976.
7. Robert Jackson, South Asian Crisis, Vikas Publishing House Pvt. Ltd., New Delhi, 1978.
8. Purcell Victor, South East Asia since 1800, Cambridge Publication, 2013.
9. Sugata Bose and Ayesha Mal, Modern South Asia History, Culture, Political Economy, Oxford University Press, New Delhi, 1998.
10. V.N.Pandey, South and South East Asia 1945 1979, Problems and Policies, Mac Millan Press Ltd., London, 1980.



16PHT3ES01 HISTORY OF LATIN AMERICA AND AFRICA
(MODERN PERIOD)

SEMESTER	III	CREDITS	3
CATEGORY	ES(T)	NO.OF HOURS/ WEEK	4

Objectives:

1. To introduce the continents other than Asia
2. To understand the colonization and liberation of Latin American and African Countries
3. To present to the students the current problems faced by the two regions of the world.

Unit I:

Discovery and Conquest of Africa: Discovery and Conquest – Christopher Columbus and the great conquerors – Africa’s place in History – Conquest and colonial rule – Geographical exploration of Inner Africa.

Unit II:

Colonization of Latin America: Colonization of Latin America by Spain and Portugal – Society – Growth of Economic Life and Culture – Administration – Native American Indian.

Unit III:

Revolutions for Independence: The Revolutions for Independence – Rise of Nationalism – Growth and Development – Relationship with US – Mexican War – Dictators of the Region – Cuba.

Unit IV:

Africa under Colonial Imperialism: The European conquest of West, East, South and Central Africa – Colonial Government – Policies – Coastal Encroachment to the Continental ‘Scramble’ and full scale invasion.

Unit V:

Nationalist Movements and Leaders: Growth of Nationalism and the emergence of the independent States – Kwame Nkrumah – Kenneth



Kaunda – Julius Nyerere – South Africa – Apartheid – Nelson Mandela – Africa in the World affairs.

BOOKS FOR REFERENCE:

1. Akintoye, S. A., Emergent African States, Orient Longman, Harlow, 1976
2. Ali A. Mazrui and Micheal Tidy, Nationalism and New States in Africa, East African Educational Publishers, Nairobi.1994
3. David Bushnell and Neill Macaulay, The Emergence of Latin America in the Nineteenth Century, Oxford University Press, New York, 1988.
4. Davidson Basil, Africa in History, Touchstone, New York, 1995
5. Gibson, R., African Liberation Movements, Contemporary Struggle against White Minority Rule, Oxford University Press, Oxford, 1972.
6. Hull, R.W., Modern Africa, Change and Continuity, Prentice Hall Inc., Englewood Clifts, New Jersey, 1980.
7. Williamson Edwin., The Penguin History of Latin America, Middlesex, England, 1992.

16PHT3ES02 HISTORY OF THE MIDDLE EAST 1919 – 2003			
SEMESTER	III	CREDITS	3
CATEGORY	ES(T)	NO.OF HOURS/ WEEK	4

Objectives:

1. To expose the learners to the continents other than Asia.
2. To make them understand the colonization and liberation of Middle Eastern Countries.
3. To present to the students the current problems faced by the Middle Eastern Countries.

Unit I:

Geographical and Historical Background - Strategic importance of the study of the Region – First World War and its impact – Balfour Declaration 1917 – Disintegration of the Ottoman Empire – New State of Turkey under Mustafa Kamal – Mandate System.



Unit II:

Anglo-French Interregnum 1918-1939 in Iraq – Palestine - Syria and Lebanon. Inter - war years in Persia (Reza Shah), Saudi Arabia (Ibn Saud) and Egypt (Saad Zaghoul) – Discovery of Oil - World War II and its impact on Arab World.

Unit III:

The Arab Revolt – Rise of Arab Nationalism – Zionism - Birth of Israel – Partition of Palestine – Arab-Israeli Conflict – PLO - Oslo Accord, 1993, Yasser Arafat – Hamas - Egypt – Nasser – Era of Nasserism – Suez Canal Crisis.

