DEPARTMENT OF HISTORY

M.A. - APPLIED HISTORY

SYLLABUS

Effective from the Academic Year 2016-2017

LOYOLA COLLEGE (Autonomous)

Ranked 2 in INDIA RANKING 2017 - NIRF
'College of Excellence' Status Conferred by UGC in 2014
Re-accredited with 'A' Grade (3.70 CGPA) by NAAC in 2013
Chennai - 600 034
<table>
<thead>
<tr>
<th>Part</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer Vacation</th>
<th>Summer 3</th>
<th>Summer 4</th>
<th>Total Hours</th>
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<tr>
<td>Major Core (MC)</td>
<td>30(20 C)</td>
<td>24(20 C)</td>
<td></td>
<td>20(15 C)</td>
<td>30(24 C)</td>
<td>104(79 C)</td>
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<tr>
<td>Elective Subject (ES)</td>
<td>-- --</td>
<td>4(3 C)</td>
<td></td>
<td>4(3 C)</td>
<td>-- --</td>
<td>8(6 C)</td>
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<tr>
<td>Inter-Disciplinary (ID)</td>
<td>-- --</td>
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<td></td>
<td>6(5 C)</td>
<td>-- --</td>
<td>6(5 C)</td>
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<tr>
<td>Self study Paper (SSP)</td>
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<td>Outside class hours(2C)</td>
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<td>Summer Training Program (STP)</td>
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<td>3 to 4 weeks (1 C)</td>
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<td>-- --</td>
<td>(1 C)</td>
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<tr>
<td>Life Skills Training (LST)</td>
<td>-- --</td>
<td>2h + 2h# (2 C)</td>
<td></td>
<td>-- --</td>
<td>-- --</td>
<td>2+2# (2 C)</td>
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<tr>
<td>Extension Activities</td>
<td>LEAP</td>
<td>LEAP(3 C)</td>
<td></td>
<td>-- --</td>
<td>-- --</td>
<td>(3 C)</td>
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<tr>
<td>Total Hours (Total Credits)</td>
<td>30 (20 C)</td>
<td>30+2# (23+5 C)</td>
<td>--(1 C)</td>
<td>30 (23+2 C)</td>
<td>30 (24 C)</td>
<td>120+2# (90+6+2*) C</td>
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</table>

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:

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<thead>
<tr>
<th>1st</th>
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<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
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</table>

- 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.
<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Sub. Code No.</th>
<th>Title of the paper</th>
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<tr>
<td>1</td>
<td>16PHT1MC01</td>
<td>HISTORY OF AGRO-ECONOMY GROWTH AND RESISTANCE IND</td>
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<tr>
<td>2</td>
<td>16PHT1MC02</td>
<td>HISTORY OF INDIAN CULTURE THROUGH THE AGES</td>
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<td>3</td>
<td>16PHT1MC03</td>
<td>SOCIO ECONOMIC AND CULTURAL HISTORY OF MODERN TAMIL NADU</td>
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<tr>
<td>4</td>
<td>16PHT1MC04</td>
<td>EMERGENCE AND GROWTH OF WORLD CIVILISATIONS</td>
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<tr>
<td>5</td>
<td>16PHT1MC05</td>
<td>INTELLECTUAL HISTORY OF INDIA</td>
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<tr>
<td>6</td>
<td>16PHT2MC01</td>
<td>HISTORICAL STUDY ON LABOUR MOVEMENT IN INDIA SINCE 1870</td>
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<tr>
<td>7</td>
<td>16PHT2MC02</td>
<td>HISTORY OF THE MARGINALIZED - A SUBALTERN PERSPECTIVE</td>
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<td>8</td>
<td>16PHT2MC03</td>
<td>EUROPE IN TRANSITION (1945 TO 2000)</td>
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<tr>
<td>9</td>
<td>16PHT2MC04</td>
<td>HISTORIOGRAPHY</td>
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<td>10</td>
<td>16PHE2FC01</td>
<td>LIFE SKILLS TRAINING</td>
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<td>11</td>
<td>16PHT2ES01</td>
<td>HISTORICAL STUDY OF SCIENCE AND TECHNOLOGY IN INDIA SINCE 1500</td>
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<tr>
<td>12</td>
<td>16PHT3MC01</td>
<td>STATE, COLONIALISM AND MODERNITY</td>
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<td>13</td>
<td>16PHT3MC02</td>
<td>INTERNATIONAL RELATIONS AND INDIA IN THE WORLD POLITICS</td>
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<td>14</td>
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<td>WESTERN POLITICAL THOUGHT</td>
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<td>15</td>
<td>16PHT3MC04</td>
<td>HISTORY OF SOUTH AND SOUTH EAST ASIA</td>
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<td>16</td>
<td>16PHT3ES01</td>
<td>HISTORY OF LATIN AMERICA AND AFRICA (MODERN PERIOD)</td>
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<td>17</td>
<td>16PHT3ES02</td>
<td>HISTORY OF THE MIDDLE EAST 1919 - 2003</td>
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<td>18</td>
<td>16PHT3TP01</td>
<td>SUMMER TRAINING PROGRAMME</td>
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<td>19</td>
<td>16PHT3ID01</td>
<td>RESEARCH METHODOLOGY</td>
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<td>16PHT4MC01</td>
<td>PRINCIPLES OF ARCHAEOLOGY AND MUSEOLOGY</td>
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<td>ARCHIVAL MANAGEMENT</td>
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<td>22</td>
<td>16PHT4MC03</td>
<td>INDIAN POLITY AND THE CONSTITUTION</td>
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<td>16PHT4MC04</td>
<td>HISTORY OF EAST ASIA</td>
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<td>24</td>
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<td>DISSERTATION</td>
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</table>
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:

Unit – III:

Unit – VI:

Unit – V:

~ 3 ~
BOOKS FOR REFERENCE
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:

Unit– II:

~ 4 ~
Unit– III:

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

Unit– V:

BOOKS FOR REFERENCE:
9. Romila Thapar, History and Beyond, Oxford University Press, Delhi, 2000.

