

**DEPARTMENT OF HISTORY**  
**S.V.U. COLLEGE OF ARTS**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**



**RESTRUCTURED CURRICULUM FOR**  
**M.A. HISTORY**  
**WITH EFFECT FROM THE ACADEMIC YEAR 2021-2022**

**SYLLABUS**  
**Choice Based Credit System (CBCS)**  
**January 2022**

## DEPT OF HISTORY

### S V UNIVERSITY, COLLEGE OF ARTS

#### **Vision**

- Focus to make students to gain information and knowledge of ancient history through teaching and research

#### **Mission**

- Creating interest in students and promote studies in ancient history and culture of India.  
Making students to understand the globalization changes of present and past

#### **PROGRAMME SPECIFIC OUTCOMES**

- The courses of the department of History are designed with an aim to impart knowledge and skills in Ancient, Medieval and Modern Indian History, Andhra history, world history, contemporary history with emphasis on political, social, economic, religious, cultural developments, policies and changes.
- There are basic courses in core section on history which are thematic and cut across chronological divisions and regional polities.
- The ancient history courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural developments, political processes as well as historical geography and chronology.
- Emphasis is also given to the study of Medieval history and culture with a focus on transition in Indian history from ancient to medieval and medieval to colonial period, through a reconstruction of structural continuities, regional polities, social and economic developments, as well as changes in the spheres of economic development, religion, culture and languages.
- The courses of historiography and historical methods intended to familiarize the students with approaches to historical studies with a focus on prominent historians and on the development of historical writing in modern India.
- The courses of contemporary history of India and world help the students to understand global relations and perspectives.
- The Tourism, skill development and science and technology courses can equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry.
- The curriculum makes it possible for students to have comprehensive knowledge in History so as to enable them to clear competitive exams like UPSC, UGC NET, SET and take up teaching and research careers with confidence.

**SRI VENKATESWARA UNIVERSITY**

**Tirupati-517 502**

**Master of Arts**

**Subject: HISTORY**

**CBCS Pattern**

**(With effect from 2021-22)**

**The Courses of Study and the Scheme of Examinations**

**SEMESTER -I**

SEMESTER-I	Components of Study	Course Number	Title of the Course	Instruction hours per week	Credits	IA Marks	End Semester Exam Marks	Total
	Core	HST 101	History of India Up to 650 A D	6	4	20	80	100
		HST 102	History of Indian Polity and Economy, 1206-1757	6	4	20	80	100
		HST 103	History of Modern India, 1757 – 1947	6	4	20	80	100
		HST 104	History of Modern World, 1900-1945	6	4	20	80	100
	Compulsory Foundation	HST 105 (A)	History of Andhrasupto 1336 A D	6	4	20	80	100
		HST 105 (B)	History of World Civilizations	6	4	20	80	100
	Elective Foundation	HST 106 (A)	Theoretical Concepts of Tourism	6	4	20	80	100
		HST 106 (B)	History of Medieval World	6	4	20	80	100
	Audit Course*	HST 107	Human Values and Professional Ethics-I.			<b>0</b>	<b>0</b>	<b>100</b>

\* All **Core** Papers are **Mandatory**

\*Compulsory Foundation – Choose **One** paper

\*Elective Foundation - Choose**ONE**

\*Audit Course – 100 Marks (Internal) – Zero Credits under self study

\*Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only given extra credits

### SEMESTER -II

SEMESTER II	Components of Study	Course Number	Title of the Course	Instruction hours per week	Credits	IA Marks	End Semester Exam Marks	Total
	Core	HST 201	History of India 650-1206 A D	6	4	20	80	100
		HST 202	Social and Cultural History of India, 1206-1757	6	4	20	80	100
		HST 203	Freedom Movement in India, 1857 –1947	6	4	20	80	100
		HST 204	History of Contemporary World, 1945-2000	6	4	20	80	100
	Compulsory Foundation	HST 205	A) History of Vijayanagara Empire B) History of Modern Africa	6	4	20	80	100
	Elective Foundation	HST 206	A) Historical Application of Tourism in India B) Women Studies in Modern India	6	4	20	80	100
Audit Course*	HST 207	Human Values and Professional Ethics-II			<b>0</b>	<b>0</b>	<b>100</b>	

\* All **Core** Papers are **Mandatory**

\*Compulsory Foundation – Choose **One** paper

\*Elective Foundation - Choose**ONE**

\*Audit Course – 100 Marks (Internal) – Zero Credits under self study

\*Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only given extra credits.

### SEMESTER -III

SEMESTER - III	Components of Study	Course Number	Title of the Course	Instruction hours per week	Credits	IA Marks	End Semester Exam Marks	Total
	Core	HST 301	Historical Method and Concepts	6	4	20	80	100
		HST 302	Contemporary History of India-I	6	4	20	80	100
	Generic Elective (Related to Subject)	HST 303 (A)	History of USA, 1776- 1963	6	4	20	80	100
		HST 303(B)	History of Modern Andhra, 1766 –1972	6	4	20	80	100
		HST 303 (C)	Indian Foreign Policy: An Introduction	6	4	20	80	100
		HST 303 (D)	Environmental History of Modern India	6	4	20	80	100
	Skill Oriented Course	HST 304	Communication and Soft Skills	6	4	20	80	100
	Open Elective (For other Departments)	HST 305 (A)	Economic and Cultural History of India, 1757-1857	6	4	20	80	100
		HST 305(B)	Intellectual History of 19 <sup>th</sup> Century India	6	4	20	80	100

\* All **Core** Papers are **Mandatory**

\***Generic Elective** – Choose **Two** papers

\***Skill Oriented** course is **Mandatory**

\***Open Electives** are for the Students of other Departments. Minimum **One Paper** should be opted.

Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.

\*Interested students may register for MOOC with the approval of the concerned DDC.

### SEMESTER –IV

SEMESTER - IV	Components of Study	Course Number	Title of the Course	Instruction hours per week	Credits	IA Marks	End Semester Exam Marks	Total
	Core	HST 401	Historiography	6	4	20	80	100
		HST 402	Contemporary History of India-II	6	4	20	80	100
	Generic Elective (Related to Subject)	HST 403(A)	International Relations and Organizations	6	4	20	80	100
		HST 403(B)	Constitutional History of India, 1773-1950	6	4	20	80	100
		HST 403(C)	History of Modern Asia 1868-1960	6	4	20	80	100
		HST 403 (D)	History of Modern Latin America	6	4	20	80	100
	Multidisciplinary Course/Project	HST 404	History of Science and Technology in India 1858-1947	6	4	20	80	100
	Open Elective (For other Departments)	HST 405 (A)	Outlines of Andhra History and Culture	6	4	20	80	100
		HST 405 (B)	Health, Medicine and Society in Modern India	6	4	20	80	100

\* All **Core** Papers are **Mandatory**

\*Generic Elective – Choose **Two** papers

\*Multidisciplinary/ Project Work is **Mandatory**

\*Open Electives are for the Students of other Departments. Minimum One Paper should be opted.

Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.

\*Interested students may register for MOOC with the approval of the concerned DDC.

**HST 101: HISTORY OF INDIA UPTO 650 A D**  
(Revised Syllabus)  
(to come into effect from the academic year 2021-2022)

**Objectives:**

- The objectives of the course are to impart a comprehensive knowledge and understanding of history and culture of India up to 650 AD.
- The course introduces sources for the study, early culture and civilizations, development of different religious traditions, evolution of ancient Indian polity with major political events, political geography and chronology.
- It also deals with the age of foreign incursions, structure of early Indian society and the nature of economic transformation. Focus is also placed on analysis and explanation of ancient India's cultural achievements.

Unit I	Sources for the Study – Indus Valley Civilization – Vedic Society – Janapadas and Mahajanapadas – territorial states – Monarchial and Republican – Religious Movements – Jainism, Buddhism and Ajivikas
Unit II	Nandas and Mauryas : Polity, foreign relations, economy – Asokan edicts – Kautilya's Arthashastra – Megasthenes' Indica – Mauryan Administration, Art and Architecture
Unit III	Sungas and Kanvas – Indo-Greeks and Sakas – Pallavas – Social conditions - Satavahanas and Western Kshatras – Kushans – Society and Religion, trade and Commerce – Sangam Age – Polity, Society, Culture, Indo-Roman trade
Unit IV	Guptas: Political consolidation, administration, land grants and agriculture, religion, Literature, art and architecture, science and technology, coins and currency
Unit V	Empire of Harshavardhana – Invasion of Huns, Vakatakas, Chalukyas, Pallavas – land grants – society, religion and Art and Architecture.

**Course Outcome:**

- Students will have a familiarity with the sources, different political, social, economic, cultural and religious traditions of the Indian subcontinent upto 650 C.E.
- Student will also be well versed with different analytical approaches and models of interpretation.

**Suggested Readings**

1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001
2. Champakalakshmi, R, Trade, Ideology and Urbanization: South India 300 BC to AD 1300, OUP, Delhi, 1990
3. Chennadevaraj, Slavery in Ancient India, Delhi, 1960
4. Das, S.K., Education System of the Ancient Hindus, Kolkata
5. Kosambi, D. D., The Culture and Civilization of Ancient India in historical Outline, 1965

6. Lunia, B. N., Life and Culture in Ancient India, Agra, 1989
7. Majumdar, R. C., Ancient India, Kolkata, 1920
8. Rajkumar, Survey of Ancient India, 5. Vols. Tirunelveli, 2001
9. Romila Thapar, Ancient Indian Social History: Some Interpretations, Delhi, 1978
10. Sarma, L. P., History of Ancient India: Pre-Historic Age to AD 1200, Delhi, 1989
11. Sastri, K. A. N., A History of South India, Oxford, Chennai, 1956
12. Sastri, K. A. N., The Cholas, Oxford, Chennai, 1975
13. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1968
14. Sharma, R. S., Perspectives in Social and Economic History of Early India, Delhi, 1983
15. Yazdani, G., History of the Deccan, Oxford, 1960

### **HST 102: History of Indian Polity and Economy, 1206-1757**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political, administrative and economic achievements.
- This course is also focuses on Mughal conquest of India, their rule and legacy.
- The course creates awareness among the students about their polity, policies, Administrative reforms, economic development.

Unit I	Literary and Archaeological Sources, Arabic and Persian Sources - Foreign Accounts – A Brief political History of Delhi Sultanate, Mughals and coming of Europeans.
Unit II	Indian Polity: The Islamic Theory of state, nature and Character of the sultanate, Balban's Theory of Kingship, Allauddin's Theory of kingship.
Unit III	Structure of the Government: The sultan – Central Administration –provincial Administration – Mansab – Jagir- The Army – The Judiciary
Unit IV	Economic Conditions: Agriculture and peasants –Village Economy, Land Revenue – Trade and Commerce, Industry and Merchants – Monetary system- Inland and Maritime Trade.
Unit V	Growth of Towns and Cities: Nature of cities –Town Life-Slaves and Artisans – Technological Development in Medieval India



### Course Outcome:

- Students can familiarize in understanding the continuity with changes in all spheres of history, polity and economy under the Delhi sultanates.
- Students can understand thoroughly the Mughal conquest of India, their rule, polity and legacy.
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### Suggested Reading

1. Athar Ali, The Mughal Nobility Under Aurangzeb, OUP, New Delhi, 2001.
2. Burton Stein, Peasant State and Society in Medieval South India, OUP, New Delhi, 1986
3. Burton Stein, Vijayanagara. The New Cambridge History of India series, CUP: Cambridge, 2005.
4. Firdous Anwar, Nobility Under the Mughals, Manohar Publications: New Delhi, 2001
5. Fukazawa, F., The Medieval Deccan: Peasants, Social systems and states 16<sup>th</sup> -18<sup>th</sup> Centuries. OUP New Delhi, 1991
6. Habibullah, A.B.M. The Foundations of Muslim Rule in India, Central Books Depot: Allahabad, 1967
7. Hermann Kulke, ed. The State in India 1000-1700. OUP New Delhi, 1997
8. Irfan Habib, The Agrarian System of Mughal India, 1526-1707 New Delhi, 1999
9. Karashima, N., South Indian History and Society, OUP, New Delhi, 1984
10. Mehta, J.L. Advanced Study in the History of Medieval India, Vol III Medieval Indian Society and Culture, Sterling Publishers: New Delhi, 1987 (2006 Reprint)
11. Nilakantasastry, K.A. History of South India from Pre-Historic Times to the Fall of Vijayanagar OUP: New Delhi, 1975
12. Nurul Hasan, Thoughts on Agrarian Relations in Mughal India People's Publishing House: New Delhi, 1990
13. Qureshi, I.H. The Administration of the Mughal Empire. Low Price Publications: New Delhi, 1979.
14. Richard Eaton, Essays on Islam and Indian History, OUP New Delhi, 2002
15. Salma Ahmed Farooqui, A Comprehensive History of Medieval India from the Twelfth to the Mid Eighteenth Century, Pearson: New Delhi, 2011
16. Satish Chandra, History of Medieval India, Orient Black Swan New Delhi, 2009

### HST 103: History of Modern India 1757 –1947 (Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives:

- This course is designed to impart knowledge on British conquest of India, expansion of power under company rule.
- It also dealt the policies and reforms of the Governor Generals in India.