Unit IV:

Non-Alignment - Saudi Arabia – Saudi's relations in the Middle East – Kuwait – Syria – Jordan – UAE – Oil Boom – Oil Crisis – OPEC.

Unit V:

Islamic Revolution in Iran – Khomeini – Iran-Iraq War – Impact – Occupation of Kuwait by Iraq – Rise and Fall of Saddam Hussain – US Policy towards Middle East – Contemporary West Asia.

BOOKS FOR REFERENCE:

1. Albert Hourani, A History of the Arab Peoples, Faber and Faber, U.K., 1991.
2. Charles D. Smith, Palestine and the Arab-Israeli Conflict: A History with Documents, Bedford/St. Martin's, Palgrave Macmillan Publisher, 2013.
3. Fazlur Rahman., Islam and Modernity, University of Chicago Press, 1984.
4. John L. Esposito, (Editor in chief) Oxford Encyclopedia of the Islamic World, Six volumes, Oxford University Press, New York, 2009.
5. Philip Shukry Khoury, Syria and the French Mandate: The Politics of Arab Nationalism, 1920-1945, Princeton University Press, 1987.
6. R. Keddie Nikki (ed.), Religion and Politics in Iran: Sla'ism from quietism to revolution, New Haven and London, Yale University Press, 1983.



16PHT3TP01 SUMMER TRAINING PROGRAMME

SEMESTER	III	CREDITS	1
CATEGORY	TP(P)	NO.OF HOURS/ WEEK	3 – 4

1. A staff member of a department (GUIDE) will be monitoring the performance of the candidate.
2. The summer training program falls between Semester II and III. Students are expected to undergo this training soon after the second semester examinations.
3. The training will commence not later than one week after the completion of the semester examination
4. Organizations for the summer placement must be confirmed before the commencement of the second continuous internal tests.
5. Students must submit letter of induction to the respective guide within the first week of the internship.
6. The student has to spend a total of 20 working days in the respective field.
7. Students are expected to submit weekly reports along with daily time sheets to the respective supervisors.
8. The reports will be used to evaluate the student’s performance.
9. Students should submit a letter of completion from the organization duly signed by the authorities.
10. If the staff is satisfied with the performance of student, he/she will be marked “COMPLETED” at the end of the semester and the details will be submitted to COE office through the HOD

16PHT3ID01 RESEARCH METHODOLOGY SEMESTER

	III	CREDITS	5
CATEGORY	ID(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To expose the students to different techniques in research methodology and to analyse the Historical data.



2. To equip the students with the skills for writing research papers / dissertation
3. To train the students in historical methodology and SPSS software

Unit I:

Introduction: Define Research – Meaning - Scope of Research- Types of Research: Historical – Comparative – Correlation – Experimental – Evolution – Action – Ethnogenic – Feminist – Cultural – Pre - requisite of a Researcher - Historical Research: Scientific Method – Inductive and Deductive Methods – Characteristics – Limitations - Risk Assessment.

Unit II:

Choice of the Topic: Selection of a Topic: Criteria for Selecting a Topic – Review of Literature- Hypothesis - Objectives – Designing the Study – Project Outline – Sources - Primary – Secondary – Oral – Use of Digital Library – Online sources – Survey – Interview – Personal Diaries – Questionnaire – Collection of Data.

Unit III:

Data Handling: Open SPSS data file – save – import from other data source – data entry – labeling for dummy numbers - recode into same variable – recode in to different variable – transpose of data –insert variables and cases – compute total scores. - Diagrammatic representation: Simple Bar diagram – Multiple bar diagram – Sub-divided Bar diagram - Pie Diagram – Frequency Table – Descriptive Statistics.

Unit IV:

Data Analysis: Correlation – Karl Pearson’s and Spearman’s Rank Correlation, Regression analysis: Simple and Multiple Regression Analysis - Testing of Hypothesis: Parametric – One sample – Two sample Independent t – test – Paired t – test, Analysis of variance: One way and Two way ANOVA. Non – parametric: Mann-Whitney u – test – Wilcoxon Signed Rank test - Kruskal Wallis test – Chisquare test.