~ 5 ~

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:

Unit – II:

Unit – III:
Unit – IV:

Unit – V:

BOOKS FOR REFERENCE:
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:

Unit – III:

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

Unit – V:

BOOKS FOR REFERENCE:
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:

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:
BOOKS FOR REFERENCE:
7. Mukhi, H.R., Modern Indian Political Thought, SBD Publishers and Distributors, New Delhi, 1997.
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:**

**Unit– III:**

**Unit– IV:**

**Unit– V:**

**BOOKS FOR REFERENCE:**
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:

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

Unit– III:

Unit– IV:

Unit– V:
BOOKS FOR REFERENCE:


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:

Unit – II:

Unit– III:

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:

BOOKS FOR REFERENCE:

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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:

Unit V:
BOOKS FOR REFERENCE:

‘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.

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INSIDE CLASS HOURS (2 hrs)

Unit – I: Constructing Identity

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

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

Reference books
5. Managerial Skills in Organizations by Chad T. Lewis, Allyn and Bacon, 1990

<table>
<thead>
<tr>
<th>Competence building</th>
<th>Career Preparatory Training</th>
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<tbody>
<tr>
<td>Power talk</td>
<td>Interview Guidance</td>
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<tr>
<td>Emotional Intelligence</td>
<td>Group Dynamics</td>
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<td>Stress management</td>
<td>Leadership skills</td>
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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

<table>
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<tr>
<th>SEMESTER</th>
<th>CREDITS</th>
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<tr>
<th>CATEGORY</th>
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<td>ES(T)</td>
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</table>

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:

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:

BOOKS FOR REFERENCE:

~ 23 ~
6. Dasgupta Subrato, Jagadis Chandra Bose and the Indian Response to Western Science, Oxford University Press, Delhi, 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:**

**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:**

**Unit V:**

**BOOKS FOR REFERENCE:**

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:

Unit - II:

**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:**

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

**BOOKS FOR REFERENCE:**
5. G.A.Oddie, Social Protest in India: British Protestant Missionaries and Social Reform 1850-1900, Delhi, Manohar, 1979
13. Peter Robb, Dalit Movements and the Meanings of Labour in India, OUP, Delhi., 1993

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:

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Unit-II:

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:
5. Jha,J.C., From Bandung to Tashkent: Glimppses of India’s Foreign Policy, SangamBooks,1983.

~ 29 ~
9. Nithal H. Kuruppu, Non-Alignment and Peace versus Military Alignment and War, Academic Foundation, New Delhi, 2004
11. Roy, C. Macridis, Foreign Policy in World Politics: Prentice Hall Of India Private Limited, New Delhi, 1979,
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:

~ 30 ~
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:

Unit IV:

Unit V:
Structuralism – Multi-Culturalism – Neo-Liberalism - Globalisation

BOOKS FOR REFERENCE:
3. Cocker Francis W., Reading in Political’ Philosophy, New York, Macmillan, 1938
9. Ebstein, Great Political Thinkers, New Jersey, Rincart & co, 1954
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

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:
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:

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

BOOKS FOR REFERENCE:

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.

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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 Zaghloul) – Discovery of Oil - World War II and its impact on Arab World.

Unit III:

Unit IV:
Non-Alignment - Saudi Arabia – Saudi’s relations in the Middle East – Kuwait – Syria – Jordon – UAE – Oil Boom – Oil Crisis – OPEC.

Unit V:

BOOKS FOR REFERENCE:

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16PHT3TP01 SUMMER TRAINING PROGRAMME

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>III</th>
<th>CREDITS</th>
<th>1</th>
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<tr>
<td>CATEGORY</td>
<td>TP(P)</td>
<td>NO.OF HOURS/WEEK</td>
<td>3–4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>III</th>
<th>CREDITS</th>
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<td>CATEGORY</td>
<td>ID(T)</td>
<td>NO.OF HOURS/WEEK</td>
<td>6</td>
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</tbody>
</table>

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

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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:

BOOKS FOR REFERENCE:

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**16PHT4MC01 PRINCIPLES OF ARCHAEOLOGY AND MUSEOLOGY**

**SEMMESTER 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:**

**Unit III:**
Unit IV:

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
4. Balasubramanyam, Middle Chola Temple Architecture
5. Clark D.L., Analytical Archaeology
8. Dhani, S., Paleography and Development of Archaeology, ASI
13. Webster Graham, Practical Archaeology

~ 41 ~
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:

Unit III:

Unit IV:

Unit V:
BOOKS FOR REFERENCE:

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:

Unit IV:

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

BOOKS FOR REFERENCE:
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

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:

Unit IV:

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:

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16PHT4PJ01 DISSERTATION

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.