- The course also focuses on India under the Crown, administration and reforms.
- It also focuses on Socio-religious reform movements and various phases of national movement.

- Unit I:       **Expansion and Consolidation of British Power:** British Supremacy in Bengal-Robert Clive-Warren Hastings-Lord Cornwallis, Revenue and Reforms- Lord Hastings-Policy of Subordinate Isolation-William Bentick and his reforms-Lord Dalhousie-Doctrine of Lapse-Resistance to British Rule-Sepoy Mutiny of 1857.
- Unit II       **Economic Organization, Change and Continuity:** Rural Economy – Commercialization of Agriculture- Free Trade policy-Drain of Wealth-Urban Economy-Artisans and Industrial production- rise of Internal markets and urban centres and communication-Posts, Telegraphs and Railway.
- Unit III       **India under the Crown-** Colonial Administration and Reforms- Lord Canning-Lord Lytton-Lord Ryppon-Central, Provincial, District and Judicial Administration- Acts of 1909, 1919, 1935- Rise of Modern Education and Press.
- Unit IV       **Socio-Religious Reform Movements-**Brahma Samaj, Rajarammohan Roy-PrarthanaSamaj-AryaSamaj, DayanandSaraswati-Theosophical Movement-Annie Besant-Wahabi, Deobandh and Aligarh Movements-Women and changing positions and attitudes
- Unit V       **National Movement and Independence:** Rise of Nationalism-causes-Indian National Congress- Moderates and Extremists-Division of Bengal (1905), Vandemataram Movement (1905-1911), Swadeshi Movement (1914-16)- Home Rule League(1916-1918) mGandhian Era(1920-47)- Non Cooperation and Khilafat Movements (1920-22)-Civil Disobedience Movement (1930-34)-Quit India Movement-Attainment of Independence 1947- Partition-Communal riots-Refugees.

**Course Outcome:**

- Student can gain knowledge on the English East India company rule and their reforms.
- It also inspires the students to understand the transition of power from company to crown, viceroys and their administrative reforms.
- The students also can acquire knowledge on Socio-cultural awakening and progress of national movement.

**Suggested Readings**

1. Anil Seal, The Emergence of Indian NationalisM, Bayly, C.A.,
2. Indian Society and the making of the British Empire, OUP, 1996
3. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, OL,1981
4. DadabhaiNauroji, Poverty and Un-British Rule in India, London,1901

5. Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1986
6. Dharma Kumar, Cambridge Economic History of India, Vol-2, C1757-2003., OL Delhi 2005
7. Dutt, R.P., India today, Manisha Grihanthallaya, Calcutta, 1979
8. Eric Stokes, The English Utilitarians and India, OUP, Delhi, 1959
9. Fisher, M.H., (ed), Politics of British Annexation of India, 1757-1857, OUP, Delhi, 1993
10. Gosh, Suresh Chandra, History of Education in Modern India, 1757-1998, OL, 2000
11. Grover GL and Alka Mehta, A New Look at Modern Indian History From 1707 To The Modern Times, S.Chand, New Delhi, 2018.
12. Markovits, C., Merchants, traders, Entrepreneurs, Indian Business in the Colonial Period, Orient Longman, 2007.
13. Nicholas Dirks, Castes of Mind : colonialism and making of Modern India, Permanent Block, 2003.
14. Sumit Sarkar, Modern India 1885-1947, Pearson Education India, New Delhi, 2014

### **HST 104: History of Modern World, 1900-1945**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives**

- The course is designed to promote knowledge on the history of modern world along with international relations.
- Students to learn World War I and II comprehensively.
- To teach contribution of Indian soldiers and conditions in Asia and Africa.

Unit I International Relations 1871-1914: Three Emperor's League 1881- Reinsurance Treaty 1887-Austro-German Alliance 1879-Triple Alliance 1882-Entente Cordiale 1904-Rivalry between Triple Alliance and Triple Entente. Origins of World War I – Its Nature – Peace Settlement and its long term consequences-Contribution of Indian soldiers in Europe, Africa and Asia in World War I – Russian Revolution - Economic Reforms

Unit II World between the Two World Wars: Working of the League of Nations and Collective Security – Great Depression – Ideologies of Nazism, Fascism .

Unit III International Relations 1919-33: Attempts to improve International Relations-  
The Washington Conference 1921-22, Genoa Conference 1922, The Dawes Plan 1924,  
The Locarno Treaties 1925, The Kellogg-Briand Pact 1928, The Young Plan 1929,  
The World Disarmament Conference 1932-33; France-Germany Relations 1919-33, USSR-  
Britain-  
Germany-France Relations : International Relations 1933-39: Japan-China Relations-  
Mussolini's Foreign Policy-Hitler's Foreign Policy

Unit IV Conditions in Turkey and Spain: Turkey – The Treaty of Sevres – The treaty of

Lausanne –

Mustapha Kemal Pasha – Reforms and Modernization of Turkey – The Spanish Civil War -

Consequences of Civil War

Unit V World War II: Origins – Nature and Results of World War II– Contribution of Indian

soldiers in Europe, Africa and Asia in World War II -Nationalist Movements and

Decolonization- -Communist Revolution in China- Nationalist Movement in Indonesia

### Course Outcome:

- Student can gain the knowledge on the history and consequences of the World between two World Wars pertaining to League of Nations, Great Depression, Nazism, and Fascism.
- Students will understand International Relations during 1919-39.
- Students can understand thoroughly about the Second World War and its impact.

### Suggested Reading

1. Alison, P. W., History of Modern Europe, Mittal Publishers, New Delhi, 2005
2. Carr,E.H., International Relations Between the Two World wars, macmillan:London,1965
3. Fisher,H.A.L. History of Europe, Edward Arnold: London,1941
4. George Morton-Jack, The Indian Empire at War from Jihad to Victory the Untold Story of the Indian Army in the First World War, Little, Brown: London, 2018
5. Hazen, C.D. Modern Europe since 1789, S. Chand and Company :New Delhi,1986
6. Hobsbawm, E., Age of Extremes The short Twentieth Century, 1914-1991, Weidenfeld and Nicolson:London,1994
7. Jagdish P Sharma, World History New Horizons. Low price publication: New Delhi,1993.
8. Kaushik Roy, India and World War II War, Armed Forces, and Society,1939-45, OUP: New Dehi, 2016
9. Noel Cowen, Global History : A Short History, Macmillan, New Delhi, 1997
10. RanjanChakrabarti, A History, of the modern world An Outline primus Books: New Delhi, 2012
11. Roberts, J. M., Europe, 1880-1945, Orient Longman, Chennai, 1989
12. William, Woodruff, A Concise History of the Modern World, Macmillan, London,1998

**HST 105 (a): History of Andhrasupto 1336 A D**  
(Revised Syllabus)  
(to come into effect from the academic year 2021-2022)

**Objectives:**

- The course aimed to impart comprehensive knowledge of the history of Ancient Andhra from earliest up to the end of Kakatiya dynasty.
- This course introduces to the students the geographical features, sources, political formation, the region under Maurya and Satavahana rule, rise of local powers, their role in political, social, economic, religious development, cultural heritage and inter dependence of the region.

**UNIT- I:**

Physical features – Impact on History and Culture of Andhra -Archaeological, Epigraphical and literary sources -Andhra - Andhradesa, Trilingadesa - Andhrajati. Pre-Mauryan Andhra – Andhradesa during the Mauryas.

**UNIT-II:**

Satavahanas - Origin and original home - Political History -Satavahana state and its Salient Features - Social and Economic conditions – Buddhism - Brahmanical religion - Education –Literature- Amaravati art

**UNIT-III:**

Post - Satavahana period – Rule of Ikshvakus - Salankayanas – Early Pallavas – Vishnukundins - Growth of rural economy – Urbanization with reference to Nagarjunakonda - Social and Religious conditions between 3<sup>rd</sup> and 7<sup>th</sup> centuries A.D- Nagarjunakonda art and architecture

**UNIT-IV:**

Chalukyas in Andhra - Eastern Chalukyas of Vengi - An overview of the Political History from 624 A.D to 1200 A.D. - Chalukya-Cholas - Early medieval society - Nature of Economy - Religious movements - Virasaivism - Srivaishnavism - Early Medieval Telugu literature, contribution to temple architecture

**UNIT -V :**

Kakatiyas – Political History of Kakatiyas – State and Polity - Land Revenue System - Growth of rural economy - Agrarian structure - Tank irrigation- Trade Guilds - Industries – Taxation -Society - Religious trends-Kalamukhas - SuddhaSaivism - Spread of Sri Vaishnavism– literature- art and architecture

**Course Outcome:**

- The study of comprehensive history of the country is incomplete without the study of regional history.
- Regional history is becoming more and more popular, for it has inherit potential of tapping varied kinds of sources for understanding the divergent aspects of local heritage and culture.
- The students can develop thorough understanding on Ancient Andhra history and culture.

**SUGGESTED READINGS:**

1. HanumanthaRao, B.S.L. - AndhrulaCharitra, Guntur, 1990.
2. HanumanthaRao, B.S.L. - Religion in Andhra, Hyderabad, 1973.
3. Yazedani, G. - Early History of the Deccan, Oxford, 1960.
4. Gopalachari, K. - Early History of the Andhra Country, Madras, 1941.
5. Gopala Reddy, Y. - A Comprehensive History of Andhra, Hyderabad, 1990.
6. Satyanarayana, K. - A Study of the History and Culture of the Andhras Vol.1 and II New Delhi, 1975.
7. Sastri, A.M. - Early History of Deccan: problems and perspectives, Delhi, 1987.
8. Ray, H.P. - Monastery and guild, Commerce under Satavahanas, Delhi, 1986.
9. Amita Ray. - Life and Art of Early Andhradesa, Calcutta, 1983.
10. DebalaMitra - Buddhist Monuments, Calcutta, 1971.
11. Sankaranarayana, S. - Vishnukundins and their times, New Delhi, 1977.
12. Comprehensive History of Andhras, Vol. I, II, III & IV
13. Krishna Kumari, M., - The Rule of the Chalukya - Cholas, Delhi, 1980.
14. Burton stein - Peasant State and Society in Medieval South India, Delhi, 1980.
15. ParabrahmaSastri, P.V., - The Kakatiyas, Hyderabad, 1983.
16. Rajendra Prasad, B., - Art of South India, Andhra Pradesh, Delhi, 1980.
17. Venkataramanaiah, N., - EasternChalukyas of Vengi, Madras, 1950.
18. Krishna Reddy, N., - Social History of Andhra Pradesh [7<sup>th</sup> to 13<sup>th</sup> Century A.D.] Delhi, 1991.

## **HST105b: HISTORY OF WORLD CIVILIZATIONS**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives:**

- The objective of this course is to look at the Ancient Egyptian, Mesopotamian, Greece, Chinese, Romans and Harappan civilizations.
- This course will also help the students to assess the ancient societies in the light of their contribution to political, social structure, religion, literature, science and technology, trade and commerce, Art and Architecture.
- We see urban centers in several parts of the ancient world and a well-established social, economic and administrative institution which need to be studied in order to understand how they shaped the present day world.

Unit I  
and  
to  
and

Mesopotamian civilization – the significance of Fertile Crescent – Physical  
Geographical factors – The Sumerian and their state systems – Its contribution  
Material culture and Urbanization – Society – Economy – Religion, Language

Literature – Art – Architecture – Scientific knowledge.

Unit II Egyptian Civilization – Geographical and Physical factors – The Age of  
Pyramids – The imperial Age – Noted kings and their contribution – Economic system –  
Agriculture – Irrigation, trade and commerce – religion – Growth of Script –

Literature – Art – Architecture – Advances in Scientific knowledge.

Unit III Ancient Greece – Geographical factors and Historical Background-  
Characteristic Features of Greek Society – Polity, Slavery-City States-Athenian Democracy-  
Greco- Persian wars-Administration-Greek language-Literature-Art-Architecture-  
Philosophers- Science and Technology - Significance and Decline.

Unit IV Roman Civilization – Rise of Roman power –Great Roman kings and their  
conquests – Society – Political organization – Administrative structure - cultural  
contribution – Language and Literature – Art and Architecture - Monuments – Fall of Roman  
Empire.

Unit V Ancient China – Geographical and Physical features – Polity, Administration –  
Social system – Economy – Religion and Philosophy – Taoism – Confucianism and  
Buddhism – Science and Technology.

**Course Outcome:**

- Students gain familiarity with the rise and characteristic features of the ancient world Civilizations, its regional extent and variation.
- Students can understand the glory of the civilizations, the nature of its cities and material remains and institutions.