Unit V:

Thesis Writing: Objectivity and subjectivity– Bias – Authenticity (Heuristics and Hermeneutics) – Credibility - Collection of Data - Plagiarism – Methodology - Case Study Plan – Synthesis – Format - Preliminaries – Text – Abstract – Page and Chapter Format – Documentation - Preparing the List of Works Cited – Footnotes – Tables and Figures – Bibliography.

BOOKS FOR REFERENCE:

1. Anderson, J. and Derston., Thesis and Assignment, Wiley Eastern Ltd., Madras, 1991.
2. Bell Judith., Doing your Research Projects, A Guide to 1st time Researches in Education and Social Science, 3rd ed., Viva Books, Chennai, 1999.
3. Carr, E.H., What is History, London, Macmillan and Co., 1961.
4. Clifford E. Lunneborg., Data analysis by resampling: Concepts and Applications, Dusbury Thomson learning, Australia, 2000.
5. Finn John, A., Getting a Ph. D., Routledge, New York, 2005.
6. Gibaldi Joseph, M.L.A Handbook for Writers of Research Projects, 4th ed., New Delhi, Affiliated East West Pvt. Ltd., 1996.
7. Gupta Santhosh, Research Methodology and Statistical Techniques, Deep and Deep Publication Pvt. Ltd., New Delhi, 2005.
8. Jeremy J. Foster, Data analysis using SPSS for windows, Sage publications, London, 2001
9. Koilpillai, J. Charles., How to write a Research Essay, A primer on the Application of the Scientific Method, Nalanda House, Madras, 1990.
10. Manickam, S., Theory of History and Method of Research, Madurai, 1997.
11. Michael S. Louis – Beck., Data analysis an introduction, Series: quantitative applications in the social sciences, Sage publications, London, 1995.



12. Rajayyan, K., *Historiography: History in Theory and Method*, Madurai Publishing House, Madurai, 1977.
13. Saranavel, P., *Research and Report Writing*, Emerald Publishers, Madras, 1989.

**16PHT4MC01 PRINCIPLES OF ARCHAEOLOGY AND
MUSEOLOGY**

SEMESTER	IV	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

- To provide basic information in the discipline of Archaeology and Museology.
- To stimulate interest among students for further study.

Unit I:

Definition – Nature - Scope of Archaeology Archaeology and Culture Kinds of Archaeology (Ethno Marine Aerial - Salvage) other disciplinary subjects: Geology, Geography, Anthropology Functions of an Archaeologist –Value of Archaeology as a Primary Source: Epigraphy and Numismatics and Iconography

Unit II:

Origin and development of Archaeology in India - Contributions of Eminent Archaeologists: Sir William Jones - Rev. Fr. Heras S.J., Alexander Cunningham - Lord Curzon - Sir John Marshall - Sir Mortimer Wheeler – Muller -Developments since Independence.

Unit III:

World Archaeology - Conservation of Archaeology and Historical remains – Scientific Outlook – understanding of our Heritage and Humanism- Exploration (Manual and Scientific) – Excavation; Techniques – Layout of Trenches – excavation of structure – Method of site survey – scientific advancement in exploration- Recent Developments in Archaeology.



Unit IV:

Definition - History of Museum Movement in the World – History of Museology in India – Different types and kinds of Museums - Museum Management Museum techniques - Museum education Conservation of Artifacts – Museum.