**Suggested Readings**

1. Basham.A.L, The Wonder that was India.
2. Bury, J., History of Greece
3. ChildeV.C., New Light on the Ancient Past
4. Finley., Ancient Culture and Society
5. George Raux., Ancient Iraq
6. Gordon Child, What Happened in History
7. Joseph Needham., Science and Civilization in China
8. Rao, B.V. Concise book of World History, Sterling Publishers Pvt. New Delhi. 1996

9. Savelle, Max (ed.) A History of World Civilization (2 Vols.)

### **HST 106 (a): THEORETICAL CONCEPTS OF TOURISM**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- The course aimed to introduce the students the fundamentals of tourism as foundation.
- The course dealt elaborately the basic concepts of tourism, its meaning, scope, types, travel, accommodation, organizers at national and international and promotion of tourism

Unit I Tourism –	Tourism: Definition, Meaning, Nature and Scope of Tourism – Types of Motivations – Travel in ancient, medieval and modern times
Unit II	Elements of Tourism: Accommodation – Transport – Catering – Entertainment
Unit III Tour – up of a Accreditation –	Travel Agency: Role of Travel Agency – Thomas Cook – The Grand Circular The American Express Company – Profile of Modern Travel Agency – Setting Travel Agency – The Tour Operator – Group Inclusive Tour – IATA Travel Trade Authority – UFTAA – WATA – ASTA
Unit IV	Tourism Organizations: The Need for Organization – Factors influencing - Types of Organization – UN Conference Recommendations – The National Tourist Organization – Functions of the National Tourist Organization – Tourism Organizations in India – Early History – IUOTO – WTO – PATA – European Travel Commission – IOTO
Unit V	Tourism Promotion: Advertising – Publicity – Public Relations – Sales Support – Modern Trends

#### **Course Outcome:**

- The students can gain fair understanding about the fundamentals of tourism and its basic concepts.
- The students can acquire professional knowledge to get opportunity in tourism industry.

#### **Suggested Reading**

1. Bhatia A. K., Tourism Development, Sterling Publishers, New Delhi, 2007
2. Bhatia A.K., International Tourism Management, Sterling Publishers, New Delhi, 2006,
3. Biswanath Ghosh, Tourism and Travel Management, Vikas Publishing House



- Pvt Ltd., New Delhi, 1998
4. Seth, P. N., Successful Tourism Management, Sterling Publishers, New Delhi, 1987
  5. Seth, P.N and Sushma Seth Bhat, An Introduction to Travel and Tourism, Sterling Publishers, New Delhi, 2006
  6. Mario D'Souza (ed), Tourism Development and Management, Mangal Deep Publications, Jaipur, 1998
  7. Michael M. Coltman, Introduction to Travel and Tourism: An International Approach
  8. Punia, B.K., Tourism Management: Problems and Prospects, Ashish Publishing house, New Delhi, 1997
  9. Vanama, P. K., Trends in Tourism, Prabhu Publishers, Chennai, 2005

## **HST 106 (B) : HISTORY OF MEDIEVAL WORLD**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objective**

- It aimed to familiarize Medieval World history and developments broadly.
- The focus is made to instruct comprehensive knowledge on the rise of Christianity and Islam socio-cultural developments reformations, French revolution and transition to modern Age

- |          |  |
|----------|--|
| Unit I   | Middle Ages: Rise and Spread of Christianity – The Papacy – Byzantine Civilization – Rise and Spread of Islam – Saracen Civilization.  |
| Unit II  | Feudalism – Origin – Merits and Demerits – Crusades – Causes and Results – Monastic orders of medieval Europe – Growth of Medieval Cities – Progress of Education and Rise of Universities.  |
| Unit III | Transition to Modern Age – Renaissance – Causes – Renaissance in Italy – Results of Renaissance – Geographical Discoveries of 15 <sup>th</sup> and 16 <sup>th</sup> Centuries – causes, Course and Results – Reformation in Germany, France and Switzerland – Counter Reformation. |
| Unit IV  | French Revolution and its impact – Romanticism – Industrial and Agrarian Revolutions– Causes, Course and Results – Revolutions of the 20 <sup>th</sup> Century – China, Russia, Latin America.   |
| Unit V   | Nationalism Vs Internationalism - League of Nations – United Nations De – Colonization – Nelson Mandela – Developments in Science and Technology – Philosophy, Arts and Literature during the Contemporary World.  |

### **Course Outcomes**

- Student can gain thorough knowledge on the world in medieval ages and rise of Christianity
- Will understand Transition to Modern Age
- Possess knowledge on French Revolution and its Impact

## **Suggested Readings**

1. Brinton, Crane et al., Modern Civilisation: A History of the Last Five Centuries.
2. Edward Macnall: Western Civilization – Their History and Their Culture, W.W. Norton & Company, New York, 1963
3. Gokhale, B.K: Indtroduction to Western Civilizations, S. Chand &Pvt.Ltd, New Delhi. 1973
4. Lenczowski, George, Middle East in World Affairs.
5. Savell, Max (ed.), A History of World civilization (2 Vols.)
6. Shapiro, Irwin (ed.), Universal History of the World.
7. Swain, J.E.: A History of World Civilization, Eurasia Publishing House Pvt.Ltd., New Delhi, 1994.
8. Webster, World History.
9. Wells, HG, A Short History of the World.

### **HST 107: Human Values and Professional Ethics-I.**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- The ethos of Indian culture has been value-oriented throughout the ages.
- The rich literary heritage of India is a treasure of values and ethics to be acquired, pursued and imparted to the future generations of the present day.
- An enquiry into varying dimensions of human values may lead to furtherance of our knowledge and to ethical values suited for the modern world.

#### **UNIT- I:**

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

#### **UNIT-II:**

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom. Good behavior and respect for elders, Character and Conduct.

### **UNIT-III:**

Ahimsa (Non- Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non-possession) and Aparigraha (Non- stealing).Purusharthas(Cardinal virtues)-Dharma (Righteousness), Artha(Wealth), Kama( Fulfillment Bodily Desires). Moksha(Liberation).

### **UNIT-IV:**

Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths – AryaAstangamarga, (c) Jainism- mahavrata and anuvrata. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

### **UNIT -V :**

Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

### **Course Outcome:**

- Students can understand the need and importance of human values and professional ethics which are essential for positive human behavior and actions in our daily lives.
- They inspire the fundamental goodness of human beings and society at large.
- **SUGGESTED READINGS:**
- 1. John S Mackenjie: A manual of ethics.
- 2. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
- 3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
- 4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
- 5. Harold H. Titus: Ethics for Today
- 6. Maitra, S.K: Hindu Ethics
- 7. William Lilly: Introduction to Ethics
- 8. Sinha: A Manual of Ethics

### **HST 201: History of India 650-1206 A D**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives:**

- This course aims at imparting comprehensive historical knowledge pertaining to the early medieval India. This age witnesses the emergence of various local and regional dynasties in North and south India and their place in history and culture are dealt in detail.
- Apart from reviewing the broad political history of this period, the broader concept of regional polity, social, economic, religious, cultural and intellectual changes and also the theoretical framework of the Segmentary State are examined from various points of view.

Unit I Sources: Literary and Archaeological Sources, Polity-Political structure, Regional variations- Brief survey on Rastrakuta, Chola, Western Chalukyan dynasties of southern India, Major dynasties of north India Rajputs, Pratiharas, Chandellas and Palas.

Unit II Economy : - Agrarian Economy, Land grants, Agrarian organization, Irrigation, Handicrafts, Urban Economy, Trade and Trade routes, Maritime Trade, Urban settlements, Guilds, Traders and Craftsmen.

Unit III Society and Religion : Social Stratification, Caste and Untouchability, Status of Women, Educational ideas and Institutions- Bhakti movement - Sankaracharya, Ramanujacharya Schools of Vedanta and Mimamsa, their Philosophical Schools, Saivism, Vaishnavism, Tantricism.

Unit IV Literature : Sanskrit, Prakrit, Tamil and Apabhramhsa, Rise of regional Languages and Literature, Marathi, Kannada, Telugu and other Languages

Unit V Art and Architecture : Temple architecture, Evolution of major regional Styles, Sculpture, Bronzes and Painting.

**Course Outcome:**

- Students can develop comprehensive knowledge on political, social, economic, religious and cultural history of early medieval India , regional polities and its impact
- Can also able to understand the circumstances lead to the invasions of Arabs and foundation of Muslim rule in India

**Suggested Readings**

1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001 Das, S.K., Education System of the Ancient Hindus, Calcutta
2. Kosambi, D.D., The Culture and Civilization of Ancient India, In Historical Outline, 1965
3. Lunia, B.N., Life and Culture in Ancient India, Agra, 1989
4. Majumdar, R.C., Ancient India, Calcutta, 1920

5. Rajkumar, Survey of Ancient India 5 Vol, Tirunelveli,2001
6. RomilaThapar, Ancient Indian Social History : Some Interpretations, Delhi, 1978
7. Sarma,L.P., History of Ancient India (Pre-historic age to A.D 1200)
8. Sastri, K.A.N., A History of South India, Madras, 1965
9. Sastri, K.A.N., The Colas, Madras, 1975

## **HST 202. SOCIAL AND CULTURAL HISTORY OF INDIA 1206 – 1757**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives**

- It aimed to introduce Social Order and Hindu, Muslim Societies
- The course create awareness among the students about the changing pattern of society, women's participation in politics and analyses ,women centered issues in contemporary society, religious trends, , bhakti and sufi movements,
- To familiarize the progress of Persian and indigenouse languages, education, literature, development of Art, Architecture, influence and impact of Islamic traditions on Hindu culture – vis-e-vis.

Unit I	Hindu Social Divisions: Muslim Social Divisions- Synthetic factors of Hindu-MuslimSocial order- Conflict and Convergence of traditions- Nobility-Khans-Ulemas-Domestic servants and slave system- The Masses.
Unit II	Position of women: Hindus and Muslim Societies- Marriage- Divorce-Sati-Jauhar- Property rights- Dress and Ornaments of Hindu- Muslim men and Women- Food habits-Untouchability, recreation and amusements- Sports and games- Festivals and Fairs of Hindus- Muslim Societies.
Unit III	Development of Education: Hindu and Muslim Systems of Education-  Development of Literature , Sanskrit, Persian, Marathi, and other regional literatures.
Unit IV	Religious reform Movements- Bhakti Movements of north India and its social reform Concept- Sufi movement, Influence of Islam on Indian Culture.
Unit V	Development of Art and Architecture: Under Delhi Sultanates and Mughals- Development of Painting.

### **Course Outcome:**

- Students can familiarize in understanding the continuity with changes in all spheres of history and culture during the medieval ages.
- Students can able to assess the contribution of Sultanates and Mughals to Indian culture.

### Suggested Readings

1. Aiyangar, S.K. Sources of Vijayanagara
2. Eviot&Dewson, History of India as told by her own Historians
3. Habibulla, The Foundation of Muslim Rule in India
4. Sastri, Nilakanta, Historical Method (For sources)
5. Sen, S.P. Sources of Indian History, Vol. II
6. Sharma, S.R., Medieval India
7. Sharma, S.R., Crescent in India
8. Smith, V.A., Oxford History of India
9. Srivastava, Delhi Sultanate
10. VenkataRamanaiah. N. HistoryFurther Sources of Vijayanagara History

## HST 203: FREEDOM MOVEMENT IN INDIA, 1857-1947

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives

- The course is design to provide comprehensive knowledge on the origin of nationalism, emergence of Indian National Congress.
- To provide knowledge on the phases of national movement elaborately.

Unit I of	Nationalism : Its meaning and different interpretations – Factors leading to growth of  Nationalism- Emergence of Indian National Congress- Moderates and Militant Nationalists-Swadeshi and Home Rule Movements
Unit II issues-  Ministries at	Emergence of Gandhiji : Non- Violence and Satyagraha- Rowlat and Khilafat  Non- cooperation Movement- Swarajists - Civil disobedience Movement-  Provincial level and Second World War
Unit III role –  KisanMahasabha	Revolutionary Nationalists: Bhagath Singh- Growth of Capitalist class and its  Growth of left Ideology and peasant and Working class movement,  KisanMahasabha
Unit IV  Congress  Mission, the	Growth of Communal Ideology and politics: Factors leading to Communalism- Formation of Muslim League and Hindu Mahasabha- National issues, Role of  and Muslim League, Cripps proposals and Quit India Movement, Cabinet

## Partition and attainment of Independence

Unit V Freedom Struggle in Princely states: Socio, Political and Administrative conditions-  
Origin of Nationalism- Impact of Freedom Struggle of British India over Native States,  
Haripura Resolution, 1938- Growth of Popular Movements- Lapse of Paramountacy-  
Join India Movement- Vallabhai Patel and Integration.

### Course Outcome:

- Students can gain comprehensive knowledge on the freedom movement from its inception upto independence in India
- The students can also able to understand the role of national congress and prominent leaders of national movement, problems and perspective in the progress of freedom movement.

### Suggested Readings

1. Anil Seal, Emergence of Indian Nationalism
2. Bipan Chandra, Communalism in Modern India, Vikas, Delhi, 1987
3. Bipan Chandra, Nationalism in Modern India, Orient Longman, Delhi, 1981
4. Bipan Chandra, (ed), India's Struggle for Independence, 1857-1947
5. Brass, Paul, Politics in India since Independence, Delhi, 1994
6. Brown, Judith, Gandhi's rise to Power in Indian Politics, 1915-22, OUP, 1972
7. Desai, A.R., Peasant Struggle in India, OUP, Delhi, 1979
8. Desai, A.R., Social Background of Indian Nationalism, Mumbai, 1986
9. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, OUP, Delhi, 1983
10. Jones, K., Social and Religious Reform Movement in Modern India, New Cambridge History, 1989
11. Low, D.A.(ed), Congress and the Raj : Facts of the Indian Struggle 1917-1947, Delhi, 1977
12. Ravinder Kumar, Social History of Modern India, OUP, Delhi, 1985
13. Sarkar, Sumit., Modern India, 1885-1947, Macmillan, 1985
14. Stokes, Eric, Peasant and Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Delhi, Vikas, 1978
15. Ganshyam Shah, Social movements in India, A review of Literature, Sage, Delhi, 2004

**HST 204: History of Contemporary World, 1945-2000**  
(Revised Syllabus)  
(to come into effect from the academic year 2021-2022)

**Objectives**

- To teach main events in Contemporary World History
- To instruct the political and economic aspects of Cold war.

Unit I **Cold War and its Impact:** Ideological and Political basis of Cold War-Pacts and Treaties- NATO,WRSEW,ANZUS,SEATO,CENTO- Tensions and rivalries- between America and Soviet Union-Non-aligned Movement

Unit II **The UN and The Concept of World Peace:** Regional Tensions-Palestine, Suez Crisis, Kashmir, Cuba, Korea and Vietnam-Disarmament-Geneva Summit (1955), Test Ban Treaty (1963),SALTI(1972).

Unit III **Cultural Revolution in China:** Civil Rights Movement in the U.S.-Apartheid in South Africa – Evolution of the European Union since European Economic Community (1958) – Maastricht Treaty (1993), Monetary Union (1999)- Euro zone- Structure of the EU – Governance – Institutions – Economy, Military, Foreign Relations.

Unit IV **Indo-Pak Relations, 1947-1999 :** Kashmir Problem-Indo-Pak War of 1965-Tashkent Declaration- Indo-Pak War of 1971- Emergence of Bangladesh- Shimla Agreement, 1972- SAARC-Bus Diplomacy-Kargil War of 1999.

Unit V **Disintegration of Socialist Block :**Its genesis and Process of Disintegration–End of Super Power Rivalry – Liberalization- Globalization- Its Economic and Political Impact.

**Course Outcomes**

- The students can understand the Cold War and its Impact
- Possess knowledge on UN and the Concept of World Peace
- Gain the knowledge on the Disintegration of Socialist Block

**Suggested Reading**

1. Asa Briggs and Patricia clauin, Modern Europe 1787-Present Pearson Education,



- New Delhi, 2009
2. Dunbabin . I.P.D. International Relations since 1945,2 Vols. Longman London, 1994
  3. Desmond Dinan, Ever Closer Union An Introduction to European Integration Palgrave Macmillan :Hampshire 1999
  4. John McCormick, Understanding the European Union A Concise Introduction, Palgrave : New York, 2002
  5. Keylor, W.R. The Twentieth Century World: An International History , OUP New Delhi, 1984.
  6. Noel Cowen, Global History: A Short Overview, Blackwel Pub, USA, 2001
  7. Norman Lovet, Mastering World History, Macmillan, New Delhi, 1997
  8. Pinder, John, and Simon Usher wood. The European Union: A very short Introduction Oxford University press: Canada, 2008
  9. RafiqueAfzal M., Pakistan: A History and Politics, 1947-1971, Oxford, New Delhi, 2001
  10. Robert Ross, A Concise History of South Africa, Cambridge Cup, 1999
  11. Spate, O. H. K., India and Pakistan, M M. Publishers, New Delhi, 1994
  12. Staab, Andreas. The European Union Explained: Institutions, Actors, Global Impact, Indiana University press: Bloomington, 2008
  13. Victoria Schofield, Kashmir in the Crossfire, Viva Books, New Delhi, 1997
  14. William Woodruff, A Concise History of the Modern World, Macmillan, London, 1998
  15. Yesilada, Birol A and David M Wood. The Emerging European Union, Longman: London, 2009
  16. Young. I.W. Cold war Europe, 19489:A Political History, EawardArnolad, London,

### **HST 205 a. HISTORY OF VIJAYANAGARA EMPIRE**

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- This course is designed to impart thorough knowledge on the history of the Vijayanagara empire.
- The course create awareness among the students about the political achievements of Vijayanagara rulers, their relations with the contemporary dynasties of south India, their polity, policies, Administrative reforms, economic development, women, society, religious trends, contribution to literature, Art and Architecture.

Unit I Origin of Vijayanagara empire-Theories- Sangama, Saluva, Tuluva and Aravidu dynasties Administration under Vijayanagara Empire -The King and his Ministers-Central and

Provincial administration- Police and Military administration-Judiciary

Unit II **Society and Religion** - Social Life- Social Institutions-

Status of Women-Court Life-Devadasi system-Customs of Sati-Games and

Amusements Religious Policy- Religious life of people- Saivism, Vaishnavism and Islam-Festivals

Unit III **Economy:** Methods of Agriculture-Systems of Land Tenure-Irrigation system-taxation-economic prosperity-Trade and Commerce-guilds-Maritime trade-Trade relations with other countries- Communication and Transport

Unit IV **Literature :** Court poets-Ashtadiggajas and other poets-Patronage to Telugu literature, Kannada and Tamil

Unit V **Art and Architecture** Architecture-Sculpture-Painting-Growth of Art and Art forms-Hindu monuments-Indo-Saranic Architecture and its influence

#### **Course Outcome:**

- This course provides comprehensive knowledge on the last imperial political formation in South India and the history of Vijayanagara, Bahmani and contemporary petty powers.
- It helps to understand with the context of polity, economy, culture, religious and ideological changes

#### **Suggested Readings**

Filliozat, Vasundhara, editor, 1999, Vijayanagara, As Seen by Domingo Paes and FernaoNuniz (16[th] Century Portuguese Chroniclers) and Others, National Book Trust, New Delhi.

KrishnaswamiAiyangar, Sakkottai, editor, 2003, Sources of Vijayanagar History, Reprint [Orig. 1919], New Delhi, Aryan Books International.

Longhurst, A. H., 1995, Hampi Ruins: Described and Illustrated, reprint, Asian Educational Services, New Delhi.

Michell, George, 1990, Vijayanagara: Architectural Inventory of the Urban Core, 2 volumes, Directorate of Archaeology and Museums, Mysore.

-----, editor, 2008, Vijayanagara, Splendour in Ruins, New Delhi, The Alkazi Collection of Photography, New Delhi and Mapin Publishing, Ahmedabad.

NilakantaSastri, K. A. and N. Venkataramanayya, editors, 1946, Further Sources of Vijayanagara History, 3 vols, Madras.

Sewell, Robert, 2000, A Forgotten Empire (Vijayanagar): A Contribution to the History of India, reprint, Asian Educational Services, New Delhi.

Stein, Burton, 1989, The New Cambridge History of India I.1, Vijayanagara, Cambridge University Press, Cambridge.

Verghese, Anila, 1995, Religious Traditions at Vijayanagara: As Revealed Through Its Monuments, Manohar, New Delhi.

Patil, Channabasappa, S. and Vinoda C. Patil, 1995, Inscriptions at Vijayanagara (Hampi), Directorate of Archaeology and Museums, Mysore.

## HST 205. B.HISTORY OF MODERN AFRICA

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives

- To introduce Modern African History to students
- To make students aware of Colonial politics in Africa

- Unit I      Partition of Africa 1879-1901-European Interests in Africa-Development of Anglo-French Rivalry West Africa-Belgium & Congo-Germany enters Scramble 1883-1885-Restoration of British Initiative 1885-1891-European Conflicts in Africa-French Advance down Niger-British Expansion in Gold Coast &Nigeria-French in Central Sudan-British Reconquest-East Africa & Congo Basin-Rhodes & Central Africa-The Anglo-Boer War-Colonial Rule in Tropical Africa 1885-1914-Policies of Colonial Powers-French West Africa-British West Africa-Britain, Germany & Portugal East & Central Africa-Colonial Rule in Tropical Africa-Impact-Christian Missions & Western Education-Birth of Nationalism
- Unit II      The War & Mandate System-Dual Policy in British Africa-in East & Central Africa-Education in British Colonies-French Policy of Association-Colonialism & Nationalism-North & North East Africa 1900-1939-The Pan-Islamic Movement-French Rule in Maghrib-Morocco-Lyautey& al-Qrim-Beginnings of Nationalism in Maghrib-British in Egypt & Sudan-Italian Spheres of Influence-Libya-Somalia & Ethiopia-South Africa 1902-1939-South Africa after Boer War-1910:Union-Smuts & Hertzog- African Predicament-South-West Africa-The Last Years of Colonial Rule-1939-1945 War & Its Aftermath-Development-Last Phase of Colonialism-Progress in Education-Preparing for Democracy
- Unit III      Road to Independence- North & North-East Africa-Egypt & Sudan-States of the Horn-Libya &Maghrib-Africa from Sahara to Zambezi-Gold Coast-Ghana in British West Africa-Independence of French West Africa-East Africa: Mau Mau& Multiracialism-Belgian Congo-Madagascar-Road to Independence-Central Africa-Central African Federation-Colonial Wars in Angola & Mozambique-From Rhodesia to Zimbabwe
- Unit IV      The Long Road to Democracy in Southern Africa-Protectorates & South-West Africa (Namibia)-Breakthrough in South Africa-Politics of Independent Africa-Democracy, Autocracy & Military Rule-From Military Rule to Civil War-Civil War & Cold War-Pressure of Population Increase
- Unit V      Economics & Society in Independent Africa-Years of Stagnation & Decline-Hard Road to Recovery-Into Third Millennium-Tragedy of Rwanda & Congo-Warlords in Liberia & Sierra Leone-Muslims in North Africa-Bumpy Path of

Parliamentary Democracy-West Africa-East & South-Easter Africa-Southern Africa

**Course Outcomes**

- Students will be familiar with Road to Independence in Africa
- They will understand development and underdevelopment in Africa.

**Suggested Reading**

1. A.A. Bohem ed. General History of Africa VII: Africa under Colonial Domination 1880-1935, Paris, UNESCO, 1985
2. A.A.Mazrui ed. General History of Africa VIII: Africa since 1935, Paris,UNESCO, 1993
3. A.D.Roberts ed. Cambridge History of Africa: 1905-1940, Cambridge, 1986
4. Bill Freund , The Making of Contemporary Africa: The Development of African Society since 1800, Boulder, CO, 1998
5. David Birmingham, Decolonization in Africa, London, 1995
6. Frederick Cooper, Africa since 1940, Cambridge, 2002
7. John E Flint ed. Cambridge History of Africa V, c 1780-c1870, Cambridge, 1976
8. John D Hargreaves, Decolonization in Africa, Harlow, 1996
9. John Iliffe, The African Poor: A History, Cambridge, 1987
10. L.H. Gann and Peter Duignan eds. Colonialism in Africa 1870-1960, 5 vols., Cambridge, 1969-75
11. Michael Crowder ed. Cambridge History of Africa VIII: 1940-1975, Cambridge, 1984
12. Roland Oliver and G.N.Sanderson ed. Cambridge History of Africa VI, c 1870-c 1905, Cambridge, 1985
13. Roland Oliver and Anthony Atmore, Africa Since 1800, Cambridge, 2004
14. Suzanne Miers and Richard Roberts eds. The End of Slavery in Africa, Wisconsin, 1985
15. Thomas Pakenham, The Scramble for Africa, London, 1991
16. World Bank, Can Africa Claim the 21<sup>st</sup> Century, Washington, 2000

**HST 206 A.: HISTORICAL APPLICATION OF TOURISM IN INDIA**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

**Objectives:**

- The aim of the course is to provide useful knowledge of the Tourism Industry in relevance to History and cultural attractions of India.
- The course can provide more in depth insight in to the specific aspects of tourism industry, besides special focus on Archaeological, historical, cultural and natural heritage of India as attractions of tourism .

- Unit I            Meaning and Nature of Tourism : Basic Components and Elements of Tourism- Brief History of Tourism in India
- Unit II            Types of Tourist destination in India –Monuments- Museums- Hill resorts- Sarais- Beaches- Wild life Sanctuaries
- Unit III            Important Heritage Circuits of India
- A. Delhi- Agra-Jaipur  
B. Sanchi-khajuraho  
C. Belur-Halebidu- Hampi  
D. Mahabalipuram – Kanchipuram- Tanjore
- Unit IV            Tourism Products of Andhra Pradesh and Telangana
- A. Vishakapatnam Circuit  
B. Amravati- NagrajunaKonda Circuit  
C. Kornool Circuit  
D. Tirupati Circuit  
E. Warangal Circuit
- Unit V            Socio- Cultural Heritage of Andhra Pradesh : Dance Style- Performing Arts- Fairs and Festivals, Folk Cultures- Handicrafts

**Course Outcome:**

- The students can familiarize the knowledge needed to excel in tourism activities.
- It will equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry.