Unit V:

Art and Architecture –North India and South India (Exploration and Excavations)- Field Visit – Project (collaboration with the State Archaeology Department)

BOOKS FOR REFERENCE:

1. Archaeological Survey of India Archaeological Remains Monuments & Museums (Part I & 11), New Delhi, 1996
2. Balasubramanyam, Early Chola Temple Architecture
3. Balasubramanyam, Later Chola Temple Architecture
4. Balasubramanyam, Middle Chola Temple Architecture
5. Clark D.L., Analytical Archaeology
6. Dhaky, M.A. ed. Encyclopedia of Indian Temple Architecture of North India, American Institute of Indian Studies, OUP, Delhi, 1991.
7. Dhaky, M.A. ed. Encyclopedia of Indian Temple Architecture of South India, American Institute of Indian Studies, OUP, Delhi, 1991
8. Dhani, S., Paleography and Development of Archaeology, ASI
9. Gopinath Rao, Indian Iconography, Grace Morley, Museum Today
10. John Marshall, Conservation Manual, Madras, Asian Educational Service, 1990.
11. K.V. Raman, Principles and Methods of Archaeology, Parthajan Publications, Chennai, 1998
12. R.Venkataraman, India's Archaeology (A Survey) Roy. Surindranath, The Story of Indian Archaeology, New Delhi, 1961. Sankalia H.D., New Archaeology Its Scope and Application to India, Lucknow 1974
13. Webster Graham, Practical Archaeology



16PHT4MC02 ARCHIVAL MANAGEMENT SEMESTER

	IV	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To introduce the learner to the need and relevance of Archives
2. To make learners aware of the rich collection in Archives.
3. To impart Archival Management Skills.

Unit I:

Archives: Definition - Basic Concepts - Problem in the Tropics – Buildings - Importance of Archives.

Unit II:

Records: Paper – Palm Leaves – Birch Bark – Papyrus – Parchment and Vellum – Leather – Textiles – Filing systems of Records – Records Management; Preservation and Conservation – Definition – preventive conservation – Physical Deterioration – Biological Deterioration – Chemical Deterioration – Causes and Control.

Unit III:

Restoration: Constituent Materials of the Paper – Principle of repair – Cleaning – Washing – Flattening – De-acidification : Wet Method – Non-Aqueous de acidification - Dry methods – Vapour and Phase De acidification – Special Problems in the restoration of documents.

Unit IV:

Disaster Preparedness: Disaster – Disaster Planning – Prevention – Building – Reprography : Reprographic Systems – Photography – Microphotography – Micrographic Process – Equipment and Raw materials – Procedure – Storage and Preservation.

Unit V:

Archival Organisation: International Commission on Archives (ICA) – National Archives of India Tamil Nadu State Archives – Indian Historical Records Commission (IHRC) – The British Records Association – The Historical Manuscripts Commission.



BOOKS FOR REFERENCE:

1. Agarwal, O.P., Care and Preservation of Museum Objects, New Delhi, 1977.
2. COMMA Journal, International Council on Archives (ICA).
3. Cook Micheal, Archival Administration: A Manual for Intermediate and smaller Organisation and Local Self Government .
4. Jenkinson Hilary, A Manual of Archive Administration, London, 1937.
5. National Archives of India, Conservation and Restoration of Archive Material, New Delhi.
6. National Archives of India, Guide to Restoration of Documents, New Delhi.
7. National Archives of India, Repair and preservation of Records, New Delhi.

16PHT4MC03 INDIAN POLITY AND THE CONSTITUTION			
SEMESTER	IV	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To understand the Indian Polity.
2. To make the learners aware of their rights and duties.
3. To enhance their role as enlightened citizens.

Unit I:

Indian Democracy - Federation Unitary General Elections
Electoral Process - Election Campaigns Voters and the Parties

Unit II: National and Regional parties vote turn out
interest/pressure groups last thirteen General Elections Functioning
of Democracy.

Unit III:

Nature of the Constitution The Preamble Fundamental Rights The
Directive Principles of the State Policy.

Unit IV:



The Union Government - The President, Vice President, The Prime Minister – Cabinet - The Parliament - Judiciary, The State Government: The Governor - Chief Minister - State Legislature - Judiciary.

Unit V:

The Union State relations - Emergency provisions - Recommendations of the Constitutional Review Commissions - Amendments.