**Suggested Readings**

1. A.P.Tourism Development Corporation, Discover of Andhra Pradesh and other Brochures
2. Archaeological Survey of India, Guide Books for Monuments
3. Bhatia,A.K., Tourism Development: Principles and Practices, Sterling Publishers, New Delhi, 2007
4. Husain, S. A., The National Culture of India, NBT, New Delhi,
5. Krishnadeva, Temples of North India
6. National Cultures of India and Dance Forms of India, NBT, New Delhi
7. Rajendhraprasad, B., The Art of South India, Andhra Pradesh
8. Ramraju, B., Folk Cultures of India
9. Sivaramamurthy, C., Indian Painting
10. Srinivasan, K.R., Temples of South India

## 206. b. Women Studies in Modern India

### Objectives

- To introduce the emergence of Women Studies and approaches.
- To explain Modern Education and Women Awakening.

- Unit I Evolution of Women Studies: Women and Caste – Nationalist – Marxist – Feminist and Subaltern Approaches – Importance of Women's Literacy – Women as subject in History.
- Unit II Women in Caste Hinduism and Islam: Women's Lives household and Agricultural Technology – Religious Rituals and Sentiments – Fertility and Family Size – Furnishings – Jewels and Clothing – Inheritance and Property Right and Marriage and Divorce – endowment and Colonial Acts and Women Questions.
- Unit III Modern Education and Awakening of Women folk: Christianity – nationalist and Women Educationists – Religious Reform Movement and Women Question – Women Mobilization and organizations – National Council of Women – the Women's India Conference – All India Women Conference – the Arya Mahila Samaj.
- Unit IV Women Movement: Caste base and Nature – Role of Savitri Bai Phule, Pandita Rama Bai – Tara bai Shinde – Durgabai Deshmukh – Muthu Laxmi Reddy and Sarojini Naidu.
- Unit V Women in the Freedom Struggle: Pre-Gandhian Era – Campaign for female Franchise – Gandhian Movement and Women's Participation – Growth of Literary Movement and Women's Participation – Women in the revolutionary Struggle – Telangana Armed Struggle.

### Course Outcomes

- The student can understand thoroughly the importance of Women Studies
- Will understand the role of Women in Hinduism and Islam
- Also gain knowledge about the Women participation in various movements in India.

### Suggested Readings

1. Bipan Chandra, India's Struggle for Independence, 1857-1947, Penguin Books Pvt. Ltd., New Delhi, 1989
2. Desai, Neera, Women in Modern India
3. Forbs, G., Women in Modern India, Cambridge University Press, New Delhi, 1996
4. Gupta, N. I., Women Education through Ages.
5. Kaur, Manmohan, Women in India's Freedom Struggle.
6. Krishnamurthy, J., Women in Colonial India.
7. Ray, Bharati (ed.), From the Seams of history: Essays on Indian Women.
8. Sarkar, Sumit, Modern India, Macmillan, New Delhi, 1983
9. Majumdar, R.C., History of the Freedom Movement in India 3 Vol.

10. Maurice Guyer and Appadurai, A., Speeches and Documents on Indian Constitution, vol. I
11. Punnias, K.V., Constitutional History of India, 1858-1918
12. Pylee, M.V., Constitutional History of India, 1600-1950.
13. Shiva Rao, B., Framing of the Indian Constitution, 4 Volumes

### **HST 207: Human Values and Professional Ethics-II.**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- The ethos of Indian culture has been value-oriented throughout the ages.
- The rich literary heritage of India is a treasure of values and ethics to be acquired, pursued and imparted to the future generations of the present day.
- An enquiry into varying dimensions of human values may lead to furtherance of our knowledge and to ethical values suited for the modern world.

#### **UNIT- I:**

Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self-esteem - Family values-Components, structure and responsibilities of family Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

#### **UNIT-II:**

Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

#### **UNIT-III:**

Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

#### **UNIT-IV:**

Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.

#### **UNIT -V :**

Social ethics- Organ trade. Human trafficking. Human rights violation and social disparities, Feminist ethics. Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

**Course Outcome:**

- Students can understand the need and importance of human values and professional ethics which are essential for positive human behavior and actions in our daily lives.
- They inspire the fundamental goodness of human beings and society at large.

**SUGGESTED READINGS:**

1. John S Mackenjie: A manual of ethics.
1. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
2. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
4. Harold H. Titus: Ethics for Today.
5. Maitra, S.K: Hindu Ethics.
6. William Lilly: Introduction to Ethics.

**HST 301: HISTORICAL METHOD AND CONCEPTS**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

**Objectives:**

- This course aims at developing greater understanding the meaning, scope, purpose, principles and facets of history.
- It also aims at introducing the student to the main features of research methodology
- This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent historians and on the development of historical writing in modern India.

Unit I	Meaning and definitions of History: Nature – Scope – Relations with other Social Sciences – History as Science and Art – Causation – Objectivity – Historicism and Historical Synthesis
Unit II	Historical Sources: Primary – Archaeological, Archival/Literary and Autobiographical – Secondary Sources – Biographies – Published Works – Oral Tradition
Unit III	Major theories of History: Linear Theory – Cyclic Theory – Historical Materialism – Post- Modernist and Structuralism
Unit IV Criticism –	Methodology: Heuristics or External Criticism – Hermeneutics or Internal Synthetic Operations – Exposition or Presentation
Unit V	Philosophy of History: Auguste Comte – Karl Marx – Oswald Spengler – Arnold Toynbee

**Course Outcome:**



- It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history.
- The students can familiarize with historical studies, the theories and methods used in the practice of history writing.
- Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology

### Suggested Reading

1. Bajaj, Satish K., *Research Methodology in History*, Anmol Publications, New Delhi, 2000
2. Carr, E. H., *What is History*, Macmillan, London, 1969
3. Collingwood, R. G., *The Idea of History*, Oxford University Press, Oxford, 1966
4. Manickam, S., *Theory of History and Method of Research*, Pudumam Publishers, Madurai, 2000
5. Manickam, V., *On History and Historiography*, Clio Publications, Madurai, 2003
6. Rajayyan, K., *History in Theory and Method*, Ratna Publications, Madurai, 2000
7. Sastri, K. A. N., & H. S. Ramanna, *Historical Method in Relation to Indian History*, Chennai, 1956
8. Sheik Ali, B, *History: Its Theory and Method*, Macmillan, Chennai, 2001
9. Sreedharan, E., *A Text Book of Historiography (500 BC to AD 2000)*, Orient Longman, Chennai, 2000
10. Subramanian, N., *Historiography and Historical Methods*, Ennes Publications, Udumalpet, 1999
11. Venkateswaran, G., *A Study of Historiography*, V. C. Publications, Rajapalayam, 2005

## HST 302: CONTEMPORARY HISTORY OF INDIA - I

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives:

- The course intended to introduce the Contemporary History of India after independence.
- To explain in detail the constitution of India foreign policy, economic reforms.

Unit I            **The Partition of India:** Colonial Legacy- Integration of Princely States–The Kashmir  
And Hyderabad issues

Unit II            **The Republican Constitution of India:** Salient features–Fundamental Rights–  
Directive Principles of State policy – Powers and Functions of President –  
Amendments

Unit III            **Indian Foreign Policy:** Non-Alignment– India’s Role in Korea, Indo-China, Hungary  
– The Suez Crisis – India and the Super Powers – Indo-Pak Relations –Sino-  
Indian Relations.

Unit IV            **Indian Economy 1947-65:** Planning and Public Sector–Achievements-  
Industry-  
Infrastructure- Health and Education – Science and Technology – Social  
Change

Unit V            **Agricultural Growth and Green Revolution:** Cooperatives-Overview of  
Land  
Reforms -Formation of Andhra - the States Reorganization Commission 1956  
–  
Emergence of Andhra Pradesh

### Course Outcomes

- Student can acquire the contemporary political, economic issues.
- Can gain thorough understanding Functioning of Parliamentary Democracy in India
- India’s foreign policy relations with other nations

### Suggested Readings

1. Bipan Chandra, Aditya Mukerji, Mrudula Mukherji, **India after** Independence, Penguin India, New Delhi, 2000
2. Bipan Chandra, Aditya Mukerji, Mrudula Mukherji, **India Since** Independence, Penguin India, New Delhi, 2008

3. Bhupender Singh, *Autonomy Movements and Federal India*, Rawat, New Delhi, 2002
4. IqbalNarain, *State Politics in India*, Rawat, New Delhi, 2002
5. IqbalNarain, *Politics in a Changing India*, Rawat, New Delhi, 1994
6. Paul R. Brass, *The Politics of India Since Independence*, Cambridge, New Delhi, 1997
7. Ramakanth, R. M (ed), *India's Partition Precludes and Legacies*, Rawat, New Delhi, 2005
8. SajalBasu, *Regionalism, Ethnicity and Left Politics*, Rawat, New Delhi, 1997
9. Selig Harrison, *India: The Most Dangerous Decades*, Rawat, New Delhi, 1997
10. V.P. Dult, *India's Foreign Policy Since Independence*, National Book Trust, New Delhi, 2007

### **HST 303 A: HISTORY OF USA, 1776-1963**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- To introduce basics of History of USA
- To explain Slavery, Progressive Era, US Role in World wars

Unit I American war of Independence: Causes and Consequences, Formation of Confederation and its Problems. Forming of the Federal Constitution, Its Salient features. George Washington as the first President of USA: Administration of John Adams – Thomas Jefferson and his Republicanism, James Madison and the War of 1812.

Unit II James Munroe-Andrew Jackson and his Democracy –Territorial Expansion-ouisiana Purchase 1803 and the acquisition of Florida, 1819, Annexation of Texas, 1845, Settlement of Oregon, 1846. The Mexican War, 1846-1848.

Unit III Causes and Results-Issue of Slavery and the anti- Slavery Movement, Missouri Compromise, 1820 and the Compromise of 1850. Civil War : Causes, Course and significance – Role of Abraham Lincoln during the Civil War.

Unit IV Factors responsible for the growth of US Imperialism Progressive Era (1900-1917)- Domestic Policies of T.D.Roosevelt, William H. Taft and Woodrow Wilson-U.S Foreign Policy after 1900- F.D. Roosevelt, Taft and Wilson.

Unit V U.S.A. and the First World War: Wilson's Fourteen Points and the Peace Treaty of 1919- Washington Conference. U.S.A and the Second World War: Beginning of the Cold War- Harry S. Truman - Fair Deal and Truman's Doctrine- The administration of

Dwight

D. Eisenhower and John F. Kennedy.

### Course Outcomes

- Students were able to possess understanding about American War of Independence
- Will understand Issue of Slavery and Anti Slavery Movement and Progressive Era

### Suggested Readings

1. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948. Allen H.G., Great Britain and the United States, New York, 1955
2. Brannon J.H., History of the Americas, New York, 1963
3. Beard, C.A., and Mary R. Beard, New Basic History of the United States, New York, 1960.
4. Billington, R.A., American History, Peterson, 1963
5. Current, R.N.W., et, al., American History: A Survey, New York, 1979.
6. Daniel, W.M., American Indian, New York, 1957.
7. Franklin, J.H., From Slavery to Freedom, Chicago, 1966
8. Hill, C.P., A History of the United States.
9. McKinley, T. and Hall, S., History of the Indian Tribes of America, Philadelphia
10. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948.

### HST 303 B. History of Modern Andhra 1766 – 1972

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### Objectives:

The course aimed to impart comprehensive knowledge of the history of modern Andhra in context of regional as well with national events.

- The course introduces coming of Europeans, Andhra under French and British rule, role of Andhras in various phases of freedom movement.
- The study also intended to focus on the movement of separate Andhra state , movement for formation of Andhra Pradesh

UNIT-I French Rule in Andhra 1750-1759- British Acquisition- Missions and acquisition of Northern Circars 1766- Delayed acquisition of MurtlanagarCircar 1788, Establishment of British Indirect rule over Telangana,1798. Acquisition of Rayalaseema Districts,1800- Acquisition of Chittoor and Nellore Districts,1801.

UNIT-II Andhra Under Company: Survey and Settlement of Rayalaseema,1801-1805- Revolt of ChittoorPalegars,1802-1805- Services of Collin Mackenzie, C.P.

Brown and Arthur Cotton: Revolt of Palegar Narsimha Reddy, 1846 - Effects of the Company Rule

UNIT-III Social and cultural awakening: Veeresalingam - his service to Telugu literature ; social Reforms activities - Growth of Telugu Journalism- Reforms of Salar Jang- Komarraju Lakshamana Rao – Establishment of Krishnadevaraya Andhra Bhasha Nilayam and Vignana Chandrika Mandali. Political Awakening : Role of District Associations – Vandemataram Movement in Andhra – Andhra Movement- Andhra Maha Sabha- Home rule Movement in Andhra- Andhra Congress Circle- Chirala- Perala Struggle- Palanadu Forest Satyagraha- No Tax Campaign of Pedanandipadu- Rampa Rebellion and Alluri Sitarama Raju- Andhra Jana Sangham.

UNIT-IV Developments during 1926-1947 : Establishment of Andhra University- Salt Satyagraha in Andhra- The “Sri Bagh” Pact – Quit India Movement in Andhra- Nizam- Andhra Maha Sabha- Hyderabad State Congress- Madapati Hanumantha Rao- Telangana Armed Struggle.

Unit IV Shaping of Modern Andhra Pradesh : Police Action on Hyderabad, 1948 ; Dar Commission, 1948 ; J.V.P. Report, 1949 ; Martyrdom of Potti Sriramulu ; Formation of Andhra State, 1953; Gentlemen’s Agreement, 1956.

UNIT-V Emergence of Andhra Pradesh, 1956- State’s Border disputes- Srikakulam Armed Struggle, 1966-1970- Telangana Agitation, 1969 – Jai Andhra Movement, 1972 – Six Point Formula – Revocation of President Rule.

**Course Outcome:**

- The students can understand the history of Andhra under company and crown rule.
- Assess the role of Andhras in the freedom movement.
- Acquire thorough knowledge on the causes and course of the movement of separate Andhra state, movement for formation of Andhra Pradesh

**Suggested Readings**

1. Burton Stein, Thomas Munro, Delhi, 1989.
2. Frykenburg, R.E., Guntur District, 1788-1848, Oxford, 1965
3. Mangamma, J., Book Printing in India, 1746-1847, Nellore, 1975
4. Patabhirama Reddy, M., Peasant and State In Modern Andhra History, Vijayawada, 1985
5. Peter Sohmitt, Telugu Resurgence , New Delhi, 2001
6. Ramana Rao, A.V., Economic Development of Andhra Pradesh, 1756-1957, Bombay, 1958
7. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1993
8. Sarojini Regani, Nizam-British Relations, 1824- 1857, Hyderabad, 1963

9. SaradaRaju, A., Economic Conditions in Madras Presidency, 1800-1850, Madras, 1941
10. SudershanRao, Y., Andhra Between two Empires, Hanmakonda, 1991
11. A.P. State Committee, Freedom Struggle in Hyderabad, Vol. II-IV, Hyderabad, 1956-1966
12. BhaskaraRao, N., Politics of Leadership in an Indian State : Andhra Pradesh, Vijayawada, 1968
13. Kesavenarayana, B., Political and Social Factor in Andhra, Vijayawada, 1976
14. Naidu, Ch.M., Salt Satygrha in Coastal Andhra, Delhi 1986.
15. NarayanaRao, K.V., Emergence of Andhra Pradesh, Bombay, 1973.
16. RamanaRao, A.V., Economic Development of Andhra Pradesh, 1966-1957, Bombay, 1958.
17. Ramakrishna, V., Social Reform in Andhra, New Delhi, 1983.
18. SarojiniRegani, Highlights of Freedom Movement in Andhra Pradesh, Hyderabad, 1968.

### **HST 303 c: Indian Foreign Policy: An Introduction**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives:**

- To introduce basics of Indian Foreign Policy
- To explain the evolution of Indian Foreign Policy during and After Cold War

Unit-I parameters- Suez Canal-	<b>Foundations of Indian Foreign Policy:</b> Nehru- Non- Alignment-Basic Early Years- Role in International Affairs- The Korean War- Indo-China- Relations with USA and USSR
Unit-II Kashmir- Lanka	<b>India's Relations with the South Asian Nations:</b> Pakistan- Problem of Emergence of Bangladesh- Shimla Agreement- Nepal- Bhutan- Maldives- Sir
Unit-III 1962 and	<b>Sino- Indian Relations:</b> Panchasheel –Tibetan Problem- Sino- Indian War, aftermath- Role of Super Powers
Unit – IV 1991-	<b>Disintegration of USSR:</b> Economic Reforms and Liberalization in India, Changing Relations with the US and Russia from Cold War to Post Cold War
Unit- V and	<b>Indian Foreign Policy in the 21<sup>st</sup> Century:</b> 9/11 Terrorist Attack- Terrorism Increased attention and importance to India- Globalization- Relations with the US, Russia and China

#### **Course Outcomes**

- Students can acquire knowledge on Foundations of Indian Foreign Policy.
- Will understand India's Relations with South Asian Nations.

- Indian Foreign Policy in the 21st Century.

### **Suggested Readings**

1. Appadorai, A., Domestic Roots of Foreign Policy, OUP, New Delhi, 1981.
2. Badhopadhyaya, J., Making of India's Foreign Policy, Allied Publishers, New Delhi, 2008
3. Behera, N.C., (ed), International Relations in South Asia: Search for an Alternative Paradigm, Sage Publications, New Delhi, 2008.
4. Bertsch, G.K., et.al (eds), Engaging India: US- Strategic Relations with the World's Largest Democracy, Routledge, New York, 1999
5. Bhargav, G.S., South Asian Security after Afghanistan, Lexington Books, Toronto, 1983
6. Bipan Chandra, et.al (eds), India Since Independence, Penguin, New Delhi, 2008
7. Dixit, J.N., India's Foreign Policy 1947-2003, Picus Books, New Delhi, 2003.
8. Dutt, V.P., India's Foreign Policy Since Independence, NBT, New Delhi, 2007
9. Ghosh, A. et.al, (eds), India's Foreign Policy, Pearson, New Delhi, 2009
10. Jetley, Nancy (ed), Indian Foreign Policy: Challenges and Prospects, New Delhi, 1999
11. Muni, S.D., Indian's Afghan Policy: Emerging from the Cold, Vol-1, Pentagon Press, New Delhi, 2007
12. Murthy, P., Managing Suspicion: Understanding India's Relations with Bangladesh, Nepal, Bhutan and Sri Lanka, Knowledge World, New Delhi, 2000
13. Pant, H.V., India's Foreign Policy in a Unipolar World, Routledge, New Delhi, 2009
14. Rajiv. S., Challenge and Strategy: Rethinking India's Foreign Policy, Sage, New Delhi, 2009
15. Rana, A.P, Imperatives of Non- Alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period, Macmillan, New Delhi, 1976.
16. Saran, S, India and its Neighbors in Indian Foreign Policy, Foreign Service Institute, New Delhi, 2007
17. ShashiTharoor, PaxIndica India and the World of the 21<sup>st</sup> Century, Penguin, New Delhi, 2012
18. Sisodia N.S et.al (eds), Emerging India, Promila and Co, New Delhi, 2005
19. Varma, S.N., Foreign Policy Dynamic: Moscow and India, Deep and Deep, New Delhi, 1999.

## HST 303.D. ENVIRONMENTAL HISTORY OF MODERN INDIA

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives

- To familiarize History of Environment in Modern India
- To instruct Social Issues and Legislation

- Unit I Environment: Environmental Factors – Ecology – Multi - Disciplinary Nature of Environmental Studies – Importance of Environmental Studies – Natural Resources – Forest Resources – Water Resources – Land Resources – Mineral Resources
- Unit II Use of Resources and Environment: Food gathering stage – Pastoralism – Settled Cultivation – Industrial Revolution – Deforestation and Environment – Neolithic stage – River Valley Civilizations – Empires and Environment – Exploitation of Forest Resources – Colonial Forest Acts and Forest Codes.
- Unit III Social Issues and Environment: Concept of Sustainable Development – Issues for Sustainable Development – Rio Conference – Basic Aspects of Sustainability – Efforts for Sustainability
- Unit IV Environmental Legislations: Environmental Ethics in India – Environmental Legislation in India – Air, Water, Noise Pollution, Wildlife – Forest Protection Laws and Hazardous Waste Management Laws – Enforcement of Environmental Legislations.
- Unit V Urban Environment: Urban Ecology – Critical Issues – Indian Urban Environment – Environment and Human Health

### Course Outcomes

- Students can gain primary knowledge on Environmental factors.
- Will understand Social Issues and Environment.
- Students were able to get precise idea about the history of Environmental Legislation.

### Suggested Readings

1. Bharucha, E., Text book of Environmental Studies for Undergraduate Courses, Universities Press, New Delhi, 2013.
2. Cunningham, W. P & T. H. Cooper, Environmental Encyclopedia, Jaico Publishing house, Bombay, 2001
3. Guha, R., Environmentalism: A Global History, OUP, New Delhi, 2000
4. Keith, S., Environmental Hazards, Routledge, New York 1996
5. Lead India, Rio, Johannesburg and beyond: India's Progress in Sustainable development, Orient longman, New delhi, 2003
6. Manivasakam, N., Environmental Pollution, NBT, New Delhi, 1992



7. Saxena, H.M., Environmental Studies, RawatPublicitions, New Delhi, 2006
8. Smith, G.H., (ed.), A Conversation Natural Resources, New York, 1965.
9. Turk, J., Introduction to Environmental Studies, Chicago University press, Chicago, 1985

## **HST .304 .COMMUNICATION AND SOFT SKILLS**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives**

- To promote soft skills among the students so as to develop attributes that could enhance interactions, earning power and job performance.
- To inculcate effective communication, take initiatives, solve problems, and demonstrate a work ethics and create a positive impact.

**Unit – 1:**     ***Types of Soft Skills & Intrapersonal Skills:*** Definition of soft skills – Types of Soft skills: **Intrapersonal Skills**– : Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience

**Unit- II:**     ***Interpersonal Soft Skills:***Active Listening Skills - Goal setting – Negotiation & Persuasion skills - Time Management - Stress Management - Problem Solving and Decision-Making Skills - Leadership Skills – Conflict Resolution

**Unit – III:**   ***Oral Communication Skills:*** Presentation skills –JAM - Role Plays, Public Speaking skills - GD Participation and co ordination.

**Unit – IV:**   ***Written Communication Skills:***Essay Writing - E mails- Report Writing – Memos.

**Unit- V:**     ***Employability Skills:*** Body Language - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming -Resume writing - Interview Skills.

### **Course Outcomes:**

- Students can understand soft skills, types of soft skills and intrapersonal skills
- It also helps in exhibiting different types of people skills

### **Suggested Reading:**

1. Meenakshi Raman and Sangeeta Sharma (2015), ***Technical Communication: Principles and Practice, 3<sup>rd</sup> Edition***, New Delhi: Oxford University Press.
2. Ashraf Rizvi, M. (2017), ***Effective Technical Communication***, 2<sup>nd</sup> Edition, New Delhi: Tata McGraw Hill.

3. Hewing, Martin (1999), *Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students*, Reprint 2003, New Delhi: Cambridge University Press.
4. Minippally, Methukutty. M. (2001), *Business Communication Strategies*, 11<sup>th</sup> Reprint, New Delhi: Tata McGraw – Hill.
5. Sasi Kumar. V and P.V. Dharmija (1993), *Spoken English: A Self-Learning Guide Conversation Practice*, 34<sup>th</sup> reprint, New Delhi: Tata McGraw – Hill.
6. John, Seely (1988), *The Oxford Guide to Writing and Speaking*, Delhi: Oxford University Press.
7. Peter, Francis (2012), *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.
8. Print Singh, Prakash and Raman, Meenakshi (2006), *Business Communication*, New Delhi: Oxford niversity Press.
9. British Council online resources.
10. [Wren& Martin](#) (2019), High School English Grammar & Composition Regular Edition, New Delhi, S. Chand & Company Pvt. Ltd

### **HST 305 A: ECONOMIC AND CULTURAL HISTORY OF INDIA, 1757-1857**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

#### **Objectives**

- To introduce British understanding of Indian Society
- To teach Socio-Religious Reform Movements and Economy

Unit I	Structure of Indian Society in A.D 1757: British Understanding of Indian Society- Orientalists, Evangelicals and Utilitarians.
Unit II its Policy	Socio-religious Reform Movement: Raja Rammohan Roy and Brahma Samaj- impact - Company's Social Policy and the Reform measures- Company's towards Indian religious institutions.
Unit III Act of	Education: Warren Hastings, the Asiatic Society of Bengal- The Charter 1813- Orientalists VsAnglicists- Macaulay's Minute and Bentinck's Resolution, 1835.
Unit IV	The Growth of Press: Early History- the Censorship of Press Act, 1799- Thomas Munre's Recommendations and Licensing Regulations, 1823- Liberation of the Press,1835 and Licensing Act, 1857.
Unit V	Economy: Conditions of Agriculture and Irrigation- Commercial Policy and the Decline of Indian Industry- Droughts and Famines and the Government's attitude- Development of Transport and Communication System- Drain of Wealth.

#### **Course Outcomes**

- Students were able to understand the Structure of Indian Society during the British rule.
- Will understand Socio-Religious Reform Movements, its impact on society, role of press and economic issues.

### **Suggested Readings**

1. Bipan Chandra, Modern India, New Delhi, 1986
2. Burton Stein, Thomas Munro- The origins of Colonial State and His vision of Empire, Oxford, 1989
3. Datta, K.K., Socio-Cultural Background of Modern India
4. David, M.D., Cultural History of Modern India, Allahabad, 1972
5. Frykenburg, R.E., (ed), Land Tenure and Peasant in South India, New Delhi, 1977
6. George, D., Bearce, British Attitude Towards India, 1784-1858, London, 1961
7. Grover, B.L., A New Look at Modern Indian History, S.Chand& Co., New Delhi, 1992
8. Kaye, John William, The Administration of the English East India Company, Allahabad, 1966
9. Majumdar, R.C., (ed), History and Culture of the Indian People, Vol. XI
10. Peter Red (ed), Rural India: Land ,Power and Society under British Rule, London, 1983

## **HST 305.B. INTELLECTUAL HISTORY OF THE 19th CENTURY INDIA**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives**

- The aim of this paper is to provide knowledge to the students about the pioneer intellectuals of Nineteenth Century India.
- Students will understand who created awareness among the Indians towards social and religious harmony.