BOOKS FOR REFERENCE:

1. Avasti, A.P., Indian Political System, Agra, 2002.
2. Durga Das Basu, An Introduction to Indian Constitution, Wadha and Co., Agra, 2001.
3. Grover, V. (ed.), Political Systems and Contribution of India, Deep Publications, New Delhi, 1997.
4. Johari, J.C., Indian Political Systems, Annual Publications, New Delhi, 1996.
5. Khanna, V.N., Constitution and Government of India, Book well, New Delhi, 1981.
6. LaxmiKanth., Indian Polity, New Delhi, Tate Mcgraw Hill, 2004
7. Mehta, Narindar, Indian Political System : A study in Government and Politics in India, Julondar, 1978
8. Nainta, R.P., The Government under the Constitution, Deep and Deep, New Delhi, 2000.

16PHT4MC04 HISTORY OF EAST ASIA SEMESTER

	IV	CREDITS	4
CATEGORY	MC(T)	NO.OF HOURS/ WEEK	6

Objectives:

1. To introduce the countries in Asia
2. To understand the colonization and liberation of East Asian Countries
3. To present to the students the current problems faced by these countries of the world.



Unit I:

Introduction – China, Japan, Korea - land, People, resources
Western impact (Chinese, Japanese and Koreans) The natives
response to the Europeans till the nineteenth century.

Unit II:

The Boxer Rebellion of 1900 - the Chinese Revolution of 1911-
Dr. Sun Yat Sen - May Fourth Movement of 1919 - The Kuomintang
and Chinese Nationalism – Chiang Kai Sheik and the ascendancy of
the KMT - The Civil War in China and the establishment of the
People’s Republic of China Mao Tse Tung and his rise to
prominence

Unit III:

Meiji Restoration (1868) - Anglo Japanese Alliance - The Russo
Japanese War (1904 05) - The Manchurian Crisis of 1931 - Rise of
Militarism in Japan - II Sino - Japanese War 1937 39 - Japanese
Invasion of South East Asia - Defeat and surrender of Japan - Allied -
occupation.

Unit IV:

The Korean Empire (1897 – 1910) - Korean under Russian and
Japanese imperialism – Korean Resistance Movements – Korea in the
Second World War – Cold War in Korea – 38th parallel division –
progressive government of South Korea – communist government of
North Korea.

Unit V:

China since 1965 economic development Social and cultural life
Foreign policy - Post War Japan Economic, social and cultural
development – North and South Korea – Economic and social life
since 1990s.

BOOKS FOR REFERENCE:

1. David S.G. Goodman, China and the West - Ideas and
achvists - Mancheler University Press, 1990.
2. Michael J.Seth., A History of Korea: From antiquity to
present, Rowman and Littlefield Publishers,USA, 2011.



3. Nathaniel Peffer - The Far East, a Modern History, University of Michigan Press, 1958.
4. Paul H. Clyde and Barton, F, Beers, The Far East, Prentice Hall of India Pvt. Ltd, New Delhi, 1974.
5. Professor Kyung Moon Hwang, A History of Korea, Palgrave Macmillan, 2010.
6. R.S. Gupta, History of Modern China - Sterling Publishers Pvt. Ltd, New Delhi, 1981.
7. Roger Tennant., History of Korea, Routledge , USA, 1996.
8. S.L. Roy., History of Far East in Modern Times, Charu Publishing Company, Calcutta, 1977.
9. S.L. Tkuvinsky, Modern History of China - Progress Publishers, Mascow, 1972.
10. Shivkumar and S. Jain, History of Far East in Modern Times, S.C. Chand and Company Ltd., New Delhi, 1982.

16PHT4PJ01 DISSERATATION

SEMESTER	IV	CREDITS	8
CATEGORY	MC (PJ)	NO.OF HOURS/ WEEK	6

Objectives:

A Dissertation at PG 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 research skills to acquire appropriate knowledge in a critical manner. This exercise would develop transferable and communication skills and an ability to work in a self – disciplined way. Each student has to do a dissertation in the range of 50 to 60 pages including references and excluding Bibliography. Each student should work under a faculty allotted by the department. After completion of the dissertation there will be closed presentation by the student with the HOD, Coordinator, Guide and External Examiner. 50 marks will be allotted by the Internal Examiner and 50 marks by the External Examiner.