UNIT-I	Introduction - Definition of Intellectual History - Nature of Intellectual History.
UNIT-II	Social Thinkers : Raja Ram Mohan Roy - Iswar Chandra VidyaSagar– Keshab Chandra Sen - VeerasalingamPantulu - D.K.Karve - R.G.Bhandrakar - PanditaRamabai - JothibaPhule - B.M.Malabari - Sir Syed Ahmed Khan.
UNIT-III	Religious Thinkers :Debendranath Tagore - DayanandSaraswati - Ramakrishna Paramahansa - Vivekananda - Saint RamalingaAdigal.
UNIT-IV	Political Thinkers :DadabhaiNaoroji - M.G.Ranade - S.N. Banerjee - R.C. Dutt -- G.K.Gohkale.

UNIT-V Litterateurs and Scientists :Bankim Chandra Chatterjee - J.C.Bose - P.C.Roy  
–SrinivasaRamanuja.

**Course Outcomes**

- Students are expected to draw inspiration from the vision and mission of the intellectuals of 19th Century India who led a principled life.
- Students will get inculcated with the values and moral principles which the intellectuals of 19th Century India preached.

**Reference Books:**

1. *Datta , K.K : A Social History of Modern India, The Macmillan Company, New Delhi, 1975.*
2. *Grover, B.L & Grover: A New Look at Modern Indian History, (From S. S.Chand and Co, 1707 to, the Modern Times) New Delhi, 2006.*
3. *Naravane, V.S : Modern Indian Thought, Orient Longman, New Delhi, 1978.*
4. *RomainRollan : The Life of Ramakrishna, Advaita Ashram, Almora, 1930.*
5. *VishnooBhagwan : Indian Political Thinkers, Atma Ram & Sons, New Delhi, 1999.*

## HST 401: HISTORIOGRAPHY

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives:

- This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent historians and on the development of historical writing in modern India.
- It makes a critical evaluation of the impact of Orientalism on Indian historiography, the Imperialist, Nationalist, Class, Elite, Subaltern and Gender approaches and their influence on the writing and interpretation of Indian history.

Unit I Indian Mahabharata	Traditions of Historical writing: Greek-Roman-Chinese-Arabic and Persian- Historical Tradition-itihasaPurana-Semi Historical Works-the Ramayana-The
Unit II Positivist-	Approaches to History : Church Historiography - Enlightenment – Romanticist- Marxist- Annales School- Subaltern Approaches
Unit III Gender-	Themes in Indian History: Economic-Labour-Peasant-Varna-Jati-Jajmani System- Religion-Culture-Environment-Science and Technology
Unit IV Debates: DadabhaiNaoroji and R.C. Dutt	Major Debates in History : Socialistic Debates : Weber and Marx- Economic
Unit V Majundar-	Select Indian Historians :R.G.Bandarkar-G.S.Sardeesai- JadunathSarkar-R.C. D.D.Kosambi-K.A.N.Sastri-K.M.Panikkar

### Course Outcome:

- It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history.
- The students can familiarize with historical studies, approaches theories and methods used in the practice of history writing.

### Suggested Readings

- 1.Bajaj,Satish K., Research Methodology in History, Anmol Publications, New Delhi,2000
- 2.Carr,E,H., What is History, Macmillan, London, 1969
- 3.Collingwood, R,G., The Idea of History, Oxford University Press, Oxford, 1966

4. Gardiner, P. (ed.), *Theories of History*, Oxford, 1959
5. Rajayyan, K., *History in Theory and Method*, Ratna Publications, Madurai, 2000
6. Sheik Ali, B., *History-Its Theory and Method*, Macmillan, Chennai, 2001
7. Sreedhran, E., *A Text Book of Historiography (500BC to AD 2000)*, Orient Longman, Chennai, 2000
8. Stern, Robert W., *Changing India*, Cambridge University Press, New Delhi, 1993
9. Subramanian, N., *Historiography and Historical Methods*, Ennes Publications, Udumalpet, 1999
10. Venkateswaran, G., *A Study of Historiography*, V.C. Publications, Rajapalayam, 2005

## **HST 402: CONTEMPORARY HISTORY OF INDIA - II**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives:**

- To introduce Contemporary History of India From 1960s to 2000
- To explain Indian Economy and Reforms

**Unit I            Functioning of Parliamentary Democracy :**Coming of Swatantra party–the KMPP  
 And KLP- the Socialist Party- the Communist Party- RSS-Jan Sangh- the Congress  
 split, 1969- Emergence of Regional Parties

**Unit II            The Emergency :**Indira Gandhi and the Allahabad Judgement- the J.P. Movement–  
 the Janata Party Rule, 1977-1980- Indira Gandhi returns to Power 1980- India and the  
 1984 – NAM- the Sikh problem- Operation Blue Star- Assassination of Indira Gandhi,  
 Rajiv Gandhi's Succession : Crisis in Sri Lanka- TIE- Defeat of Congress 1989-  
 Coalition Politics- Assassination of Rajiv Gandhi, 1991

**Unit III        Indian Economy 1965-91** Mid 1960s crisis and response- Achievements-Gross Domestic  
 Savings, Gross Domestic Capital Formation, MRTP Act etc

Unit IV **Economic Reforms since 1991** Reforms during Indira Gandhi-Rajiv Gandhi-P.V.Narasimha Rao-Effect of Reforms-Indian Economy in the New Millennium-Breakthrough in Growth-Relationship with external world-Challenges in New Millennium

Unit V **Revival and Growth of Communalism:** Hindu and Muslim Communalism-Caste-Untouchability- Indian Foreign Policy since 1991- Look East Policy-USA-Russia-China-South Asia.

### Course Outcomes

- Students were able to understand the Functioning of Parliamentary Democracy in India
- Acquire knowledge on Emergency and its Aftermath
- Able to assess the significance of Economic Reforms since 1991

### Suggested Readings

1. Bipan Chandra, AdityaMukerji, MrudulaMukherji, India **after** Independence, Penguin India, New Delhi, 2000
2. Bipan Chandra, AdityaMukerji, MrudulaMukherji, India **Since** Independence, Penguin India, New Delhi, 2008
3. Gandhi, K., India Beyond Sixty, Allied Publishers, New Delhi, 2009
4. Giseal Non, the Indian Challenge, Allied publishers, New Delhi, 1992
5. Michel Brecher, Nehuru a Political Biography, OUP, New Delhi, 1998 Nanda, B.R.,
6. Jawaharlal Nehuru- Rebel and Statesman,OUP, New Delhi, 1998
7. Paul R., Brass, the Politics of India since Independence OUP, New Delhi, 1997
8. Panjab,K.L., The Indomitable Sardhar , BharatiyaVidyaBhavan, Bombay, 1990

## HST 403 a: INTERNATIONAL RELATIONS AND ORGANIZATIONS

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives:

- To introduce dimensions of International Relations.
- To teach aspects of International Organizations

Unit-I **Concept of International Relations:** The State System and its corollaries- Concept of Sovereignty- Nationalism versus Internationalism- National Power- Elements of National Power.

Unit-II Diplomacy: Functions of Diplomats: Diplomatic rules and Procedures; Origins

of Modern Diplomacy and its conditions; Democratic and totalitarian Diplomacies; other kinds of Diplomacy.

- Unit-III Instrument of National Policy: Techniques of Propaganda; Pre and Post World War II; Economic Instruments- International trade, International cartels; Other Economic Instruments.
- Unit-IV Balance of Power: Nature and Characteristic – Bipolar and Multi Polar World- Devices for Balance of Power- Collective Security and Balance of Power- Foreign Policies during the inter- war period: The USA, The USSR, The Great Britain, France and Germany.
- Unit-V International Organizations: United Nations- Structure and Role- Maintenance of International Peace and Security- Socio- Economic and Cultural achievements of the UN- Reforming of the UN.

### **Course Outcomes**

- Students can possess knowledge on the Concept of International Relations
- Were able to understand Balance of Power
- Can gain knowledge on International Organizations

### **Suggested Readings**

1. Hartmann, F.H., Readings in International Relations
2. Catherine, H., A Short History of International Relations, New York, 1951
3. Morgenthau, H.J., Politics Among Nations, Calcutta 1969
4. Palmer and Perkins, International Relations: The world Community in Transition, Calcutta, 1969
5. Quincy, W., The Study of the International Relations, Bombay, 1970.
6. Srivastava, L.S.and V.P. Joshi, International Politics and Relations, Hyderabad, 2012



## HST 403 b: Constitutional History of India, 1773-1950

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives:

- To introduce the evolution of the Indian Constitution
- To teach Agitations and Reforms for the Constitution

- Unit I      **Formation of English East India Company** : Annexation of Bengal and Clive's Dual government – Regulating Act,1773- Pitts India Act,1784- Lord Cornwallis reforms – Constitution of the Company rule- Lord Wellesley- Lord Hastings – Lord Dalhousie – Charter Acts of 1813,1833 and 1853- Centralization of the Powers - Great Revolt of 1857- its significance
- Unit II      **Establishment of Crown's Rule:** Queen Victoria's Proclamation Act, 1858- Lord Canning – Era of Legislative devolution- Indian Council Act of 1861 and 1892- Indian factor in Legislatures- Relations between Central and Provincial governments – Organization of Civil Services – Administration under the Crown- Lord Ripon and the Local self government
- Unit III      **Nationalist agitations and the Reforms** : Indian National Congress and the demand for Swaraj- Lord Minto- Indian Council Act 1909(Minto-Morley Reforms)- World War I and India's Co-operation- Montague- Chemsford India Act 1919- Congress rejection- Working of the Dyarchy in Provinces – Muddiman Committee Report- Simon commission- Nehru Report- Lahore Resolution, 1929- Round Table Conference
- Unit IV      **Background of Communal Award:** Poona Pact, 1932- Joint Parliamentary Committee Report- Government of India Act, 1935- Provincial Autonomy- World War II and the India's reaction, resignation of Congress Ministers- Cripps Mission of 1942- Muslim League – Jinnah and demand for Pakistan- Simla Conference of 1945- Cabinet Mission plan of 1946- Interim Government- Communal Disturbances
- Unit V      **Mountbatten Plan:** Partition and Independence – Republican Constitution of India- Constituent Assembly- Forming of India's Constitution- Salient features, Fundamental rights and directive principles

### Course Outcomes

- The course helps the students to gain require knowledge on the enactment of various acts introduced by the British
- Students will also understand the impact of the legislations, National Agitations and its Prospective.

## Suggested Readings

1. Basu, D.S., Commentary on the Constitution of India, 2 vol.
2. Benerjee, A.C., Indian Constitutional Documents, 1757-1947 4 vol.
3. Coupland, A., The Constitutional Problem in India.
4. GajendraGadkar. P.B., The Constitution of India, Oxford, 1969
5. Keith, A.B., A Constitutional History of India, London, 1936.
6. Keith, A.C., Speeches and Documents in Indian Policy, vol.I&II

### **HST 403. C. History of Modern Asia 1868-1960** (to come into effect from the academic year 2019-2020)

#### **Objectives:**

- To introduce the evolution of Modern Asia
- To explain Modernization in Asia

Unit I **.Japan** : Transition from feudalism to capitalism- Crisis of Tokugawa Bakuhan system -

Meiji Restoration :Its nature and Significance- Political Reorganization- Military Reforms - Social, cultural and educational reforms (bunmeikaika) - Financial reforms and educational development in the‘Meiji’era - Meiji Constitution

Unit II **Japanese Imperialism**(a) China(b)Manchuria(c) Korea - Democracy and Militarism/Fascism -Popular/People’ s Rights Movement - Nature of political parties  
- Rise of Militarism-Nature and significance - Second World War-American occupation  
-Post-War Changes

Unit III **Emergence of Modern Korea**- The old order and Institutional Decay:JoseonKorea

—  
Korea’s interactions with the Western powers andKorea’s unequal treaties with Japan- Attempts at social, political and economic reformsin Korea - Japan’s colonization: March First Movement andthe growth of Korean nationalism; in situationaltransformation 1910-1945 - Post-War Changes

Unit IV **Modern West Asia** Leaders, Modernization, Ideologies andMovements: Kemal Ataturk

Pasha and reforms inTurkey; modernization of Iran under Reza Shah Pahlavi; Orientalism; Ottamanism; Arabism and Zionism.

Unit V **World War II and Post war conflicts** in theMiddleEast: Rise of Arab nationalism; West

Asia andWorld War II; creation of Israel; Arab–Israel conflict

## Course Outcomes

- Students can possess knowledge on Japanese Imperialism.
- Will understand Emergence of Modern Korea and Modern West Asia

## Suggested Readings

1. Beasley, The Modern History of Japan. Frederick A. Praeger, London 1963.
2. Bruce Cummings, Korea's place in the Sun: Modern History, W.W. Norton and Co., 1992
3. ChowTse Tung, The May Fourth Movement: Intellectual Revolution in Modern, China. 1913.
4. Jon Livingstone, et. al., The Japan Reader ( Imperial Japan : 1800 1945), Vol. I
5. Mikiso Hane, Modern Japan: A Historical Survey. Westview Press, 1992. Ann Arbor
6. Kenneth B. Pyle, The Making of Modern Japan. 1978. Lexington, Massachusetts.
7. Michael J. Seth, A concise history of Modern Korea, Rowman and Littlefield, 2009
8. Nathaniel Peffer, The Far East: A Modern History. Ann Arbor: University of Michigan Press, 1958.
9. Ramon H. Myers and Mark R. Peattie (ed), The Japanese Colonial Empire, 1895-1945, Princeton: Princeton University Press, 1984 West Asia
10. Catherwood, Christopher, A Brief History of the Middle East, Robinson, London, 2006
11. Pappe, Ilan, The Modern Middle East, Abingdon, Routledge, 20005,
12. Fromkin, David, A Peace to End all Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East, Owl Books, Paperback 2001 ( New York: Avon Books, 1989)
13. Hourani, A.H, The Emergence of the Modern Middle East, London, Macmillan, 1981. -----A History of the Arab Peoples. London, Faber and Faber, 1991.
14. Hourani, Albert, Houry, Philip and Wilson, Mary C. (Eds.), The Modern Middle East. London, I.B. Tauris, 2004.
15. Lewis, Bernard, Shaping of the Modern Middle East, New York, Oxford University Press, 1994
16. Phillip K. Hitti - History of the Arabs, Macmillan & Co, London 1960
17. Sachar, Howard M., A History of Israel: From The Rise of Zionism to our Time, second edition, Alfred A. Knopf, USA, 1996
18. S.N. Fisher - The Middle East, Routledge and Kegan Paul, 1966

## HST 403. D.HISTORY OF MODERN LATIN AMERICA

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives

- To introduce History of Modern Latin America to students.
- To make students aware of Dictatorship, Socialism and Liberalism in Latin America.

Unit I            The Independence of Latin America-Background-Causes of Revolution- Liberation of South America-Simon Bolivar-San Martin-Brazilian

Independence-Mexico's Road to Independence-Latin America in the 19<sup>th</sup> century-Decolonization and search for National identities 1821-1870- Fruits of Independence-Mexico, Argentina, Paraguay, Uruguay and Upper Peru, Chile, United Provinces of Central America-Independence and the Failure of the Union 1810-1865-Race, Nation and meaning of Freedom 1821-1888-Brazil-Antislavery Movement, Peru,Cuba Gran Colombia

- Unit II Brazil:The Triumph of Neocolonialism and the Liberal state 1870-1900-Mexican Politics & Economy-Argentine Politics & Economy-Chilean Politics & Economy-Brazilian Politics & Economy- Central American Politics & Economy-Guatemala, Nicaragua, El Salvador-Venezuelan Politics and Economy-Colombian Politics & Economy
- Unit III Latin America since 1900: Mexican Revolution and the Populist Change-The Great revolution 1910-1920-Rule of the Millionaire Socialists- Cardenas & Populist Interlude-The Big Bourgeoisie in Power 1940-1976-Brazil-Divide & fall of Old Republic 1914-1930-Vargas & Bourgeois Revolution 1930-1954-Reform & reaction 1954-1964-Argentina-Radical Era 1916-1930-Military Intervention & the State 1930-1943-Peron Era 1943-1955- Collapse of Populism 1955-1973- Cuba-Independence & Spanish-Cuban American war-Dependent Development and Popular Struggle 1902-1953-Revolution in Power 1959-2003
- Unit IV Limits of Populism 1952-1968-1952 Bolivian Revolution-Peru-Populism & Broken Promises-Military Corporatism & Revolution 1968-1975-Collapse of Military Corporatism 1975-1990-Chile-Alessandri & the Rise of Populism 1920-1970- Chilean Road to Socialism 1970-1973- Lands of Bolivar-Authoritarian Politics in Colombia 1903-1930-Revolution 1934-1958-Reform & Repression 1958-1974-Drug Trafficking & repression 1974-2000-Venezuela –Liberal Tyranny 1908-1935-Military Populism & Dictatorship 1945-1958-Limited Democracy & Populist Resurgence 1958-1969-Populist Problems 1969-1988-Neoliberalism 1988-2003
- Unit V Deconstructing the State: Dictatorship and Neoliberal Markets-Brazil Dictatorship in Crisis 1978-1983-Military Dictatorship & Neoliberalism in Chile 1973-1990-Military Dictatorship & Neoliberalism in Argentina 1976-1990-Neoliberalism & Authoritarian state in Mexico 1977-1994- The Two Americas: United States-Latin American relations –An Imperial Power 1898-1945-War with Spain-The Mexican Revolution-Defending the Empire & Capitalism 1945-1981-Cuban Revolution & the United States-Return to Gun Boat Diplomacy 1981-2003

### Course Outcomes

- Students will be identify struggles for Independence in Latin America

- They will understand the politics of the Western Powers in Latin America..

### **Suggested Reading**

1. Alexander Dawson, Latin America since Independence: A History with Primary Sources, Routledge, 2014
2. Benjamin Keen and Keith Haynes, A History of Latin America, Wadsworth Cengage Learning, 2013
3. James A. Wood and Anna Rose Alexander ed, Problems in Modern Latin American History: Sources and Interpretations, Rowman& Littlefield, 2019
4. John Charles Chasteen , Born in Blood and Fire – A Concise History of Latin America, W. W. Norton & Company, 2016
5. Peter Smith and James Green, Modern Latin America, Oxford University Press, 2018
6. Thomas E. Skidmore, Peter H. Smith and James N. Green, Modern Latin America, Oxford University Press, 2013

## **HST 404. HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA 1858- 1947**

(Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### **Objectives**

- This course as multidisciplinary designed to promote knowledge on emergence and character of Science and Technology, technological development in India since 1858.
- To familiarize scientific developments medical education and health sciences.
- It also focus on communication, transport development and scientists.

UNIT-I	Introduction - Scientific Tradition in India - Introduction of Modern Sciences by the Europeans - Asiatic Society of Bengal - Zoological Survey of India - Botanical Survey - Geographical Survey - Trigonometrically Survey - Development of Meteorological and Astronomical Sciences.
UNIT-II	Learned Institutes for Development of Science - Indian Association for the Cultivation of Science - Indian Science Congress Association - Institution of Engineers - National Academy of Sciences - Indian National Science Academy.
UNIT-III	Medical Education and Research - Technical Education and Research – Agricultural Education and Research - Veterinary Science - Agriculture and Irrigation - Food Crops - Commercial Crops - Plantation Crops - Engineering and Industry - Cottage Industry - Rural & Urban Arts and Crafts.
UNIT-IV	Transport and Communication - Roads and Bridges - Harbours - Ports and Lighthouses - Waterways.

UNIT-V Great Scientists - S.Ramanujam, J.C.Bose - C.V.Raman - Role of Universities and Scientific Institutions.

### Course Outcomes

- This paper will make the students to understand how far Science and Technology has progressed in India and resulted in bringing Socio-Economic changes in the Society.

### Reference Books

1. Gupta, S.P. *Science, Technology and Society in Modern Age.*
2. Gupta, S.P. *Modern India and Progress in Science and Technology.*
3. KalpanaRajaram : *Science and Technology in India.*
4. VadilalDagli : *Science and Technology in India, S.Chand& Co, Ltd, New Delhi, 1982.*
5. Varghese Jeyaraj, S.: *History and Science and Technology, Anns Publications, UthamaPalayam, 2004.*
6. Venkatraman, R. :*History of Science and Technology. Ennes Publications, Madurai,1988.*

## HST 405 (a): Outlines of Andhra History and Culture (Revised Syllabus) (to come into effect from the academic year 2021-2022)

### Objectives:

- The course aimed to impart knowledge of the history and culture of Andhra.
- This course introduces to the external students about the geographical features, sources, political formation, Satavahana rule, rise of local powers, their role and a brief survey on various phases of Andhra history upto 2014.

### UNIT- I:

Physical features – Impact on History and Culture of Andhra -Archaeological, Epigraphical and literary sources -Andhra - Andhradesa, Trilingadesa - Andhrajati.

### UNIT-II:

Satavahanas – Ikshvakus and Eastern Chalukyas in Andhra and their contribution

### UNIT-III:

The Legacy and contribution of Kakatiya, Vijayanagara, Reddi and Qutbshahi dynasties.

### UNIT-IV:

Social and cultural awakening: Veeresalingam; RaghupathiVenkataratnam Naidu- Growth of Telugu Journalism- KomarrajuLakshmanaRao – Establishment of Krishnadevaraya Andhra BhashaNilayamand VignanaChandrikaMandali.

## UNIT -V :

Andhra movement : Origin and Growth – Andhra Mahasabhas — Movement for separate Andhra –Formation of Andhra State, 1953 –Emergence of Andhra Pradesh, 1956 -Telangana Agitation, 1969 – Jai Andhra Movement, 1972 – Separate Telangana Movement- bifurcation of Andhra Pradesh 2014.

### Course Outcome:

- The study of comprehensive history of the country is incomplete without the study of regional history.

The external discipline students can develop thorough understanding on Andhra history and culture.

### SUGGESTED READINGS:

1. HanumanthaRao, B.S.L. - AndhrulaCharitra, Guntur, 1990.
2. Gopala Reddy, Y. - A Comprehensive History of Andhra, Hyderabad, 1990.
3. Satyanarayana, K. - A Study of the History and Culture of the Andhras Vol.1 and II New Delhi, 1975.
4. Comprehensive History of Andhras, Vol. I, II, III & IV
5. ParabrahmaSastri, P.V., - The Kakatiyas, Hyderabad, 1983.
6. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1993
7. NarayanaRao, K.V., Emergence of Andhra Pradesh, Bombay, 1973.

## HST 405.b. HEALTH, MEDICINE AND SOCIETY IN MODERN INDIA

Revised Syllabus)

(to come into effect from the academic year 2021-2022)

### Objectives

- The aim of this paper is to provide knowledge to the students about the Public health systems in Colonial times.
- Students will learn the difference between the Western and Indigenous Medical systems.

UNIT-I	Towards evolving apolicy of public health- pre- colonial systems of preventive medicine and therapies – Early concerns about health
UNIT-II	Potential sources of disease and epidemics and colonial medical intervention – Popular perceptions and response to colonial medical intervention.
UNIT-III	Divergence and Convergence – Colonial discourse on tropical disease – Dialogue between Western and Indigenous systems.

UNIT-IV      Politicization of health – Resolving the issue of gender – political economy of Health – Public debate over health.

UNIT-V      Nationalist perspective – Political mobilization against western medicine.

### **Course Outcomes**

- Possess knowledge and awareness about the Public health
- Able to understand the Western and Indigenous Medical systems.

### **Reference Books:**

1. Arnold, David, *Colonizing the Body: State, Medicine and Epidemic Disease, The Nineteenth Century India*, OUP, 1993
2. Arnold, David, *The New Cambridge History of India: Science, Technology and Medicine in Colonial India*, CUP, 2000.
3. Bala, Poonam, *Imperialism and Medicine in Bengal: A Socio – Historical Perspective*, Sage, 1991
4. Forbes, Geraldine, *The New Cambridge History of India, Women in Modern India*, CUP, 1996.
5. Harrison, M., “Quarantine, Pilgrimage and Colonial trade: India 1866 – 1900”, *Indian Economic and Social History Review*, 29 (1992)
6. Harrison, M. *Public Health in British India: Anglo Indian Preventive Medicine 1859 – 1914*, CUP, 1994
7. Helen, Lambert, “The Culture logic of Indian Medicine: Prognosis and Etiology, Rajasthan’s Popular Therapeutics”, *Social Science and Medicine*, 34(1992)
8. Hume, J.C. “Colonialism and Sanitary Medicine : The Development of Preventive Health Policy in Punjab, 1860 – 1900, *Modern Asian Studies*, 20 (1986)
9. Kakar, Sanjeev, *Leprosy in British India, 1860 -1940: Colonial Politics and Missionary Medicine*, *Medical History*, 40 (1996)
10. Kamat, M. *The Palkhi a Plague Carrier: The Pandharpur Fare and the Sanitary Fixation of the Colonial State. In health and Medicine and empire: Perspective on Colonial India*, Ed, B. Pati and Mark Harrison, Orient Longman, 2001.
11. Klein, Ira, “Death in India, 1871 – 1921” *Journal of Asian Studies* 29(1973)
12. Klein, Ira, “Plague Policy and Popular Unrest British India” *Modern Asian Studies* 22 (1988)
13. Kumar, Anil. *Medicine and the Raj: British Medical Policy, 1835 -1911*, Sage, 1998.